

University Preparation Charter School at CSU Channel Islands Charter Renewal 2021-2026



Respectfully submitted to
Pleasant Valley School District
September 1, 2020

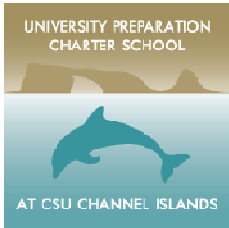
**University Preparation Charter School
at CSU Channel Islands
(PK-8th grade)
Charter Renewal Petition
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i. AFFIRMATIONS AND DECLARATION

The University Preparation Charter School at CSU Channel Islands (“UPCS” or “Charter School”), operated by University Preparation School at CSU Channel Islands, 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 Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- University Preparation School at CSU Channel Islands declares that it shall be deemed the exclusive public school employer of the employees of University Preparation Charter School at CSU Channel Islands for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(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, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 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 the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.

Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- 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. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [[Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- 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 comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

I: INTRODUCTION – EXECUTIVE SUMMARY

In the eighteen years since the Charter School's inception, University Preparation Charter School at CSU Channel Islands has evolved, expanded and celebrated great achievements. The Charter School community - including students, teachers, parents, families, California State University Channel Islands ("CSUCI") faculty, and community partners - has experienced great pride in the accomplishments of the past eighteen years and wishes to see the Charter School continue to make strides in the future. Below is a list of some of the events, awards, programs and achievements that have contributed to the growth and development of UPCS during the last charter term:

- *Cutting Edge Technology: 1:1 in all grades with Chromebooks and iPads, smartboards in all classrooms*
- *Opportunity to learn two languages for all students via our two programs: Two-way Immersion and Language Enrichment*
- *Peaceful Playground school; assigned Playground Coach*
- *Active Participation in Parent-Teacher-Student Association ("PTSA")*
- *Full-time School Counselor to support social emotional growth and challenges of students*
- *Over 1,500 preservice teachers have worked and trained in our classrooms*
- *Middle School leadership program*
- *Environmental Conference - middle school students learn about local environmental phenomenon in class and then present their knowledge at an open conference in an educational, solution-based, or data sharing station*
- *After-school athletics program (basketball, volleyball, track, flag football, soccer)*
- *K-8 coding opportunities*
- *K-8 Ballet Folklórico program*
- *Jr. Scientists Partnership with CSUCI and VC STEM*
- *Annual participation in Ventura County Spelling Bee and Spanish Spelling Bee*
- *Planned and executed county-wide STEMposium event for over 100 Ventura County educators, summers 2015-2019*
- *Partnered with CSUCI on the NGEI grant to provide NGSS professional development for student teachers and mentor teachers throughout the county and targeted PD to CSUCI partner schools to improve student teacher placements*
- *Peer Buddies program*
- *Enrichment classes providing students various opportunities; Music (theory, ukulele, xylophone, recorder), Technology (coding, Minecraft), various STEAM opportunities, keyboarding, visual and performing arts, etc.*
- *Key Experience trips 2/3 grade to Santa Cruz Island, 4/5 grade to Catalina Island Marine Institute, 8th grade to Washington DC*
- *School wide CHAMPS (A proactive and positive approach to classroom management)*
- *Named a Role Model School for Systematic Language Instruction by the California Reading and Literature Project*
- *Inquiry Cycles focused on Math instructional practices*

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

History and Overview

For more than three decades, Ventura County residents envisioned a public four-year university to serve the region. This vision became a reality in December 1998, when the California State University Board of Trustees approved conveyance of the Camarillo State Hospital site to California State University Channel Islands with the objective to establish a comprehensive university in Ventura County. In the fall of 2002, California State University Channel Islands opened its doors.



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

In August 1999, a Steering Committee of approximately forty county-wide educators, community members, and CSU representatives convened to articulate this vision of a “lighthouse” school, formed subcommittees and assembled the beginning components of a school plan. The vision was ratified and served as the guiding document for development of the school. It is this vision which rallied the community in the discussion of the University Preparation School at CSU Channel Islands. The UPS petition, which was originally approved by the Pleasant Valley School District on October 11, 2001, was then renewed in 2007. The University Charter Middle School at CSU Channel Islands (UCMS) petition was approved by the Pleasant Valley School District in 2006 and then renewed in 2011 and 2016. During our last charter renewal cycle in 2016, we merged our two charter schools, UPS and UCMS, into one K-8 school—UPCS—and now seek another 5-year renewal term for UPCS. 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 UPCS faculty, the school program is thriving and is gaining recognition as a premier professional development school. UPCS is currently located at 1099 Bedford Drive, Camarillo, California, 93010.

UPCS functions under the governance structure and direction of the University Preparation School at CSU Channel Islands Board of Directors. The 501(c)(3), non-profit public benefit corporation will maintain the name University Preparation School at CSU Channel Islands (“UPS”). The Board of Directors, UPCS faculty and staff, UPCS community members, and CSUCI faculty are partners in the implementation of the University Preparation Charter School at CSUCI. The UPS Board of Directors is the governing body with the responsibility for establishing policy and overseeing ongoing evaluation as set forth in the charter legislation and the UPCS charter petition regarding personnel, instructional program, budget, student welfare, transportation, dispute resolution, facility oversight, public relations, and community outreach.

Well-qualified individuals are responsible for the administration and instructional program of UPCS. The Executive Director with the support of two Directors are responsible for the day-to-day management of the Charter School, including curriculum/instruction, staff supervision, facilities, safety, etc., as well as responsibilities that would be considered district level like board relations, budget development, and state reporting. (Appendix O – Organizational Chart)

Ms. Charmon Evans is the Executive Director of UPCS. Ms. Evans was a founding teacher at UPCS and has played an influential role in the growth and development of the Charter School as both a teacher and an administrator. Ms. Evans has twenty-eight years of experience in education and holds a California

Administrative Credential. She also completed the School Chief Business Official program at University of Southern California in June 2012. In addition, she holds an M.A. in Educational Leadership from CSU Channel Islands, and a M.Ed. in Curriculum and Instruction from Azusa Pacific University. She has also participated in the Charter Schools Development Center's ("CSDC") Charter School Leadership Development Training. Ms. Evans has been recognized by the Ventura CAFE Association for Historic and Innovative Contribution to, and Ongoing Leadership in Ventura County's Bilingual Education Programs. Ms. Evans serves on the CSUCI School of Education Advisory Board. Ms. Evans was influential in the creation of the Ventura County Dual Immersion Network and continues to serve on their planning committee. Additionally, Ms. Evans has also worked at the university level since 1997, teaching in undergraduate and teacher preparation programs. (Appendix J – Resume: Charmon Evans)

Mrs. Veronica Solórzano is the Director of Student Services. Mrs. Solórzano is in her 23rd year in education. She received her Multiple Subjects Credential as a bilingual teacher from California State University, Northridge. While working for Oxnard Elementary School District as a bilingual teacher, she joined the University Preparation School staff as a teacher on leave. She worked for University Preparation School for seven years as the Spanish teacher in a dual language partnership. Mrs. Solórzano also holds a California Administrative Services Credential. She received her M.A. in Educational Leadership from California State University, Northridge. She has participated in CSDC's Charter School Leadership Development Training. (Appendix L – Resume: Veronica Solorzano)

Ms. Darlene Hale is the Director of Curriculum and Instruction. She comes to UPCS with more than 35 years of experience in public education, and has both teaching and administrative experience in elementary, middle, and high school levels. She has also taught graduate courses at the university level. Prior to joining UPCS, Ms. Hale was Principal at John Baldwin Elementary School in San Ramon Valley School District. She also previously served as Principal of Oak Hills Elementary and Medea Creek Middle School in Oak Park Unified, as well as Wildwood Elementary in Conejo Valley Unified. Ms. Hale has a B.A. and M.A. in Music Education from California State University, Fullerton, and holds a California Administrative Services Credential. (Appendix K – Resume: Darlene Hale)

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

UPCS looks forward to continuing to build upon the strong, local relationships that it has built in Ventura County to better serve the students of our community.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Criteria Pursuant to:

- **Education Code Section 47607.2(b) (middle tier)**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

University Preparation Charter School fits into the **middle tier**, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

The following tables display the Charter School’s schoolwide Dashboard state indicators and, for comparison purposes, the County’s and the State’s, for the 2017-18 and 2018-19 school years.

