



**University Charter Middle School
at CSU Channel Islands**
Charter Petition

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i. AFFIRMATIONS/ASSURANCES

The University Charter Middle School at CSU Channel Islands (“UCMS” 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 UCMS 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)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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)]
- 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 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 No Child Left Behind 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 four years since the school's inception, University Charter Middle School at CSU Channel Islands (UCMS) 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 four years and wishes to see the school continue to make strides in the future. Among the numerous successes experienced are the following events, awards, programs and achievements that have contributed to the growth and development of UCMS between 2006 and 2010:

- *\$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)*
- *Active Participation in Parent-Teacher-Student Association (PTSA)*
- *Teacher grant awards including: Impact II Awards, Target Grant Awards, RESTOR Project Grant (The Research and Education for Students and Teachers about the Ormond Beach Restoration), Math Teacher of the Year*
- *Comprehensive after-school athletics program (basketball, flag football, volleyball, track and cheerleading)*
- *The creation and implementation of a Peer-Tutoring program to link UCMS students with Triton Academy (students with autism)*
- *"Sportsmanship" award winner each year for boys' basketball team*
- *Physical Fitness Test results exceed state and county averages*
- *Continued Participation in the student "Autism Ambassadors" program*
- *Robotics Team actively involved in First Lego League (FLL) and local competitions*
- *Implementation of "Rachel's Challenge" program to spread kindness and compassion*
- *All major science concepts include a specific hands-on lab to support core content*
- *Many lunch and after-school clubs include Math Club, Chess Club, Peace/Love/Kindness Club, Book Club, Glee Club, Leadership, and Yearbook*
- *Participation in Camarillo Academic Olympics (CAO) and school winner of award for highest percentage of participation*
- *Annual participation in Spelling Bee; Annual Participation in Geography Bee and advancement to state-level competition*
- *Numerous students have been selected and have represented UCMS in the Junior National Young Leaders Conference in Washington, DC*
- *Annual eighth-grade trip to Washington, DC*
- *Collaboration with CSUCI Science Department to coordinate community Science Carnival event to serve students and residents throughout Ventura County*
- *"Peer Buddies" program partner middle school students with the elementary school*

These achievements supplement the progress made overarching curricular and instructional programs, which have been successful in providing a rigorous, project-based educational program for all students. UCMS 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 decade, 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 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 (UPS, the petition for which was approved by the Pleasant Valley School District on October 11, 2001.) and University Charter Middle School at CSU Channel Islands (UCMS) . University Charter Middle School at CSU Channel Islands Charter Petition was approved by the Pleasant Valley School District on February 2, 2006 and opened in August of the same year with ninety-nine (99) sixth and seventh grade students. UCMS currently has 240 students enrolled in grades six through eight and has maintained a consistent waiting list of between twenty-five and sixty-three middle school students from throughout Ventura County. After four and a half years the program continues to thrive and the “lighthouse” vision has become a reality. 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 UCMS faculty, the school program is thriving and is gaining recognition as a premier professional development school. UCMS is currently located at 700 Temple Avenue, Camarillo, California, 93010.



UCMS functions under the governance structure and direction of the UPS Board of Directors. This Board has successfully executed the responsibility for establishment and ongoing evaluation of policies as set forth in the charter legislation and charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution,

facility oversight, public relations, and community outreach. The Board of Directors, UCMS faculty and staff, UCMS community members, and CSUCI faculty are partners in the implementation of the University Charter Middle School at CSUCI Charter. 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 charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach. The Board is comprised of one representative from each of nineteen Ventura County school districts, two representatives from the sponsoring school district, Pleasant Valley School District, one representative of the Ventura County Office of the Superintendent of Schools, one administrator and two faculty members representing CSU Channel Islands. The vast experience and backgrounds of the Board members assure expertise across the areas of curriculum/instruction and education management, finance, law and business. Additionally, the Board currently contracts for support for fiscal operations with Ex Ed, legal matters with Middleton, Young & Minney, LLP, and auditors with Hosaka Nagel and Co.

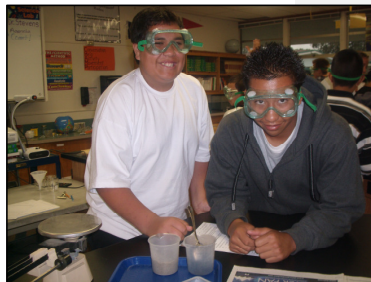
The current Board of Directors includes the Ventura County Superintendent of Schools, district superintendents, assistant superintendents, principals, CSUCI Faculty and UCMS and UPS parents. (See Appendix A - Board of Directors Roster.) The founder of the school, Dr. Jeanne Adams, continues to serve on the Board of Directors. (See Appendix B – Resume: Dr. Jeanne Ponticello Adams). The Board of Directors has established an Executive Committee of seven Board Members representing all areas of the county. The Executive Committee acts on behalf of the Board of Directors as outlined in the BYLAWS and meets monthly. The Board of Directors meets quarterly unless a special meeting is called.

Well-qualified individuals are responsible for the administration and instructional program of UCMS. The UCMS Executive Director, Mrs. Linda Ngarupe, has fourteen years administrative experience, a California Administrative Credential and is a graduate of the California School Leadership Academy. In addition to seven years of teaching experience, she holds an M.A. in Educational Leadership, and has participated in CSDC's Charter School Leadership Development Training. Mrs. Ngarupe has been recognized as Camarillo Chamber of Commerce Educator of the Year, Elementary Principal of the Year by the Association of California School Administrators Southern Ventura County Charter Group and holds a Chief Business Officer Certificate from University of California. (See Appendix C – Resume: Linda Ngarupe). Sara Leibman and Charmon Evans are directors responsible for the day-to-day management of the school site, including curriculum/instruction, staff supervision, facilities, safety, etc., and district level responsibilities as well. (See Appendices D and E- Resumes: Sara Leibman and Charmon Evans)



Master teachers who demonstrate the best and most promising pedagogical and standards-based practices teach in the school. Each teacher brings 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. 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.



II: EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

The mission of the University Charter Middle School at California State University Channel Islands (UCMS) is to build a comprehensive learning community for sixth through eighth grade students. The program focuses on developing critical thinkers who demonstrate mastery of the California academic content standards in an environment that supports the unique developmental stages of the adolescent child.