University Preparation Charter School Dashboard State Indicators, 2018-2019

Indicator	2018 UPCS	2018 State	2018 PVSD		2019 UPCS	2019 State	2019 PVSD
English Language Arts	Yellow	Orange	Green		Green	Green	Green
Mathematics	Orange	Orange	Yellow		Orange	Orange	Green
Chronic Absenteeism	Yellow	Yellow	Yellow		Yellow	Orange	Yellow
Suspension Rate	Orange	Yellow	Yellow		Blue	Yellow	Yellow

University Preparation Charter School 2019 Dashboard Local Indicators

Local Indicator	Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

As demonstrated above, in 2018, UPCS performed the same or better than the State in both ELA and mathematics. In 2019, UPCS performed the same as the State in both ELA and mathematics.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data.

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

The table below shows UPCS’s performance on the CAASPP over the course of the past charter term. We believe this data makes a strong case for the renewal of UPCS and demonstrates measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

University Preparation Charter School CAASPP Results: Percentage of Students Met or Exceeded Standards

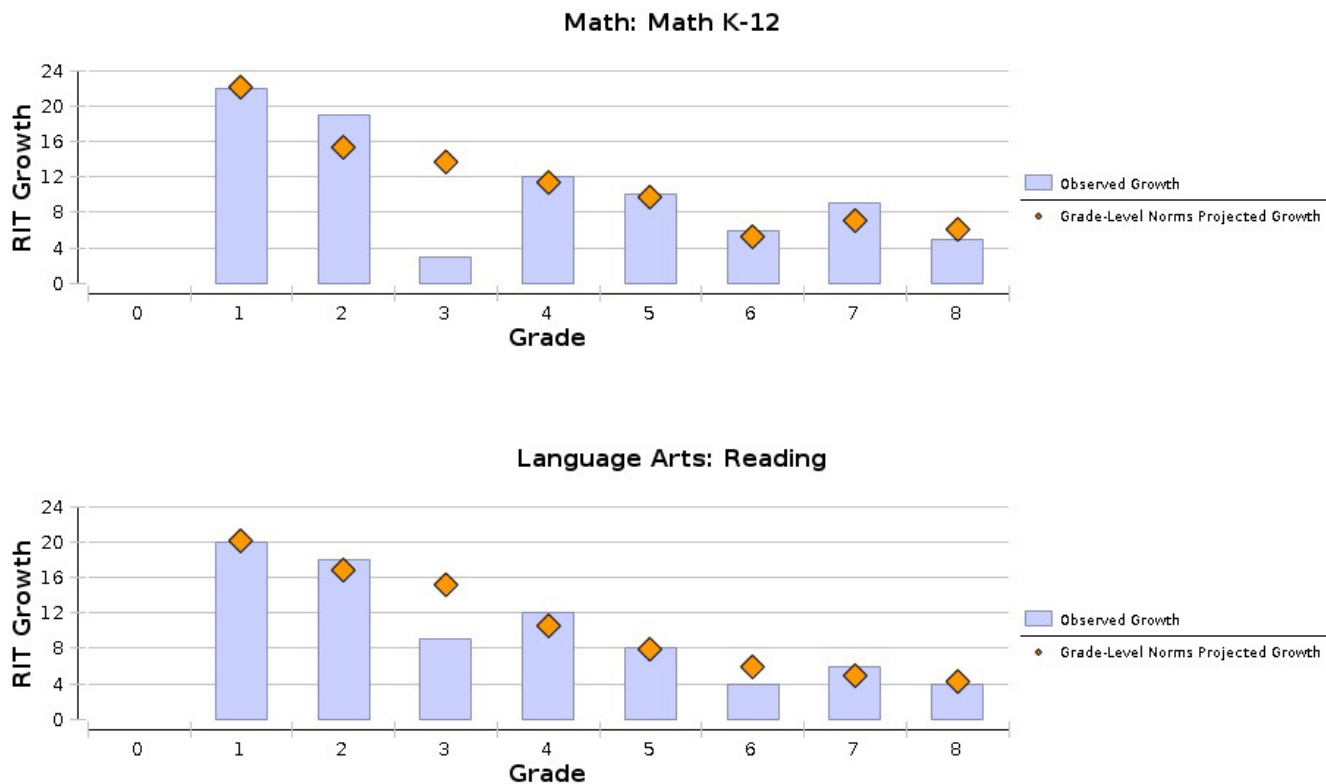
ELA	2016-17	2017-18	2018-19
All Students	45.40%	49.31%	50.30%
Students with Disabilities	10.87%	17.65%	23.53%
Socioeconomically Disadvantaged	32.90%	36.22%	39.30%
English Learner	21.17%	4.11%	16.13%
Hispanic	41.03%	43.01%	44.11%
White	57.89%	64.1%	67.09%

Mathematics	2016-17	2017-18	2018-19
All Students	34.13%	36.42%	34.75%
Students with Disabilities	8.51%	9.8%	29.41%
Socioeconomically Disadvantaged	24.73%	21.49%	24.8%
English Learner	18.82%	6.67%	11.11%

Hispanic	29.00%	30.75%	29.97%
White	51.32%	58.98%	51.90%

Additional Verified Data

UPCS students have participated in the NWEA MAP assessment suite for the last several years. This assessment is a norm-referenced assessment that provides verifiable data of student growth over time. The data below compares fall assessment window 2018 to fall assessment window 2019. We selected this data set as it was the most recent data set that we could obtain a two year comparison, due to school closure for COVID-19. We would have preferred to have compared end of year data from 2019 to 2020. The fall data for 3rd grade, historically, shows a large discrepancy as it is the first time the students are called upon to read all the material on their own. In K, 1, and 2, the questions and answers are read aloud to the students. As you can imagine, based on the 4th grade bar graph, the students very quickly show improvement in their 3rd grade year. The graph clearly demonstrates UPCS students' observable growth in both Language Arts and Mathematics as compared to grade-level norms projected growth. UPCS is especially proud of our students' growth as nearly half of our students are learning all of the core curriculum in two languages in the Two-way Immersion program. These students learn core content 50% in English and 50% in Spanish, divided up over units of study throughout the year. When considering the task of learning in two languages, it is wonderful to see our students continue to meet projected growth norms from non-immersion programs.



A charter petition renewed pursuant to Section 47607.2(b) (middle tier) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, UPCS meets this renewal criterion, and should be granted a renewal term of 5 years.

ELEMENT 1: EDUCATIONAL PROGRAM

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

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

Mission

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

Guiding Principles

The Students...

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

The Curriculum...

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

The Professional Community...

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

The Cooperating Community...

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



Students to be served

University Preparation Charter School at CSU Channel Islands will serve a learning community composed of approximately 745 preschool through eighth grade students reflecting the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and many California classrooms. Students are drawn from the immediate neighborhood, other Ventura County school districts, and from the families of CSUCI faculty members. The percentages below labeled UPCS are the most recent demographic data from the 2019-2020 CBEDS report. Also, included in the chart below are the three PVSD schools most similar, demographically, to UPCS. Data from Ventura County as a whole is also included.

CBEDS 14-15	UPCS	PVSD	PVSEA	Dos Caminos	Las Posas	Ventura County
Hispanic/Latino	70.8%	37.8%	64.6%	50.9%	36.6%	60%
White	18.8%	39%	19.7%	32.9%	33.3%	28.5%
Asian	1.4%	5.4%	4.7%	2.8%	3.5%	4.4%
African American	3.3%	2.8%	2.8%	.9%	11%	1.2%
Filipino	2.5%	3.8%	3%	4.4%	6.1%	1.8%
Pacific Islander	.4%	.4%	.2%	.9%	1.9%	.2%
American Indian OR Alaska Native	1.1%	.4%	.2%	.3%	.2%	.2%
Two or More Races	1.7%	5.6%	4.7%	6.6%	7.3%	3.4%
Socio-Economically Disadvantaged	52%	29%	60%	49.4%	45.8%	52.4%
English Learners	17%	8%	24%	16%	12%	21%
Students with Disabilities	9%	14%	12%	25%	8%	12%
Homeless	5%	1%	.1%	2%	.9%	3.6%

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

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

students are more motivated, confident and involved in learning.

Educational Philosophy

Central to the UPCS educational goals is the focus on all students' mastery of the State Standards. UPCS teachers have extensive knowledge of grade level standards and regularly communicate them to students and families. Teachers plan effective lessons using State Standards and current, research-based methodologies to provide students with a rigorous curriculum. Teachers take into consideration the whole child while planning lessons including learning styles, communication needs, and higher order thinking skills. Teachers meet regularly in both grade level and cross grade level Professional Learning Communities ("PLCs") to discuss research-based strategies, student data, and expectations ensuring student success at the highest levels. Students also participate in comprehensive fine arts, physical education, technology and enrichment programs that provide them with a variety of opportunities to express themselves and discover strengths outside of the core academic program.

- Providing a curriculum that is aligned with the state content standards, including, but not limited to, the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), English Language Development ("ELD") Standards, History-Social Sciences Framework, and any other applicable state content standards and frameworks (hereinafter, collectively "State Standards"), is project-based, fosters critical thinking skills, and maximizes student potential by utilizing the best educational practices, including instruction in the core subjects, foreign languages, technology, and the arts;
- UPCS strives to educate the whole child by providing a wide variety of experiences in core curricular areas, the arts, multi-cultural awareness, technology, engineering, and second language development as we prepare students to be contributing citizens in a multi-cultural, multi-lingual world.
- Offering a heterogeneous educational setting, reflecting the ethnic, linguistic, socio-economic, and special needs diversity of local and statewide students;
- 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.

University Preparation Charter School at CSU Channel Islands (UPCS) teachers understand the vital role they play in student learning. In both hiring and training, we have worked to grow the following qualities in all staff who work with our students. According to John Hattie's research, these qualities, listed with the most important first, are the top six teacher qualities needed for effective student learning.

Our teachers:

1. Are **passionate** about helping their students learn
2. **Monitor** their impact on students' learning, and adjust their approaches accordingly
3. Are **clear** about what they want their students to learn
4. Forge strong **relationships** with their students
5. Adopt **evidence-based teaching** strategies
6. Actively **seek to improve** their own teaching

UPCS will fulfill its mission by utilizing the following research-based practices of effective schooling (Hattie's 2018 Updated List of Factors Related to Student Achievement):

Collective Teacher Efficacy (Effect size 1.57)

Hattie has presented Collective Teacher Efficacy as the number one influence to student achievement. The message is clear: together teachers can achieve more, especially if they collectively believe they can do so.

Optimizing student potential and performance via instructional delivery by teachers who maximize regular school-wide professional development through Active Collaborative Team Time (“ACTT”), cross-grade collaboration, and articulation to implement and model the best and most promising research-based pedagogical practices; and grade level lesson study delivered in a learning cycle format. In 2018-19, our lab cycles focused on math. In 2019-20, our math lab cycles and staff development during staff meetings focused on Thinking Routines from Project Zero and Universal Design for Learning. Our plans for future cycles include:

- Thinking Routines to improve our Depth of Knowledge in classroom activities
- Universal Design practices to ensure all students are supported for maximum learning
- Anti-Bias Training and Culturally Responsive Instructional Practices
- Study of best practices for reading and writing.

Self-reported Grades (Effect size 1.33)

This strategy involves the teacher finding out what the student’s expectations of their own performance is and then pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability.

This year, we began having teams design student-facing rubrics. Students self-assessed their own ability before and after instruction. In many rubrics designed by teachers, students were also asked to write a short self-reflection about the things that helped them learn or things they needed from their teachers in order to be more successful in the future. Our goals for the future in this area are to do more work with student-facing learning progressions to allow students to self-assess their current performance level, determine new goals independently, and develop their action plan for meeting their goals.

Teacher Estimates of Achievement (Effect size 1.29)

This strategy reflects the accuracy of an individual teacher's knowledge of the students in his or her classes and how that knowledge determines the kinds of classroom activities and materials that are appropriate as well as the difficulty of the tasks assigned.

Our MTSS Team has been trained as a part of the MTSS grant. Our focus has been on Universal Design for Learning. As a school, we plan to continue to study methods to be sure that every child is working within their zone of proximal development for as much time as possible within every lesson. Our goal is to ensure that every lesson has built-in universal design to maximize the differentiation possible to ensure that every child is challenged and able to access every activity. The next steps will be to have our MTSS team provide training to faculty in all content areas.

Cognitive Task Analysis (Effect size 1.29)

Cognitive Task Analysis is a type of analysis aimed at understanding tasks that require a lot of cognitive activity from the user, such as decision-making, problem-solving, memory, attention, and judgment. This is attending to how the students are thinking.

Our use of MARS/MAC Tasks has this built in as part of the design and we have taught teachers to assess the level of student thinking using these assessments. In addition, teachers are encouraged to ask higher-order questions that challenge the way students think about the content and help them monitor and practice their thinking. We will continue to study the use of Cognitive Task Analysis in our Faculty Learning Cycles to strengthen our practice in this area.

Response to Intervention (Effect size 1.29)

Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress monitoring.

The UPCS MTSS team went through rigorous monthly trainings with Ventura County Office of Education since the fall of 2018. We are in the process of designing a systemic multi-tiered system of support for academic, behavior and social emotional instruction that includes rigorous staff development.

Conceptual Change Process (Effect size .99)

In this process, students are guided to help them identify misconceptions, create cognitive dissonance, explain the correct conception, and have students engage with their new ways of thinking.

UPCS teachers have collaborated together using thinking routines from Project Zero to guide students through this process. In our cycles of learning, teachers designed lessons together using the thinking routines, “I used to Think, Now I think”, “Connect, Extend, Challenge” and “3-2-1 Bridge.”

They then went into classrooms and delivered the lessons, collecting data on the impact the routines had on student learning.

I Used to Think, Now I think: This routine helps students connect new learnings to their prior knowledge using a process that first identifies misconceptions.

Connect, Extend, Challenge: This routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

3-2-1 Bridge: This routine asks learners to uncover their 1st thought, ideas, questions and understandings about a topic and then connect these to new thinking about the topic after some exposure and research.

Feedback (Effect size .99)

Hattie has made clear that ‘feedback’ includes telling students what they have done well (positive reinforcement), and what they need to do to improve (corrective work, targets etc.), but it also includes clarifying goals. This means that giving students assessment criteria, for example, would be included in ‘feedback’ since high quality feedback is always given against explicit criteria. As well as feedback on the task Hattie believes that students can get feedback on the processes they have used to complete the task, and on their ability to self-regulate their own learning. All these have the capacity to increase achievement. Feedback on the ‘self’ such as ‘well done you are good at this’ is not helpful. The feedback must be informative rather than evaluative.

In our Faculty Learning Cycles, we collaboratively wrote student-facing assessment rubrics on both standards AND on the learning processes itself. We wrote the rubrics on the new thinking

routines we introduced to students in lessons and taught students how to use them as tools to complete tasks, self-regulate and self-assess their own learning. We also designed them as learning progressions so that students could use them as a tool to self-select next step goals for their learning. This is an area we look forward to continuing to study as we grow our ability to give students high quality feedback.

Classroom Discussion (Effect Size .82)

Classroom discussion is a method of teaching that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.



During the 2018-2020 school years, our staff studied best practices for leading math talks as whole class discussions. We learned that while the conversation around the content is important, it is also important for teachers to teach students how to effectively have a conversation within a specific subject area. Teachers created a series of open-ended Accountable Math Talk Stems to assist students in having discussions effectively and independently (i.e. What would you do if...? What would happen if...? If you do this instead, what will happen? Why did you decide to...? Explain how you did... Describe why you did... How did

you record your work? How did you predict what the answer would be? How did you prove your estimate?)