UCMS will maximize learning opportunities for its students who will reflect the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and California classrooms by using the best and most promising pedagogical and standards-based practices employed by highly qualified teachers and administrators. These practices will be modeled for student teachers, other credential candidates, and a variety of practitioners through regularly scheduled on-site training and action research in conjunction with CSU Channel Islands.

Educational Philosophy – *How Learning Best Occurs*

Supporting ALL Students to be an “Educated Person” in the 21st Century

UCMS will fulfill its mission by utilizing the following research-based practices of effective schooling:

- Providing a curriculum that is standards-based, 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 the needs of the early adolescent holistically—socially, emotionally, physically, and intellectually;
- 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 Master Teachers who maximize regular school-wide professional development through Active Collaboration Team Time (ACTT), 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 UCMS educational philosophy is the focus on all students mastering California's academic and arts content standards. This intense focus will ensure every student is successful in a rigorous curriculum. Students at UCMS receive instruction from teachers who have an extensive knowledge of grade level standards and employ "state of the art" teaching methodologies. Students and parents are informed about the grade level standards and receive updates on each child's progress towards achieving the standards. The instruction in core, enrichment, and intervention classes is based on the standards coupled with the needs of the students. Faculty participates in ongoing, cross grade level articulation to ensure student success at the highest benchmark levels.

Foundational to UCMS is the focus on developing meta-cognition, that is, how to learn and think critically thus developing life-long learning skills which will enable students to pursue their own path of learning throughout their adult lives. Meta-cognitive skills are incorporated into lessons that include effective study skills and habits; information/media literacy; the ability to plan, initiate, and complete a project; use of computers and other technology. The ability to reflect upon and evaluate one's own learning will prepare students for the future workplace.

Essential for the future workplace are strong leadership skills. Coupled with citizenship skills, leadership characteristics are intentionally taught and assessed through service projects to benefit the community. Various service projects are implemented through core classroom instruction as well as through school-wide student organizations such as "Peace, Love and Kindness (PLK)" Club, and Leadership. "Peacebuilders," a research-based program to instill respect, responsibility, kindness and compassion throughout the UCMS campus, is extended from the elementary school program and expanded upon through character education at UCMS. The "Heart of a Champion" curriculum is also used with all students to explicitly teach character traits and life skills. Students will be expected to demonstrate the ability to engage in responsible, compassionate peer relationships by participating, for example, in conflict resolution training with our school counselor. All students are expected to demonstrate the ability to collaborate and work effectively with others in cooperative groups and develop skills essential for workplace success such as punctuality, time management, collaboration, taking responsibility, etc. Students participate in support programs through coursework such as "Advancement," a class teaching character education as well as skills to be successful in school. They also receive instruction in their "Computer Skills" class to be able to successfully complete core academic assignments, projects and presentations via the use of rapidly evolving technology. In addition, all UCMS students attend weekly classes in the science lab to strengthen critical thinking skills and understanding of the scientific method.

UCMS will exemplify the findings of the "Effective Schools" research of the past twenty-five years which has identified the following correlates as central to student success:

- Strong Instructional Leadership
- Equal Opportunity to Learn
- High Expectations
- Frequent Monitoring of Student Progress
- Positive Climate
- Safe and Orderly Environment

CSU Channel Islands and UCMS 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 UCMS setting for a portion of their pre-service teaching experience. The students attending UCMS benefit along with university faculty, school faculty, and future educators. Benefits to UCMS students include:

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

Students to be Served



University Charter Middle School at CSU Channel Islands serves a learning community composed of approximately 250 sixth 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 campus residences and faculty members. UCMS demographics (according to most recently available CBEDS data):

Ethnicity:

- | | |
|------------------------|---------------------------------------|
| • Hispanic | 60.4% (<i>significant subgroup</i>) |
| • White (non-Hispanic) | 27.5% |
| • Asian | 3.8% |
| • African American | 4.9% |
| • Filipino | 1.6% |
| • American Indian | 0% |
| • Pacific Islander | 1% |

English Learners: 20.3%

Socio-Economically Disadvantaged: 52.7% (*significant subgroup*)

Students with Disabilities: 8%

University Charter Middle School's demographics, as reflected in the most recently available CBEDS data, represent the overall demographics of the Pleasant Valley School District and Ventura County as follows (Figure 1)*:

Figure 1

<i>Enrollment 2009</i>	UCMS	PVSD	Las Colinas M.S.	Monte Vista M.S.	County
Hispanic/Latino	60.4%	31.2%	27.3%	33.3%	49.2%
White	27.5%	51.6%	54.3%	48.0%	38.4%
Pacific Islander	1.1%	0.4%	0.6%	0.5%	0.3%
Asian	3.8%	7.3%	10.0%	5.5%	4.2%
African American	4.9%	3.5%	2.0%	5.7%	2.0%
Filipino	1.6%	4.8%	4.6%	5.8%	2.1%
Socio-Economically Disadvantaged	52.7%	23.4%	13.0%	32.2%	42.0%
English Learners	20.3%	11.0%	5.9%	12.0%	23.2%

According to 2009 – 2010 STAR data, UCMS has identified low-performing subgroups. Students in these targeted groups will be included in intensive intervention based on their individual areas of need. While *Response to Intervention* (RtI) is a school-wide focus for all students, specific Tier 2 interventions are also essential for lower-performing students identified through state assessment data. University Charter Middle School at CSU Channel Islands also recognizes that a significant sub-population is academically underachieving. Included in that group are primarily socio-economically disadvantaged students, students with disabilities, English learners, and Hispanic/Latino students. To address this group, special, ongoing, intervention efforts will assure students meet state standards at each grade level and leave UCMS prepared for continued academic success.

Curriculum and Instructional Design

UCMS is an innovative school model using curriculum and instructional strategies validated by the work of many respected researchers and practitioners of the last 35 years. The UCMS 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

Guiding principles: The instructional program's guiding principles 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 shared with others in the field;
- 3) Social, intellectual, physical, psychological, ethical and emotional development of adolescents is considered at all times;
- 4) Students engaged and responsible for their own learning;
- 5) Students able to communicate effectively;
- 6) Ongoing assessments inform instruction;
- 7) Intervention provided at the earliest possible time;
- 8) Faculty, staff, and students exemplify life-long learning;
- 9) Parents as integral partners throughout;
- 10) Adults model what is expected of students;
- 11) Technology infused throughout the curriculum;
- 12) All elements of the school's organization are for the purpose of facilitating learning.



Core content: The foundation of the model is in the structure of the curriculum, assessment, and instructional strategies that support all students' mastery of the required state academic content standards. The curriculum is developed using the California subject area frameworks, emerging "common core" national standards, state/national reform documents, and other research-based curriculum and instructional resources. The expertise of the UCMS staff ensures that each student has rich instruction and experience in all content areas (Reading/Language Arts, Math, History/Social

Science, Science, Spanish, Physical Education/Health, and the Visual and Performing Arts). Two key support components for the UCMS curricular program are integrated technology and arts opportunities. Instruction in Reading/Language Arts, Math, Science, and History/Social Science are the primary responsibility of the Master Teachers. The integration of technology is emphasized in core classrooms, which are each equipped with smart board technology and a minimum of seven student computers. Specialist teachers provide instruction during specialist/elective classes, which allows master/full-time teachers to meet in collaborative teams for professional development on a regular basis. The specialist classes support the core curriculum and develop skills in specialty areas such as drama, fine arts, choral music, keyboarding, peer tutoring, nutrition and visual arts.

In order to insure full access to grade level curriculum, each student is enrolled in a core grade level Language Arts/Social Studies and a Math/Science block. The state academic content standards are taught in a Language Arts/ History/Social Science and Math/Science Block using textbooks (Pearson/Prentice Hall and McDougall Littell) and other curricular materials approved by the State Board of Education.

The previously mentioned “Advancement” program offers social, emotional, academic, and peer support as well as opportunities to develop personal and community responsibilities. Service learning is also a strategy used to support and develop the focus of Advancement (National Middle School Association, *This We Believe: Successful Schools for Young Adolescents*, 2003).

The goal of UCMS is that all students will complete Algebra I by the eighth grade. To that end, during the middle school years the mathematics program uses strategies that combine Algebra I and geometry concepts with focus on the relationships between these two strands. This will enable the students to have a deeper understanding of both and their interrelationship as the grade level standards are taught. The integration of project based instruction allows the students to apply the math standards in a real-world setting. Science is also included as an integral part of the math block. By carefully monitoring student progress and providing support when needed, all students will be prepared to participate in Algebra I during their eighth grade year and be prepared for the CAHSEE in the 10th grade. Students who lack the skills needed to begin Algebra I in the eighth grade are placed in a mathematics course designed to target deficiencies while utilizing the Algebra I curriculum, via a lower student-teacher ratio and the use of research-based Algebra intervention instructional strategies. Students performing beyond Algebra I have the opportunity to participate in higher level math courses at the local high schools.

During spring of 2009, UCMS completed renovation of a laboratory classroom that has the amenities and equipment necessary for students to perform scientific investigations in curricular areas of Life Sciences, Earth Science, Physical Science, and Chemistry. A full-time, science credentialed teacher serves as Science Lab Coach and provides all students standards-based, hands-on lessons in laboratory science. 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. The science laboratory program at University Charter Middle School 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 understanding of scientific concepts and the enhancement of critical thinking skills. The core classroom science teacher collaborates with the science lab coach to align lab projects and experiments with daily lessons and state standards.



Heterogeneously mixed classes at University Charter Middle School creates 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). Some of the specific strategies that will support a differentiated learning environment include: project-based curricula, instruction at students' learning pace, small group instruction, and a school-wide Writer's Workshop model including math journals throughout the grades.

Programs such as "flex time" are included in core teaching time to be used with students who have been identified through data analysis to require more targeted or individual assistance. Flex time, as an example, is used at each teacher's discretion to work one-on-one, with small groups, or to provide whole-class enrichment activities. This allows experienced, highly qualified teachers to conduct interventions directly with their own students, whose abilities and needs they know personally. A highly-qualified, credentialed Team Teacher serves as Intervention Specialist to work with students in their core academic areas. The Intervention Specialist uses teacher referrals, standardized testing data, regular academic reporting, and benchmark assessments to guide instruction with the targeted students. This credentialed teacher re-assesses these intervention students regularly to keep apprised of their growth and areas needing continued support. The Intervention Specialist is part of the Student Study Team (SST) process to identify students within the RtI process and beyond. In addition, English Learners receive targeted instruction in ELD as a part of their regularly scheduled academic day. Students in need of enrichment learning are provided with these opportunities by their core academic teachers through varied differentiation strategies during the block periods and flex time.



As a professional development opportunity, all teachers participate three days a week in Active Collaboration 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. 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). Student Study

Teams (SST) consisting of teachers, school psychologists, parent/guardian and the school director meet twice monthly, and more as needed, to strategize further safety nets for individual student cases.

Arts and technology: Learning through the arts is a research-based concept that enhances the process of learning through the sensory, cognitive, emotional, and motor capacities (Jensen, *Arts With the Brain in Mind*, 2001). Technology and the arts are integrated into all learning environments with the goal of increasing student mastery of California academic content standards and preparing students for learning beyond their middle school years. In addition to integrated technology projects, students have opportunities to extend practice with computer programs and applications such as *Success Maker*, *Type-to-Learn*, *ALEKS*, *Mavis Beacon*

Typing, Rosetta Stone, Photo Story, PowerPoint, Excel and Word. All teachers will be trained to ensure effective classroom technology practices.

Spanish: Decades of research cite the cognitive advantages and economic benefits for those who learn additional languages. UCMS offers all students instruction in Spanish. Two course options will be available:

- 1) Language Experience teaches Spanish as a second language using natural acquisition methods in a classroom setting;
- 2) Dual Language will provide two-way, bilingual immersion instruction in core curricular areas in a 50/50 core model.