Our future work will include the collaborative creation of accountable talk stems for reading and writing in addition to rubrics for students to self-evaluate and monitor their engagement and growth in classroom conversations.

Self-efficacy (Effect size .92)

Self-efficacy refers to the set of beliefs students hold about their ability to complete a particular task.

Through our study of Carol Dweck's research on Growth Mindsets, our staff understands the importance of developing a growth mindset within our students and staff. Teachers and support staff know that it is important to compliment the process of learning so that students know that their talents, intelligence and abilities can be developed with effort and can change over time. When students have a growth mindset, they believe that when work gets challenging, they will be able to work through it successfully with enough effort.

During our 2018-19 math cycles, our grade level teams studied the work of Jo Boaler in her book, Mathematical Mindsets. After our study, we created a list of beliefs about our math instruction to ensure students would be supported in their beliefs about learning mathematics.

Transfer Strategies (Effect size .86)

"Transfer learning [is] the point at which students take their consolidated knowledge and skills and apply what they know to new scenarios and different contexts. It is also a time when students are able to think metacognitively, reflecting on their own learning and understanding." - Hattie, Fisher and Frey (*Visible Learning for Mathematics*, 2017)

We recognize the importance of teaching to the level of transfer for students. Although we have begun some surface level conversations regarding this strategy, we look forward to spending significant time in our cycles of learning with staff to study this in detail and practice it together in classrooms during our staff cycles and labs.

Repeated Reading (Effect size .75)

Repeated reading is the practice of having a student read the same text over and over until their reading is fluent and error-free.

When students show that they need help with accuracy and fluency on their DRA assessments, we use repeated reading strategies to help them. We have trained our middle school students who enroll to be peer tutors how to use the Neurological Impress Method to read with younger students. This research based method has been shown to increase a student's reading by 2 levels in fluency and accuracy for each 7.5 hours of joint reading at the student's instructional level. We have also trained all students from CSUCI who observe and help in our classrooms how to do this method and teachers provide time for them to work with students 1:1. At our Parent Education Nights for reading, we taught parents how to use this method at home.

Concept Mapping (Effect size .64)

Concept maps help to uncover students' mental models of a topic in a non-linear way.

This year, teachers studied the thinking routine, Generate-Sort-Connect from Project Zero, Harvard Graduate School of Education. This routine activates prior knowledge and helps students to generate ideas about a topic. It also facilitates making connections among ideas and concepts. UPCS Teachers practiced this routine during a staff meeting and we will be implementing it during faculty learning cycles for further classroom use in the near future.

The UPCS program prepares students to contribute successfully in a global community. Students are taught life-long learning skills that include study skills, problem solving skills, and the ability to plan, initiate, and persevere while learning from failures. This year, our staff reflected upon our beliefs for developing students into lifelong expert learners. We plan to revisit this list annually so that it reflects our most current practices and learning.

To develop expert learners, we believe:

1. A teacher's most important role is to prepare our students for a lifetime of learning
2. The goal of teaching is not the completion of assignments. Rather, it is the student making meaning.
3. Choice and interest are essential to gaining student engagement
4. Goal setting, self-evaluation and reflection are vital to becoming an expert learner
5. Students must be engaged in their learning rather than merely compliant in the process of school as it is done to them.
6. We must teach students the kinds of thinking they can use to develop their own understanding (asking questions, making connections, explaining, building theories, taking perspectives, discerning bias, noticing details, reasoning with evidence to justify)
7. We must provide opportunities for students to create, innovate, and problem solve.
8. We should promote independence vs dependence in all students.

9. We should help students develop a growth versus a fixed mindset.

Curriculum and Instructional Design

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

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

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

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

- 1. Students and teachers are engaged in a learner-centered, standards-based curriculum
- 2. Curriculum and instructional pedagogy is evidence-based
- 3. Learning is enhanced through incorporation of constructivist methodologies
- 4. Social, intellectual, physical, psychological, ethical and emotional development of young children and adolescents is a priority
- 5. Students are engaged, responsible for their own learning, and provided with choice and autonomy
- 6. Students are given opportunities to communicate and collaborate with peers
- 7. Formative assessment occurs throughout units with multiple opportunities for re-engagement of students before the summative assessment is given
- 8. Results of formative assessment guide swift and intense intervention
- 9. Teachers model life-long, expert learner strategies and a growth mindset
- 10. Parents serve as integral partners
- 11. Technology is infused throughout the curriculum
- 12. All students receive a diverse offering of enrichment classes in the fine and performing arts, cultural studies, technology, student leadership, and other courses supplemental to the core curriculum
- 13. Behavior and social emotional learning is embedded within all curriculum and activities
- 14. College and career readiness embedded within all content areas

Core content

Our curriculum model is focused on the mastery of the State Standards, while keeping the needs of the whole child in mind. The curriculum is developed using the State Standards and Frameworks, state/national reform documents, and other research-based curriculum and instructional resources. The expertise of the UPCS staff ensures that each student has rich instruction and experiences in all content areas (Reading/Language Arts, Math, History/Social Science, Science, Spanish, Physical Education/Health, Technology, and the Visual and Performing Arts). The integration of technology is embedded in all programs and classrooms. Students in grades K-8 have 1:1 access to technology, i.e. Google Chrome Books, laptop computers, or iPads. (Appendix S – LCAP Goal 1, State Priorities 1, 2, 4, 7, 8)

Language Arts:

Students will build knowledge through content-rich, authentic experiences with both high quality pieces of fiction and through multiple experiences with informational nonfiction text. In the elementary grades, students master the language arts state standards via a variety of methods including reader's workshop, guided reading, centers-based practices, literature circles, and direct instruction lessons using Benchmark Advance. Middle school students continue many of these learning methods with a great focus on using text-based evidence to comprehend, analyze and respond to text. Students utilize programs such as Achieve 3000, to read and respond to informational text at their individual reading lexile. In addition, the importance of exploring a wide variety of literature is evident in classrooms.

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

In all grades teachers are using multiple measures of assessments to determine each student's progress towards their individual goals. The assessments include both formative and summative tools. In grades K-5, local assessments include the California Reading and Literature Project suite of assessments and DRA2 reading assessment. Currently, grades 6-8 use data from Achieve 3000 to evaluate students' lexile growth, as well as informational text comprehension and analysis. We plan to grow our common assessments using school-wide rubrics to assess student progress in both reading and writing. (Appendix S – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Math:

Math instruction is aligned to the Common Core State Standards and is focused on key ideas, understandings, and skills at each grade level. The standards are implemented via the curriculum to provide coherence across the grades with rigor in conceptual understanding, procedural skill and fluency, and practical applications. Students get experience with hands-on, real-life situations that help to make math meaningful while still providing the depth and complexity necessary to meet the rigorous CCSS Math Standards and Math Practices. The learning opportunities include real world problems, open-ended questions, the use of technology as a tool for organizing thoughts and data, and the students' ability to communicate their thinking and methodology through written and spoken modalities. For the middle school grades we are providing Math 6, 7, 8 and the opportunity for students to participate in math enrichment classes at the 6th, 7th, and 8th grade level. (Appendix S – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)



Beginning in 2018-19, every math and RSP teacher participated in a six-week lab inquiry cycle studying math instruction. During the first year, we studied the work of Jo Boaler using her book, Mathematical Mindsets as our mentor text. We found that our beliefs about the teaching of math began shifting as a result of reading together. We studied math instructional practices including math talks, problem of the month and MARS/MAC Assessments from the Silicon Valley Math Institute. Once a week, every member of the grade level team was released from class to study and “practice” together in classrooms. First we researched different types of math talks and then we co-planned a lesson to take into the classroom to try with students, jig-sawing the different parts of the lesson. As each of us taught, the rest of us coached in

the moment and collected data so that we could revise our lesson and practices for improved student achievement in the next cycle. We brought student work with us to study together, helping us determine next steps for instruction while evaluating the effectiveness of our lesson in the classroom. Before the first day was complete, we planned specific teaching points to be delivered over the course of the next week in our own classrooms. A week later, we met again. Each teacher brought their student work from the week's lessons and we passed it among all teachers looking for evidence of instruction, marking it with compliments that named the specific skills and strategies that proved students had a strong conceptual understanding. Strengths in teaching effectiveness were highlighted and teachers naturally began asking each other about specific teaching strategies they used in the classroom to produce their positive results. This continued for the full 6-week lab cycle, each time trying different instructional strategies.