Schedule: The school operates on a traditional 180 day calendar (August-June) with a total number of instructional minutes based on the currently required 52,457 minimum (this minimum to be increased in 2013 – 2014 to 54,000 as required by Title 5 CCR Section 19851). With the realities of the state budget crisis in the current 2010-2011 school year, the school has decreased the number of school days to 177. In the 2010-2011 school year UCMS has a total of 56,774 instructional minutes, which exceeds the required minimum for grades four through eight. All grades participate in an integrated project-based curriculum in a block-scheduled format. Students are grouped to ensure appropriate instruction as their program and skill needs change and as it is deemed developmentally and academically appropriate. Sixth and seventh grade interdisciplinary classes are “looped” so that students remain with the same cluster teachers for two years to maximize continuous growth (ACSA’s *Information for School Leaders, Multiyear Assignment of Teachers to Students*, 1997). In preparation for advanced studies, eighth grade classes are based around critical analogy and inquiry-based strategies. Preparation for the transition to high school is supported through partnerships, networks and articulation with the local high school districts.



As previously described, the three days per week Specialist period allows the core academic teachers, student teachers, and University faculty to meet in Active Collaboration Team Time (ACTT). The needs addressed in ACT Time guide the focus for professional development. This block of time is used to collaborate on curriculum, analyze assessment data, begin the SST process, guide RtI groupings and strategies, and participate in professional development opportunities.

Student Heritage: One of the critical elements in the success of a learning community — and in lowering early adolescent school-related anxiety—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 pieces of students’ experiences and backgrounds

are infused into instruction, their positive self-concept improves. Students are more motivated, confident and involved in learning.

Home connections: 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. 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. Other home connections include student led parent conferences twice a year, daily and weekly agenda checks, a web based newsletter, email and phone communication, teacher websites, Zangle Parent Connection, monthly "Together We Achieve Chats (TWAC)," ELAC , SAC, community building activities, and ongoing parent education opportunities through the Family Resource Center, PTSA and other school programs.

Plan for Students who are Academically Low Achieving

Based on data from Standardized Testing and Reporting (STAR), Academic Performance Index (API), and Adequate Yearly Progress (AYP), the school has identified student groups in need of additional support, differentiation and/or intervention. The curriculum and instructional program outlined in previous sections of this document is designed to differentiate and address the needs of a large educationally disadvantaged subgroup, but other interventions are needed. One primary method used is the constant assessment of student progress through teacher observation, formative assessments, and data analysis. Teachers review and re-teach as necessary and provide additional school opportunities for academic support. Additionally, the school will provide:

- An intensive intervention program based on the School's RtI model: Students at risk of not meeting the grade level standards are placed in supplemental support/intervention programs that will provide for success in the core classes. This support includes push-in and pull-out models and is provided by credentialed team-teachers and/or Intervention Specialists.
- A before/after-school tutorial and homework program: As dictated by trends in funding from categorical program revenues, UCMS holds a before- and/or after-school tutorial and homework program for educationally disadvantaged and underachieving children.
- A standards-based summer and intersession program as funding allows: When feasible through sources of funding, UCMS will provide non-traditional symposium based summer programs to address specific standards that identified students have not mastered during the school year. Teachers will assist in identifying students and standards using local assessments.

Plan for Students who are Academically High Achieving

Based on current enrollment UCMS can anticipate approximately twenty-five percent (25%) 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.

UCMS 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 their 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.
- School wide Writer's Workshop with instruction at students' learning pace.
- Literature studies that support extended instructional levels across the humanities.
- Second language development course opportunities.

Plan for English Learners

Based on recent demographic trends, UCMS 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 UCMS curriculum is the support of English Language Development (ELD). Key areas of ELD are academic language, vocabulary, and writing. The level and developmental stages of language acquisition will guide the standards based instruction of the English Learners.



A Language Acquisition Team (LAT) consisting of core academic teachers, the school director and an ELD specialist ensure appropriate program placement and continuity of curriculum for English Learners. The team will evaluate and monitor progress of EL and Re-designated Fluent English Proficient (RFEP) students. For EL/RFEP students at-risk the team will develop a plan for immediate intervention. All EL's will participate in annual CELDT testing and the results will be used to identify and support progress and achievement as part of a multiple criteria. Ongoing validated local ELD assessments to measure and monitor progress

will drive all curriculum and resource choices. The curriculum and resources will support ELD as well as embed ELD standards across the curriculum.

English Language Development (ELD) strategies and instructional techniques are incorporated throughout the curricular day, are integrated across the curriculum, in addition to the time set aside for daily English Language Instruction. Teachers use a variety of strategies to assist English Learners in accessing the core curriculum such as: Frontloading, SDAIE, TPRS, SIOAP and Systematic ELD. Structured English Language Development takes place in a variety of ways such as: differentiated, small groupings within the classroom; grouping students from a grade band or school-wide by English Language Development Levels; push-in or pull-out models with Intervention teachers.

In addition to the intervention opportunities previously mentioned, EL's will be supported by the following:

- Teachers who are proficient in 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: *Inside* (Hampton Brown/ National Geographic, 2008), Systematic ELD, and Universal Access through Prentice Hall Adopted Language Arts Materials

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.



UCMS 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 strategies. School staff and parents will be able to request SST support and referral. UCMS contracts with a trained therapist 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, UCMS offers the following services:

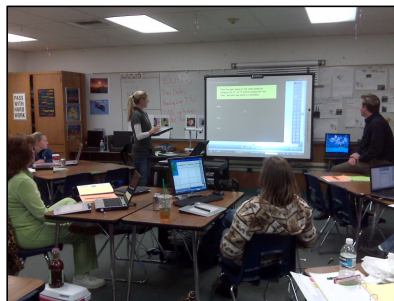
- Inclusion Services for students with severe disabilities (autism, mental retardation, orthopedic handicaps, etc.) who are placed in general education classrooms and require significant modifications of the curriculum for the majority of the school day. The specific services offered will vary depending 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 on 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 UCMS professional development plan as outlined below.

Comprehensive, Ongoing Professional Development Program

UCMS, along with University Preparation School at CSUCI (UPS), will continue to serve as the hub for the CSUCI professional development school. National Council for Accreditation of Teacher Education (NCATE) describes the four functions of a Professional Development School. UCMS will support the functions in the following ways:

- Professional preparation of student teachers
 - *UCMS will have approximately 20 pre-service teachers through semester-long student teaching and observation/participation experiences each year.*
- Professional development of their faculty
 - *UCMS faculty will participate in ACT Time (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.*
 - *UCMS faculty will attend conferences, workshops, and institutes and share research implementation with peers.*



- *UCMS will have early dismissal each Thursday as a result of banked time. The faculty will participate in staff-wide or small group professional development.*
- *UCMS faculty will collaborate with UPS faculty and professors from CSUCI on special projects.*
- Research into best practices
 - *UCMS faculty will collaborate with professors from CSUCI on action research.*
 - *UCMS faculty will participate in ongoing action research in their own classrooms.*
- Enhancement of student learning
 - *UCMS believes that if the first three of these are happening effectively, this will be a natural and measurable outcome.*

As a strong, systemic model of a professional development school, the UCMS structure includes Professional Development Councils in collaboration with UPS. The Councils are designed as an internal structure to support a system of self-governance, increased leadership capacity, and an increased level of professional development school wide.

There will be three kinds of Councils; curriculum, language support, and school development. Each faculty member will participate in one Council from each of these categories. The councils will have representatives from each grade phase at UPS and UCMS. The Council members will participate in the following types of activities: Identifying curriculum needs and goals, curriculum mapping, planning parent education programs, planning staff development days, planning workshops for the educational community, grant writing, and reading and conducting research. Each council will become the school's experts in its particular area. The Council work will provide intensified professional development for each faculty member. Councils will meet regularly, approximately two to three times a month, on the early dismissal day.

III: MEASUREABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes and Methods of Assessment

An efficient, effective system for identifying and responding to individual student needs requires a valid assessment for placement and ongoing achievement measurement, a research-based learning program, and a process for collecting, analyzing, and reporting student achievement. Achievement results are then used for continuous improvement of the educational program.

The UCMS students are assessed in each of the core academic skill areas via multiple measures including portfolios, California Standards Tests (CST) as part of Statewide Testing and Reporting (STAR), California English Language Development Test, and appropriate diagnostic, performance, and achievement tests to assess progress towards meeting the California State Standards. (See Table 1 – page 21) All students will be expected to meet or exceed grade level standards in the core academic areas as described by the essential standards and framework publications of the California Department of Education. The student objectives/outcomes 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.

The UCMS approach of constant, targeted assessment will produce data to be used to immediately inform on-going instruction for each individual child. The nexus is in the research that clearly demonstrates the link between standards-based instruction with frequent assessment that informs instruction and increases student achievement, especially for educationally at-risk children.

The school vision centers on the commitment to maximize the potential and performance of all students with the goal that each one will graduate from UCMS at or above grade level, having mastered the State standards. The school will be absolutely dedicated to enabling and 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, UCMS will hire teachers who demonstrate the best and most promising pedagogical and standards-based practices, each holding a teaching credential and professional qualifications beyond a BA/S that meet or exceed state requirements.

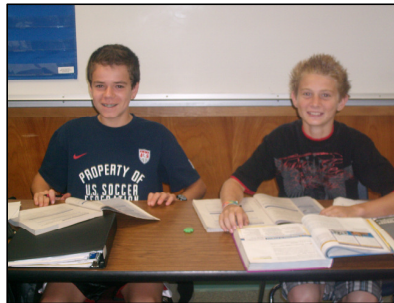


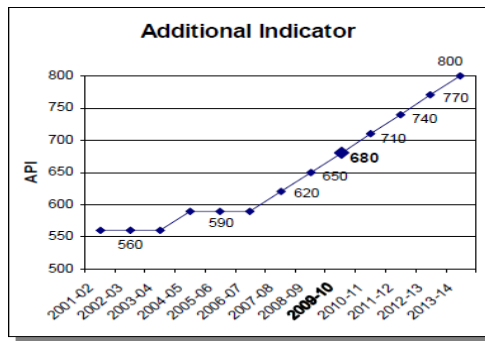
Table 1

Target Students	Student Objectives/Outcome/ Measurement of Growth	Instruments/ Methods of Assessment	Timeline
All Students	All students will demonstrate continuous progress on multiple measures towards meeting or exceeding essential elements benchmarks in each grade level based on the CA Language Arts Content Standards.	Teacher-created assessments	Individual assessments given three or more times a year
All students	95% of the students will have performance gains meeting the growth target (5-10%) and performance gains in the core content areas of language arts, mathematics and 8 th grade science.	STAR assessment	May of each year
All 7 th grade students	Students will demonstrate continuous progress towards meeting the goal score of a 6 or above on the analytic scoring rubric based on conventions, style, idea and organization.	CST writing exam	March of each year
All students	60% will score a 4 or better on a 6 point analytic scoring rubric based on conventions, style, idea, and organization based on CA Language Arts Content Standards.	As developed by grade level teams and the Language Arts Council.	Individual assessments given three times a year
All students	Students will demonstrate continuous progress towards meeting or exceeding benchmark assessments in number sense, problem solving, and skills inventory based on the CA Mathematics Content Standards.	Local Assessments as developed by teachers and Math Council.	Individual assessments given at least three times a year
EL students	At least 60% of the students will improve by at least 1 level each year. All EL students will demonstrate continuous progress on multiple measures until reclassified as English proficient.	California English Language Development Test (CELDT Domain Levels)	Fall of each year
EL students	All EL students will demonstrate continuous progress on multiple measures until reclassified as English proficient.	Multiple Measures – Local ELD Assessment, CELDT Scaled Scores	Three Times a Year
All students in the Dual Language Program	90% of the students will demonstrate proficiency in second language acquisition.	Aprinda (or similar assessment)	Spring of each year
All students in the Dual Language Program	90% of the students will demonstrate progress in the core content areas of language arts and mathematics in Spanish.	Primary Language Assessment (Spanish)	Spring of each year
All students	100% of the students will complete a research project with two areas of measurement: #1 - A scoring rubric developed by the teachers, #2 - A presentation to peers, parents, board members and CSUCI professors.	Oral demonstration presentation and written research paper	Spring of each year

Academic Performance Index

Students will demonstrate improvement in academic performance by working to meet or surpass the California Academic Performance Index (API) growth targets. University Charter Middle School's objective is to move each subgroup beyond the statewide objective of 800 on the Academic Performance Index (as illustrated in *Figure 2* below).