A large focus of the learning in the lab cycles was the need for low-floor/high- ceiling, open-ended, real world math tasks that allowed students of all levels to enter the learning where they were conceptually. We found that opening up the math tasks significantly raised engagement for students at all levels of achievement.

Simultaneously to the labs, we trained all math teachers in the use of common MAC/MARS math assessments. We first used the assessments as a pre-assessment to determine what we would be teaching to the class within a unit. Together we developed protocols for evaluating and understanding student learning with a common scoring system. We practiced scoring student assessments together and our discussions focused first on individual student's conceptual learning. Then, teachers grouped student assessments according to conceptual understandings to determine next steps for instruction. Mid-unit, we used similar MARS tasks to determine necessary follow-up instruction for individual, and small group conferences to ensure all students would meet the standard. We also used the assessments as common summative assessments that allowed us to group the students who did not achieve the standard into an intervention, outside the classroom, designed specifically for re-engagement in the concept.



Later that year, we trained all teachers of math in the protocol for a school-wide Problem of the Month (POM). The POM was used in a variety of ways to foster the first standard of mathematical practice from the Common Core State Standards: “Make sense of problems and persevere in solving them.” The POM are used by teachers to promote problem solving across multiple mathematical standards and multiple grade levels. Because they are leveled from Kindergarten through Calculus, they are low floor and high ceiling activities that are differentiated to ensure all students are challenged to work within their

zone of proximal development. We trained teachers in protocols for students to both give and receive feedback with peers using a Gallery Walk.

At the end of the 2018-2019 school year, the staff together created a document that reflected our beliefs about math instruction (below). We held many parent education nights to ensure that our parents were also aware of our shift in instructional practices. The math nights gave parents instructional practices to use at home to support their child in a whole new way of learning math for most families.

Our Beliefs About Math Instruction

We believe:

- all students can learn math to the highest level.
- teachers don't have to pre-teach math.
- math conversations are important.
- teachers should facilitate discussions by asking open-ended, non-leading questions.
- students should be able to support their answers.
- tasks should be low floor/high ceiling as much as possible
- labs, cycles, and teacher collaboration are important to teacher development.
- errors are valuable.
- assessments are a learning experience.
- student engagement is increased through the use of student choice, relevance, real-world application, and exploration.
- early intervention is critical
- scaffolding should be provided “just in time” not “just in case.”
- teacher practice is always growing and is guided by collaboration, growth mindset, and evidence-based practices.
- any homework assigned by grade level teams should be aligned with our beliefs about mathematics.

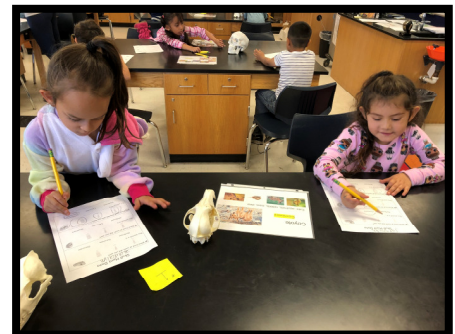
Science:



During spring of 2009, UPCS established a fully equipped science laboratory classroom for students to perform scientific investigations in the curricular areas of Life Sciences, Earth Sciences, Physical Sciences, and Engineering. The UPCS science program integrates scientific investigations in all areas of science in a spiral design, where concepts presented throughout primary grades are revisited in the middle school years with increasing sophistication and complexity. The UPCS science program

is designed to engage students in local phenomena, educating them about the issues and empowering them to take action. When walking into a science class at UPCS, one can observe students engaged in scientific discourse, exploration, modeling, and questioning which stems from their own curiosity and search for answers. UPCS believes strongly in working with community partners to engage students in real science that addresses real world problems ranging from reducing trash production and waste on our school campus to improving techniques for growing mealworms as an alternative protein source around the globe. The teachers serve as the guide as the students drive the lesson, truly embracing the teaching of all science for all students.

UPCS has made it a priority to hire a full-time Science Lab Coach who is a credentialed science teacher. This coach provides all students the opportunity to explore Next Generation Science Standards (NGSS) aligned lessons through hands-on experiences in a laboratory setting and simultaneously coaches the classroom teachers in best instructional practices. Our current Science Coach, who received the Fulbright Distinguished Award in Teaching in 2019, also works closely with CSU Channel Islands and the Ventura County Office of Education to grow placements of future science



educators throughout the county. Through hosted events such as the Ventura County STEMposium and recognition by VC STEM as a STEM Champion Organization, UPCS has established itself as a model for successful STEM programs and growth of science teachers from all over Ventura County. (Appendix S – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Social Studies:

The students at UPCS progressively learn about humankind. Units of study focused on the four core ideas from the Social Studies Framework: Civics & Government, Economics, Geography, and History. “From a very young age, students learn about family and community structures, regional and geographic characteristics, and then about people and institutions on a broader scale”, *California History Social Science Framework*.

The curriculum includes opportunities for students to dive deep into these concepts through the use of project-based learning. Social Studies is integrated into Language Arts across the K-8 campus. Through the lens of Social Studies themes, students practice literacy skills and writing genres. Lively and accurate lessons interweave literary practices using primary and secondary sources, in order for students to investigate, analyze evidence, read closely, and develop arguments, at an age and grade appropriate level. Students read, write, speak, think, and listen using the context of history and social studies.

Our teachers create social science lessons that are fair, accurate, inclusive, and provide respectful representations of the diversity both ethnically and culturally in California. Our teaching is inclusive of diverse groups of people in an age-appropriate fashion, so that students see themselves represented in the lessons. Students are taught how to determine if something is a reliable source and understand to evaluate whether the source is giving you fair unbiased information or trying to convince you of something.

Students learn about the establishment of our country focusing on the founding documents and the key figures involved. There is a strong theme throughout the grades on what it means to be a good citizen and a contributing member of society. Students learn how to research and support a claim, using authentic evidence, in persuasive writing and through student-led debates. Students are encouraged to examine relevant and current issues from multiple perspectives, as well as, look at issues our country faced in times past. Students are encouraged to examine evidence to understand bias that may affect the perspective from which the document is written. They are also challenged to explore their own implicit bias and learn to approach topics and situations without bias. Students will analyze data from current events to examine systems in our society for fairness and justice.

Physical Education:

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

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



Other Content Areas:

Enrichment teachers provide instruction in the fine and performing arts, technology, engineering, keyboarding, and enrichment of the core academic areas, which allows full-time classroom teachers to meet in collaborative teams for professional development and grade level planning three times a week. Specialist opportunities change based on the expertise and qualifications of the staff hired for each school year. Students at the elementary school visit 6-7 specialists each year and get a well-rounded experience in many areas. At the middle school, students have an opportunity to choose from 9-10 different specialist class options for 3 expanded

specialist class opportunities over the course of the school year. Specialist teachers reference grade level California Common Core State Standards for the subjects they teach to support standards at each grade level. A high quality specialist program helps to increase student motivation, a goal in our charter's LCAP. (Appendix S – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)

Students in grades 4-8 are also afforded the opportunity to participate in band. This class takes place either before or after school hours several times a week. The Charter School is able to provide instruments to all students that wish to participate.

Language Programs:

At UPCS all students are learning two languages. We have two distinct programs for language learning; dual language/two-way immersion and language enrichment. There are decades of research that cite the cognitive advantages and economic benefits for those who learn additional languages.