Figure 2



Additionally, the school will work to ensure that each subgroup will make required progress to meet Annual Measurable Objectives and Adequate Yearly Progress (AYP) criteria each year. Moving all students forward towards the next STAR performance band is a focus point. The school will research and acquire data analysis software to facilitate the regular and consistent use of data to target areas of need and improvement. Figures 3 and 4 below illustrate the enrollment and API patterns of the school's first years of operation. It is important to consider the significant subgroup populations contributing to the calculation of API scores when analyzing student achievement data.

Figure 3

	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Enrollment	99	193	196	200	240
School-wide API	781	760	758	759	
Socio-economically Disadvantaged API	704	692	699	654	
Hispanic/Latino API	725	714	703	709	
White API	Not significant	Not significant	Not significant	850	
English Learner API	Not significant	Not significant	637	Not significant	

Figure 4 (*2009 CBEDS Data)

<i>UCMS Significant Subgroup*</i>	UCMS	PVSD	Las Colinas	Monte Vista	Ventura County
Hispanic/Latino	60.4%	31.2%	27.3%	33.3%	49.2%
White	27.5%	51.6%	54.3%	48.0%	38.4%
Socio-Economically Disadvantaged	52.7%	23.4%	13.0%	32.2%	42.0%
English Learners	20.3%	11.0%	5.9%	12.0%	23.2%

Use and Reporting of Data

UCMS students will be assessed in each of the core academic skill areas via multiple measures including portfolios, the California Standards Test (CST), Statewide Testing and Reporting (STAR), California English Language Development Test (CELDT) and appropriate diagnostic and achievement tests to assess progress towards meeting the California State Standards. Outcome, demographic, and process data will be used in planning the UCMS program at the individual, class, and school wide level. All students will be expected to meet or exceed grade level standards in the core academic areas. Students will demonstrate improvement in academic performance by meeting and surpassing the API growth targets.

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 built into the school day so that all students are supported in the grade level core content. Ongoing ACT Time, parent involvement, and open communication ensure that students will not slip behind and that instruction will be designed to continually close the gap for underachieving students.

Each child will have an assessment file/portfolio containing a compilation of work from all subject areas including samples, observation narratives, and assessment results data. The collection portfolio will highlight the students' learning and serve as the mechanism to identify those standards that the individual has not mastered. A student-generated rubric will be used to measure progress in standards of learning behavior demonstrating the degree of life skill attained. Students will self-evaluate on homework habits, turning in work on time, coming to school on time, working cooperatively with others, and taking care of possessions, theirs and those of the school community.

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.

UCMS's approach of targeted assessment producing data will be used to immediately inform on-going instruction for the individual child and will be totally aligned with the charter vision that all students will meet the rigorous state standards. One primary method used to act on

assessment information is the practice of flexible student grouping as needed for review, re-teaching, enrichment, intervention, tutoring, etc.

A key strategy for improving student achievement through the effective and continuous use of data will be Active Collaboration Team Time (ACT Time). 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.

School wide progress and achievement will be regularly reported to the Board of Directors, Executive Committee, School Advisory 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 will also 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 Advisory Council (SAC), Parent-Teacher-Student Association (PTSA) and school programs.

IV: GOVERNANCE STRUCTURE

This section meets the requirements of California Education Code Section 47605 (b) (5) (D): *The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

The University Preparation School at CSU Channel Islands is a nonprofit public benefit corporation that governs this charter school and a charter middle school. (See Appendix F – ARTICLES OF INCORPORATION of the University Preparation School at CSU Channel Islands.) The school runs under the direction of an independent Board of Directors and Executive Committee as outlined in the UPS Bylaws. (See Appendix G – Bylaws of the University Preparation School at CSU Channel Islands.) UPS is subject to and follows Government Code Section 87100 (The Political Reform Act) and the Brown Act.

The charter petition contains an affirmation that the school will 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 ethnicity, national origin, gender, or disability or any other characteristic described in Education Code Section 220.

Board of Directors

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

- One representative of participating Ventura County school districts. (See Appendix A – Board of Directors Roster) Boards of Trustees of the participating school districts appoint their representatives. Participating districts are encouraged to seek UPS parent representation as they make their appointments.
- Two representatives appointed by the Pleasant Valley School Board.
- A representative of the Ventura County Superintendent of Schools office.
- Two CSU Channel Islands faculty representatives.
- A representative of the School Advisory Council.
- The President of CSU Channel Islands or his administrative designee.

The current Board of Directors brings a wide variety of educational and organizational expertise to the school community. Included on the Board are the County Superintendent of Schools, district superintendents, assistant superintendents, principals, CSUCI Faculty, parents, and other community members. (See 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 Middleton, Young & Minney, LLP, and auditors with Hosaka, Nagel and Company.

Executive Committee

The Executive Committee acts on behalf of the Board of Directors and meets monthly. The Executive Committee consists of seven directors as outlined in the BYLAWS of the University Preparation School at CSU Channel Islands. Executive Committee 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.

School Advisory Council

In 2009 the SAC bylaws were revised to reflect the following membership qualifications; an administrator, four teachers (at least two from UPS), one classified employee, one CSU Channel Islands faculty representative and six parents. This council assists in budget development and oversight of categorical programs and the design and implementation of sound programs to ensure accountability for the vision of the school. Further, the Council serves as a recommending body to the Board of Directors and has a seat on the Board of Directors. (See Appendix H - DRAFT School Advisory Council Bylaws)

On-Site School Administration

The on-site administrative structure of UCMS reflects a spirit of community participation, support and partnership. (See Appendix I – Organizational Chart) The Executive Director oversees both University Charter Middle School and University Preparation School. The Executive Directors primary duties include board relations, staff oversight, finance, and authorizer relations. The Director is the administrator responsible for instructional leadership and the day-to-day management/operations of the school site. The Executive Director and the Director work together to implement the vision, mission, and curricular and instructional goals.

The school wide team, including staff, administration, community and university liaisons, meets regularly 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, and School Advisory Council.

Parent Involvement

Parents are involved in UPS in a myriad of ways including Board membership, SAC, PTSA, ELAC, Board Committees, and more. Thousands of volunteer hours are put in each year by parents on governance committees, fundraising projects, student activities, and taking on completion and initiation of special project. These have included completing the UPS garden,

Family Resource Center maintenance and activities, special events, school beatification, ballet folklorico group, high frequency word monitoring, etc. UPS 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.