- **Dual Language/Two-Way Immersion (TWI)**

Students are in a 50/50 Spanish/English model of TWI. These students spend about 50% of their instructional day in each language at the elementary level. In middle school, students spend 50% of their core instruction in Spanish and 50% in English. Dual Language students learn to read and write in both languages from the onset of the program. Language models for English and Spanish are provided as native speakers of each language participate in this program. The end goal of the TWI program is biliteracy at an equal academic level in Spanish and English by the end of the eighth grade. These students go on to participate in advanced level Spanish courses in high school and traditionally meet all the requirements to receive their State Seal of Biliteracy upon high school graduation.



- **Language Enrichment Program**

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

Technology:

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

Students in grades K-8 have access to the full Google Suite and use a wide variety of applications including but not limited to: Nearpod, FlipGrid, Jamboard, Google Docs, Google Sheets, Google Slides, Google Forms, and Google Sites. A variety of web-based programs are also used to further students’ progress towards goals. Some examples include: Achieve 3000, Learning A-Z, Smarty Ants, and Istation en Espanol. Additionally, all students have several applications on Chromebooks and tablets that are utilized on a regular basis. (Appendix S – LCAP, Goal 1, State Priority 1, 2, 4, 7, 8)

Learning Environment

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

- Strong instructional leadership
- Equal opportunity to learn
- High expectations
- Frequent monitoring of student progress
- Positive climate
- Safe and orderly environment

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

Grouping:

Heterogeneously mixed classes at University Preparation Charter School create a learning environment in which all students are engaged through differentiated instruction based on readiness for learning, learning styles and topic interest (Tomlinson, *The Differentiated Classroom; Responding to the Needs of All Learners*, 1999). Some of the specific strategies that support a differentiated learning environment include: a focus on skills and strategies instruction with a focus on transfer to independent levels; project-based curricula; instruction at students’ learning pace; open-ended assignments; and small group instruction. At the middle grades there are some opportunities for students to advance in math. The learning environment in all grades is designed to meet the needs of a wide variety of learning styles using Universal Design. Classroom environments allow for various student groupings. Student seating is fluid based on the type of activity, communication needs of the lesson, and individual student need. Students are provided ample time and choice from multiple forms of expression to demonstrate their learning.

Looping:

Most students in the elementary grades loop with teachers for two years. Teachers see many advantages to looping including the reduction of anxiety for students and the quick start to the year when working with a looped class. Teachers start the year with established relationships with students, understand student’s intellectual strengths and weaknesses, and have trusting relationships with families. Students, too, have better social relationships with peers and are more willing to take risks.

Schedule:

UPCS operates on a traditional 180 day calendar (August-June) with a total number of instructional minutes based on the currently required 36,000 minimum for Kindergarten, 50,400 minimum for grades 1-3, and 54,000 minimum for grades 4-8. Monday – Wednesday and Friday are full instructional days with banked time to allow for early dismissal on Thursdays and a common dismissal on Friday. All students get out of school at 1:10 p.m. on Thursdays to allow teachers the afternoon for professional development opportunities and all students get out at 2:10 on Fridays.

Strategies to Motivate Students

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

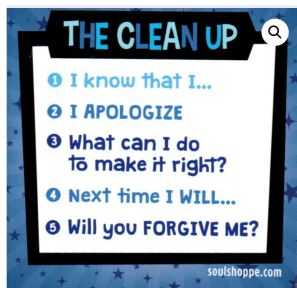
Students feel more motivated when they find success. Teachers will provide daily opportunities for students to find success in some area in order to help motivation increase. Student strengths will be built upon to foster more motivation. Teachers will focus on building a positive relationship with all students so they will feel supported. When students feel supported, they are more motivated to learn and are willing to take risks.

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

Incentive programs are maintained for academic achievement and social emotional/behavioral successes. This will equate to awards assemblies, special celebrations, and Distinguished Dolphins at the middle school grades. (Appendix S – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)

Promoting Social Justice

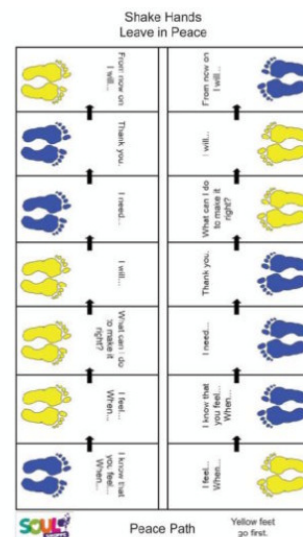
Our vision for creating school-wide systems to support social justice at UPCS began approximately 8 years ago with the implementation of CHAMPS (Conversation, Help, Activity, Movement, Participation, Success), a process for clearly communicating behavioral expectations for students. We believed then, and still believe now, that the purpose of discipline is to teach, not to provide punitive consequences for students. With the implementation of CHAMPS, we trained staff in Positive Behavioral Interventions and Supports (PBIS). This evidence-based, three-tiered framework helped us to use data to examine our disciplinary practices and resulted in changes to our disciplinary systems. We examined patterns of student behavior to determine what the root causes were. We studied the locations and times of misbehavior, as well as the students who were involved. This data study led to many changes in our system. For example, during lunch some students were involved in conflicts with their peers. As a result, we created positive activities for students to engage, hosting the new activities in locations where conflict previously occurred. We distributed supervisory staff that had been trained in giving effective compliments to those areas. When the compliments were heard by surrounding students, they were easily transferred and helped build student success. The compliments helped students believe that they were well behaved and as a result, we saw decreased negative behaviors.



As our understanding of student behavior grew, in 2018 we implemented the beginnings of a restorative justice program. Our ultimate goal was to create a school-wide community where each member understood the important role they played when problems arose. We believed in order for conflicts to be truly resolved, all involved students had to have a voice and be part of the solution. Our focus shifted to healing the harm rather than continuing a cycle of punishment for mistakes made. Our end-goal was to grow the relationships of all involved. We trained our staff in the use of the “I message” and “Clean-up” strategies. These sentence stems provided a flow of conversation that served as a model and helped staff encourage students to be independent problem solvers rather than relying on adults to always solve their problems for them. We held parent education nights and taught the tools to parents as well. As a result, many relationships were restored.

Building on our program in 2019, we began training students in methods for helping peers resolve problems. We trained all students in grades 2-5 in the methods for serving as an Ally for friends in conflict to resolve them using the Peace Path. We painted the Peace Path in 4 locations throughout our school playground so that

students had easy access for problem solving. Our goal was to grow the number of the students involved in resolving the problem and to teach them to resolve them effectively and independently, as much as possible. Students learned the importance of having everyone involved in the process. They learned to consider all sides of a problem and how to listen actively, even to those with whom they may initially disagree. The goal of the Peace Path isn’t to pass judgment, but instead, for all members involved to be challenged to understand why the conflict happened, how each person’s action affected others, and for all members to have an equal chance to speak and truly be heard. When students finished walking the path together, they set a goal for future behavior, with each participating member making a commitment for how they would support meeting the goal.



While we are happy with the progress we have made so far, we realize we have more growth to make and that we will never be finished reflecting and improving. During the 2020-21 school year we will continue to study restorative justice and provide ongoing professional development for all staff to become aware of and to reduce any implicit biases we hold. While confronting one’s own bias can be difficult to do, we know that we all must be open about acknowledging, exploring and ultimately unlearning our own biases. We must change ourselves before we can help change our community.

Next, we want to improve our relational strategies with all students and ensure that we are using culturally responsive strategies that will allow us to closely examine and change any systemic factors that have created hierarchies in our system so they are more productive and supportive of all children.

As our journey toward social justice continues, we will be examining our instructional curriculum to ensure there is no implicit bias contained within it and we will select materials that support and reflect all types of learners. We will study our curriculum, moving away from “drill and kill” teaching strategies and toward the teaching of transferrable skills that will allow students to independently transfer their learning into real world situations.

We will examine our instructional practices to ensure that we are making meaningful connections for students, including application to college and career, so that all learning is relevant and engaging for each student. We will focus on assessment *for* learning rather than assessment *of* learning. We will revise our grading and assessment system to ensure that it contains a plethora of formative assessment with less emphasis on cumulative assessment that judges students. We will teach students to set their own goals for learning and methods for self-assessing through reflection. We will model and explicitly teach the use of tools such as student-facing rubrics to ensure students are more involved and can effectively monitor their own learning process.