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The UCMS and UPS teachers and staff, students, parents, community members, and CSUCI faculty are partners in the implementation of the University Charter Middle School at CSU Channel Islands. Parent involvement is a key component. The push from the parent community has been significant in moving forward with the development and implementation of the UCMS vision. Parents serve as members of the Board, Executive Committee, Standing Committees, SAC, and ELAC. Parents are encouraged to become active in the PTSA, Family Resource Center, and community projects. Parents will be encouraged to do an average of two hours of volunteer work per week to support the UCMS program. Volunteer hours can be accomplished in a variety of flexible options including participation in school governance or committees, classroom aide, lunch sports organization, fundraising activities, etc.



V: HUMAN RESOURCES

Qualifications of School Employees

This section meets the requirements of California Education Code Section 47605 (b) (5) (E): *The qualifications to be met by individuals to be employed by the school.*

Recruitment of faculty and staff will be consistent with the mission, philosophy, program, and student needs of University Charter Middle School at CSU Channel Islands. UCMS will recruit the highest possible quality faculty and staff.



Teacher Credential Requirements

The University Charter Middle 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 for core, college preparatory subjects. “Core,” is defined as those teachers teaching English/Language Arts, Math, Science, and History/Social Studies. Teachers must also meet NCLB “highly qualified” teacher standards. Teachers will meet the requirements for BCLAD or CLAD or other CCTC certification for teaching English Learners. UCMS 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 Teacher-on-Leave basis. (See “Rights of School District Employees” below and also see Appendix J - Teacher on Leave Contract.)
2. Teachers will also be recruited and employed by UCMS as the employer. UPS employees will receive benefits and compensation as per UCMS’ personnel policies and procedures. (See Appendix K – 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 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 School at CSUCI Special Education MOU.

Announcement of teacher openings are advertised by local media, and are distributed through Ventura County school districts for 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 standards 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,
- Demonstration of reflective teaching/learning practices and,

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 with CSUCI education faculty and the school's Executive Director and UCMS Director, 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*. The Executive Director and UCMS Director will evaluate Teachers.

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.

Executive Director and Director(s)

Credential/Degree Requirements:

University Charter Middle School at CSU Channel Islands will employ an Executive Director, that is shared with University Preparation School at CSU Channel Islands, preferably

with an earned graduate degree in educational administration and a California Administrative Services Credential, and who has served as a school site administrator for at least three years. (See Appendix C for current Executive Director Linda Ngarupe's resume.) The Director(s) will also preferably have an earned graduate degree in educational administration and a California Preliminary Administrative Services Credential. The UPS Director will assist in supervision of UCMS staff and students as needed. (See Appendix D for current UCMS Director, Sara Leibman's resume and Appendix E for UPS Director, Charmon Evans' resume)

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 Executive Director of the University Charter Middle School at CSU Channel Islands is supervised and evaluated by a practicing administrator appointed from the Personnel Subcommittee of the Board of Directors or Executive Board. Evaluation of the Executive Director's 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 Executive Director will evaluate the Director(s) based on these same standards.

Classified Employees

The University Preparation School at CSU Channel Islands will employ classified services to include, but not be limited to, secretarial/clerical, custodial/maintenance, playground supervision, and kitchen staff. (See Appendix L - 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,
- Ability to plan and organize work,

Retirement Benefits

This section meets the requirements of California Education Code Section 47605 (b) (5) (K): *The manner by which staff members of the charter schools will be covered by the State teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS)m, or federal social security.*

Compensation and Benefits

Teachers Employed as Teachers on Leave

The employment of Teachers contracted on a "Teacher-on-Leave" basis for a specified term from their home school districts. 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 Charter Middle 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 UPS

Teachers and staff who are direct employees of University Charter Middle 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/or Public Employees Retirement System (PERS). UCMS 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 UPS Director currently coordinates the Human Resources functions for both organizations and is responsible for PERS and STRS enrollment.



Employee Representation

This section meets the requirements of California Education Code Section 47605 (b) (5) (O): *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 the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).*

Teachers employed on a Teacher-on-Leave basis from home school districts, are subject to any existing membership/representation provided by their home districts' exclusive bargaining units. In these cases, where a teacher is on-leave from their home school districts 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 (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

The University Charter Middle 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 Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540, of Division 4 of Title I of the Government Code.)

Rights of School District Employees

This section meets the requirements of California Education Code Section 47605 (b) (5) (M): *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 schools.*

Leaving a School District to Work in the Charter School

All employees on Teacher-on-Leave contracts apply for positions and, when selected, join the University Charter Middle 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

Teachers-on-Leave, employed for specified terms approved by their home districts, may seek return to their school districts 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 Teachers-on-Leave will have any return rights as allowable by their districts' policies.

Health and Safety

This section meets the requirements of Education Code Section 47605(5)(F) that requires a description regarding "...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.

The health and safety of our students and staff members is our highest priority. For this reason, the University Charter Middle 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, the JPA participation of which includes the Charter School 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.
- 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.
- 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 be tested for tuberculosis 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.
- UPS will maintain records of the employee background checks and initial and ongoing tuberculosis screening for employees directly hired by UPS.

- 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 UCMS 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 District. UCMS will continue to contract these services with PVSD or will work with another individual/agency if a better contract can be negotiated. UCMS will follow all State and Federal requirements and regulations regarding Nursing services, student health screening and nutrition programs.

Dispute Resolution

This section meets the requirements of California Education Code Section 47605 (b) (5) (N): *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

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's between UCMS and PVSD.

Disputes between the School and the Charter-Granting Agency

In the event of a dispute between UCMS 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 charter school shall be given a reasonable period of time to correct any violation, unless the district Board indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the school's students.

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 (currently Education Code Section 47607 et. seq).

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 Charter Middle 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 principal 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 superintendent/principal 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 (currently Education Code Section 47607).

The governing board of the charter school 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 Section 47605.

Both UCMS and the District recognize that if PVSD has cause to revoke the UCMS charter they may do so at anytime due to the Charter Schools Act irrespective of the above Dispute Resolution Procedures.

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

Student Admission Policies and Procedures

This section meets the requirements of Education Code Section 476045(5)(H), which requires a description of “Admission requirements, if applicable” and California Education Code Section 47605 (d): In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all their 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.



University Charter Middle 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 Charter Middle School at CSU Channel Islands will not discriminate in its admissions processes.

The process for seeking admission to University Charter Middle 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 schools 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.

If the number of applications exceeds the number of spaces available in the school, admission, except for existing students¹ of the School 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.

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

- Siblings of existing students
- Children of the school’s staff and CSU Channel Islands University faculty and staff
- 50% English and 50% Spanish speakers for dual language program at the Charter School
- District residents

¹ For purposes of this charter, “existing students” shall include any student who graduated from UPS, thus establishing a natural feeder pattern between UPS and UCMS.

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.

Non-Discrimination

This section meets the requirements of Education Code Section 476045(5)(G) which requires a description of “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.”

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

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 143,500.

UCMS demographics are as follows:

<i>Enrollment 2008 - 2009</i>	UCMS Population	PVSD Population	County Population	State Population
Hispanic/Latino	60.4%	31.2%	49.2%	49.0%
White	27.5%	51.6%	38.4%	27.9%
Pacific Islander	1.1%	0.4%	0.3%	0.6%
Asian	3.8%	7.3%	4.2%	8.4%
African American	4.9%	3.5%	2.0%	7.3%
Filipino	1.6%	4.8%	2.1%	2.7%
Socio-Economically Disadvantaged	52.7%	23.4%	42.0%	53.7%
English Learners	20.3%	11.0%	23.2%	24.2%

University Charter Middle School at CSU Channel Islands will serves a learning community composed of approximately 240 sixth 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 Executive Director will ensure compliance with all laws related to non-discrimination and admissions criteria. Tuition will not be charged.

Public School Attendance Alternatives

This section meets the requirements of California Education Code Section 47605 (b) (5) (L): The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

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.

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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

This section meets the requirements of Education Code Section 476045(5)(J): The procedures by which pupils can be suspended or expelled.

Discipline policies and procedures for the University Charter Middle 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 Charter Middle 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. If, as students progress through the process, it is determined that University Charter Middle School at CSU Channel Islands is not considered by all parties the best educational environment for the child, efforts are made to find an appropriate match for the student. In short, the University Charter Middle 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. UCMS 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 Charter Middle 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 Charter Middle School at CSU Channel Islands School Policies and Regulations. (Appendix M – Suspension/Expulsion Policy #513.)

Grounds for Alternative Placement via Suspension/Expulsion

Serious misconduct in violation of the California Education Code is grounds for being placed in an alternative in-school or alternative school placement in the county. Such misconduct may be defined if a student engages in the following:

- Caused, attempted to cause, or threatened physical injury to another person;
- Willfully used force or violence upon the person of another, except in self defense;
- Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous objects 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.
- Unlawfully possessed, used, sold, 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;
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed 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.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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.
- Made terrorist 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 district property, or the personal property of the person threatened or his or her immediate family.
- 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 8, inclusive.
- Caused, attempted to cause, threaten 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.
- 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 8, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

VII: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

This section meets the requirements of California Education Code Section 47605 (b) (5) (I): *The manner in which an annual, independent, financial audit 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 agency.*

Audits

An independent CPA firm specializing in the area of school finances audits the financial records of the school. The financial reports are sent to the chartering district, Ventura County Superintendent of Schools, California Department of Education and State Controllers Office as required by law. The 2010 University Charter Middle School at CSU Channel Islands Audit shows no findings. (Appendix N -Audit Report.)

The audit will be made public and will be presented to the University Charter Middle School at CSU Channel Islands Board of Directors at a regularly scheduled meeting open to the public.

The Executive Director or designee of the University Charter Middle 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 granting agency. These written responses will be presented at the above referenced meeting of the University Charter Middle School at CSU Channel Islands Board of Directors, and at the same time will be submitted to the charter granting agency. 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. UCMS will provide information on enrollment, funding rates, staff ratios, salaries and benefits, supplies, etc as required and requested.

Budgets

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

Financial Reporting

UCMS 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 chartering district, Ventura County Superintendent of Schools,

and California Department of Education as dictated by law. UCMS will respond to all reasonable inquiries, including inquiries regarding financial records, promptly.

Insurance

UCMS acquires general liability, workers compensation and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. UCMS 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 UCMS to continue using the services of the Ventura County Schools Self-Funding Authority, however if less expensive, comparable coverage is available the charter reserves the right to change services and will submit the change information to the District.

Administrative Services

The Executive Director or designee of the University Charter Middle 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. 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

A fourteen acre site on the CSU Channel Islands campus, adjacent to the university residential community, has been set aside for construction of a PreK-8 school designed to house approximately 600 students. The estimated \$20M necessary for its construction has not yet been attained. The University Charter Schools Foundation and the Facilities and Funding Committee continues to work towards this goal.

UCMS is fortunate to be currently housed in the facilities formerly known as Los Altos Middle School. The location is in central Camarillo and is located approximately four miles from the CSU Channel Islands campus.

Transportation

UCMS will not provide transportation services for general education students. The District will provide transportation services to special education students whose IEPs require transportation services.

Closure Protocol

This section meets the requirements of California Education Code Section 47605 (b) (5) (P): *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*

Upon matriculation, at the end of each school semester or term, and upon graduation, parents or guardians of students will be provided with a printed or electronic transcript of their student's academic progress at the school along with other relevant information. Thus, in the event of a school closure, parents and students will possess an independent copy of potentially necessary pupil records. The school's governing board may also provide for the transfer of such records to a responsible and willing school district, county office of education, or other qualified entity, if available at the time the school closes. School resources allowing, former charter school staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to the families and/or appropriate agencies. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records.

The University Charter Middle 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 Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. 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 Appendix O, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Reporting

UCMS will respond to all reasonable inquiries, including inquiries regarding financial records, CBEDS, ADA, SARC, Audits, and State Testing results, promptly. UCMS will follow all required state mandates, guidelines and procedures for reporting including financial records CBEDS, ADA, SARC, Audits, and State Testing results.

VIII: IMPACT ON THE CHARTER AUTHORIZER

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

UCMS is a non-profit public benefit corporation. The School District is not liable for the debts or obligations of the UCMS 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.

Memorandum of Understanding

UCMS is currently negotiating 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 UCMS. It is anticipated that this MOU will be place on or before July 1, 2011.

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 Charter Middle 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, 2011, and ending June 30, 2016. The University 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.