We will build partnerships with our local community-based organizations to further enhance our curriculum. We will seek experts in the field that reflect the diversity of our student population to support the application of learning goals within a wide-variety of careers. And, we will partner with community based organizations to enrich our classroom curricula.

Plan for Students who are Academically Low Achieving

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

A Student Success Team (“SST”) may consist of teachers, school psychologists, parent/guardians and the Charter School administration and meets weekly, and more as needed, to strategize further safety nets for individual student cases. The team makes intervention recommendations and monitors the student's progress towards his/her goals using current student data and work samples. When necessary, students are referred for further assessment.

Types of Interventions:

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

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

The Learning Center is open each day for 3 hours a day and is staffed by 2-4 credentialed teachers, based on need. The Learning Center teachers either push-in or pull-out of classes depending on the composition of the groups that the classroom teachers create. Classroom teachers use formative and summative assessments to recommend students for intervention. Based on the assessment results, the

intervention teachers meet with students individually to set goals and identify the action steps needed to achieve their goals. The amount of time and the frequency of the meetings with the intervention teachers and students is dependent on the individual student's academic needs.

Through our partnership with CSUCI, we are also able to provide several America Reads Tutors to run an intensive intervention program using the Barton Reading and Spelling System. Students qualify for this program based on their results of the CTOPP2 assessment. The America Reads tutors work with students 1:1 four to five days a week for 45 minutes.

Students in grades 6-8 who are identified for language arts and math intervention, receive this support during the school day as a period in their schedule. Rotation class periods are 40 minutes, 4 days weekly. Currently the intervention teachers are using a combination of Achieve 3000, Writer's Workshop, and Flocabulary for language arts and Problem of the Month, MARS activities, and Khan for math. The most intensive students are identified for this program and they are only exited when they reach grade level standards. This intervention is especially targeted to the highest need subgroups as identified in the LCAP. (Appendix S – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

After School Support/Intervention - Students in kindergarten through third grade have an opportunity to participate in after school intervention, which is held Monday, Tuesday, and Wednesday from 2:10-3:00. The regular teachers are the instructors for this after school intervention. When needed, extra hourly teachers are added to meet the needs of students requiring intervention. Teachers decide during ACTT how they will divide the grade level students based on need. This intervention is especially targeted to the highest need subgroups as identified in the LCAP. (Appendix S – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Summer School and Intersession Intervention - UPCS offers standards-based programs during our fall and spring intersessions, as well as during the summer break, as funding allows. During our Fall Break, Title III funds have been used to provide intervention for students identified as Long-Term English Learners (LTEL) or students who are at risk of becoming LTELs. Title I and Title III and Supplemental/Concentration funds have been used to provide the intersession intervention during spring break. So as to supplement and not supplant any interventions, ELD interventions are provided for additional time after the language arts and math intervention.

The past several summers, UPCS has provided summer school for kindergarten through seventh grade students. The program offered research-based intensive intervention in both language arts and mathematics. Students also had an opportunity to participate in sports, arts and crafts, and other enrichment activities. LCAP priority subgroups are used as one factor for assigning students to these additional opportunities. Intervention in ELD was also provided after the regular summer school day for students identified as LTELs. (Appendix S – LCAP, Goal 1, State Priorities 1, 2, 4, 7, 8)

Plan for Students who are Struggling Socially/Emotionally



Social emotional support for students is essential in helping students fully access curriculum, view school as a safe, supportive environment and build the skills needed for lifelong success. As a school, we utilize a proactive approach in order to help students have the supports and skills they need readily available in order to face challenges that inevitably come their way in school and at home. Providing social emotional supports can increase student motivation and confidence, which can lead to improved academic success. Through assemblies and education

programs, we are able to provide common language and understanding from a social emotional standpoint. The whole staff consistently focuses on learning tools to help students solve their own problems. Our teachers use growth mindset strategies when working with students. Social Emotional Learning (SEL) is integrated into language arts and social studies lessons. Teachers support SEL strategies in the classroom as a regular part of classroom routines. The staff uses a whole child approach and the varied levels of supports a student may need social emotionally are recognized. (Appendix S – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)

Tier 1 supports at the elementary level have included many aspects. A daily video message (UPTV) is recorded and shown to students that includes words of wisdom and social emotional lessons, such as conflict resolution, respecting campus supervisors, and showing kindness. The students themselves help build these lessons. Students who are struggling in a particular social emotional area sometimes build these lessons as a way to help teach the skill. Monthly character traits are taught in grade level assemblies and reinforced throughout the month by teachers and staff members. The character trait is featured multiple times that month on UPTV and there is a character trait activity students work on throughout the month in order to earn an award for the character trait. Some examples of character trait activities previously completed include “shout out walls”, “words matter” recognition forms and kindness cards to “pass it on”. The school also participated in the Great Kindness Challenge which teaches students to show acts of kindness to others. Students also collected coins to distribute for a school in México. Social Emotional assemblies have been held through the NED Show and Soul Shoppe. From these assemblies, conflict resolution and communication tools are used school wide including the “I” message, the “Clean Up” and the “Peace Path”. A Buddy Bench is placed out on the playground to help facilitate friendships. Students have made a commitment to approach students sitting on the buddy bench who are looking for a friend.

Tier 1 supports at the Middle School include UPTV with words of wisdom created by students. A 50-minute class time called Empower Hour occurs once a week for our middle school students, as well. During this time, teachers teach a Tier 1 SEL program. We are currently using Choose Love as our program which includes SEL journals and lessons in essential SEL skills such as mindfulness, emotional regulation, gratitude, and other skill-building lessons. Soul Shoppe social emotional assemblies are held at the middle school level, as well. Middle school students reflect on and evaluate themselves in reference to essential SEL skills such as community contribution, responsibility, participation, and respect in order to determine if they earn the school’s “Distinguished Dolphin” award given every trimester. Distinguished Dolphins builds on SEL skills and the students themselves have control over earning this award through positive decision-making. Through this process, students create and evaluate their own goals which promotes ownership of and buy-in to the program. Middle School also has a Leadership Team that organizes SEL activities such as acts of kindness and cultural awareness activities.

Students struggling socially or emotionally are identified primarily by teachers/staff, but students and parents may reach out for additional support as well. Identification via assessments when necessary is also available. Professional development will be provided to assist teachers in identifying and intervening when students are struggling with social/emotional issues. Tier 2 and Tier 3 supports provided at this level are based on the student’s need. A counselor is available to provide whole class lessons for classes struggling in a particular social emotional area. The counselor is also available to observe students and provide consultation to teachers. The counselor attends grade level meetings as needed for support. Counselor support is available for student kid talks, SSTs, and IEPs. The counselor is available to provide direct student support in varying forms, such as providing check-ins and check-outs, small group counseling, and individual counseling. Small groups cover various social emotional areas such as grief and loss, anger management, friendship building, and impulse control.

Supports are provided for parents, as well as our students. For parents, we provide Social Emotional Learning nights on varied topics such as internet safety, trauma, stress, parenting strategies, and parenting classes.

Parents have access to a Resource Page on the website that includes community resources for all types of needs such as community-based counseling, crisis services, domestic violence supports, and homelessness supports. The counselor is available to help direct parents to community resources when needed. A School Resource Officer is available to provide supports to students and families as needed, as well.

The Youth Truth student climate survey is given to students in grades 3-8 to help assess and reflect on current practice and possible changes. To further build on this, implementation of a screening tool for social emotional needs is being evaluated. Based on a screening tool, we would be able to implement proactive supports early on by use of a Rainbow Room (1:1 child-directed play) or other resources. Future implementation also includes increasing SEL integration into language arts and social studies lessons, as well as teachers increasing support of SEL strategies in the classroom as a regular part of classroom routines. Professional development and implementation in the area of trauma informed practices is being planned, as well as professional development in identification of students in need of additional support and a system in which to refer students.

Adopting a school wide SEL Tier 1 program to be taught for all grades is being considered, as well as increasing our implementation of classroom meetings and/or restorative circles schoolwide. Developing a more systematic tiered approach with entry into and exit out of social emotional supports is also under consideration. Looking into the use of interns to further increase our ability to provide social emotional supports is a possibility for future use.

Plan for Students who are Struggling Behaviorally

Students struggling behaviorally is approached from a proactive, tiered standpoint. Tier 1 supports include PBIS and CHAMPS, which are implemented in the classroom schoolwide. UPTV lessons address behavior issues such as appropriate use of playground, classroom, and school rules. Mindfulness, including programs such as MindYeti and Go Noodle, are available to teachers as needed to help support a decrease in unwanted behaviors. Mindfulness is incorporated into class design. Understanding and celebrating differences is promoted in the classroom to support students and to minimize possible behavior issues between students. Students are provided multiple opportunities to practice behavior management tools in realistic scenarios in order to support the students in transferring the use of these skills across settings. Tier 2 and Tier 3 supports include multiple strategies to promote student success. Teachers provide break cards, calming corners, flexible seating and fidgets in order to help students manage their behavior. Middle school teachers have a homeroom to help support the development and realization of SMART goals and to build strong relationships. Students have “think sheets” they fill out to help them process behavior incidents. All staff members work to support and work through student behaviors in the moment with the school-wide tools in place. Behavior charts from project GLAD are used as needed, as well as referrals to kid talk and SST. The counselor is available to consult on behavior issues, as well as help set up a behavior chart with the teacher and student.

In order to enhance our current programs, the school is creating a school-wide system to support social justice as explained above in the ***Promoting Social Justice*** section.(Appendix S – LCAP, Goal 2, State Priorities 1, 5, 6, 7, 8)

Plan for Students who are Academically High Achieving

Based on current enrollment trends, UPCS anticipates approximately fifteen to twenty percent (15%-20%) of its students to be academically high achieving each year. UPCS is aware that the unique and special needs of individuals must be identified, addressed, and closely monitored by skilled staff. The role of the teacher and the mode of delivery are varied and responsive to the specific learners and the learning environment. Specific strategies to meet the needs of academically high achieving students include:

- Enrichment opportunities offered through differentiated classroom instruction.
- Small group and individual instruction at each students' instructional level.
- Differentiated instruction throughout the day with flexible grouping opportunities.
- Open-ended projects that encourage and support students to go in-depth using high level metacognitive processes
- Project-based curricula
- Assignments requiring the use of the "5 C's" - collaboration, communication, creativity, critical thinking, and compassion.
- Second language development opportunities.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

English Language Proficiency Assessments for California (ELPAC)

Based on recent demographic trends, UPCS anticipates approximately eighteen to twenty-five (18% - 25%) of the student body to be identified as ELs each year.

A major component of the curriculum at UPCS is supporting English Learners both with the acquisition of the English Language and with the cognitive and academic demands of the State Standards. English Learners first need to be accurately identified and then placed in the appropriate program. The Language Acquisition Team ("LAT") serves as the committee to ensure the proper identification and placement of the English Learners on the UPCS campus. This team is comprised of a core academic teacher and a member of the administrative team.

As part of a student's initial enrollment process, UPCS reviews the cumulative file for a previously completed home language survey. If one is not present, UPCS requires parents complete the home language survey as part of the enrollment process. All students who indicate that their home language is other than English are tested with the English Language Proficiency Assessments for California ("ELPAC"). We also review the students information in the statewide data base, CalPads, to see if the student is already designated an English Learner by a previous school/district.

The ELPAC Initial Assessment ("IA") is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The IA testing window will be year-round (July 1–June 30).

ELs will take the Summative Assessment ("SA") every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. The SA testing window will be a four-month window after January 1 (February 1–May 31).

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

The LAT team also evaluates and monitors the progress of all EL and Re-designated Fluent English Proficient (“RFEP”) students. For at-risk EL and RFEP students, the team develops a plan for immediate intervention. Parents are notified, in a timely matter, of their student’s status as an English Learner and subsequently notified of their child’s progress toward proficiency on an annual basis

Strategies for EL Instruction and Intervention

Ongoing validated local ELD assessments (ADEPT and Express) are used to measure and monitor progress and to drive curricular and resource choices for ELs. Students are placed in leveled ELD groups based on the language proficiency descriptors of Emerging, Expanding, and Bridging. Designated ELD is taught daily at the elementary and 4 days a week at the middle school level. The curriculum and resources chosen during the school day support designated ELD as well as embed the ELD standards across the curriculum through integrated ELD. During designated ELD time, the teachers in kindergarten through fifth grade utilize the curriculum that complements their Language Arts instruction through Benchmark Advance. The curriculum is supplemented with components from the Systematic English Language Development program and GLAD strategies. At the middle school grades teachers are utilizing the ELA/ELD standards to develop an ELD curriculum that complements the students language development needs and the CORE instruction in the students’ regular ELA/Social Studies classes. In addition to GLAD strategies, the teachers also incorporate ELPAC task types, and other strategies such as Sheltered Immersion Observation Protocol (SIOP), Total Physical Response Strategies (TPRS), Specially Designed Academic Instruction in English (SDAIE), and frontloading to ensure all students have access to grade level standards and curriculum. Depending on the rigor of the content and the student’s individual level of language acquisition, the amount of classroom support is differentiated to meet the student’s needs. Teachers provide substantial scaffolding when the academic content and the language demands are both challenging. Moderate scaffolding is utilized when either the content or the language demands are less rigorous. When the students need limited scaffolding, the teachers provide light support to the students.

Students are provided multiple opportunities to practice their oral language skills in a variety of contexts in both designated ELD and integrated ELD through accountable talk and scaffolding, as needed, with sentence stems. Students are given ample practice in the three modes of communication: collaborative, interpretive, and productive. When students dialogue with others, they practice collaborative skills. Interpretive skills are put to use as the students express their comprehension and analysis of text. As students create oral presentations and written texts, they utilize productive skills. All three modes of communication are integral in the development of English Learners’ academic success with the Common Core State Standards.

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

Additionally, we have developed two programs that are specifically designed to support the needs of our students who have been classified as Long Term English Learners (LTEL) or who are at-risk of becoming LTELs. LTEL Camp is held during our intersessions (fall, spring, and summer breaks) as an additional rotation

for 4th - 8th graders who are classified as LTELs or at-risk of becoming LTEL. EL DART is offered before school, two days a week, so as not to supplant the general education after school DART program. In both of these programs, students are engaged in rigorous, interactive activities that support the development of English skills.

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

- Well-qualified teachers who are proficient in providing sheltered instruction, scaffolding concepts and front loading strategies.
- Teachers who have been trained in word recognition strategies to support the development of foundational literacy skills.
- The English Language Advisory Committee (“ELAC”) addresses the needs of the EL community within our school environment by monitoring, advising and facilitating programs and budgets that support EL students.
- Materials including, but not limited to: ELD component of Benchmark Advance and Systematic ELD.

To further support our English Learners, we offer English classes to their parents. This program includes direct instruction lessons delivered by a UPCS staff member who has expertise with servicing English Learners. In addition, participants in the class are given free access to Rosetta Stone. (Appendix Q – LCAP Goal 1, State Priorities 1, 2, 4, 7, 8; LCAP Goal 3, State Priorities 2, 3, 4, 5, 6)

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Plan for Homeless and Foster Youth

Students are sometimes placed in challenging situations that are out of their control. Both homelessness and being placed in the foster system put students at risk physically, academically, and emotionally. UPCS is committed to supporting these students through these transitional seasons of life by assuring they have access to additional resources on an as needed basis. The Charter School has adopted an *Education for Homeless Children and Youth Policy* and an *Education of Foster and Mobile Youth Policy*. These policies are reviewed

regularly to ensure it is in compliance with state and federal guidelines in regards to the education of homeless and foster youth. The Charter School has a designated Homeless and Foster Liaison that assists with the determination of homeless families and attaining the necessary resources to aid families. Both homeless and foster youth/families are priorities in all additional support programs including intervention, homework help, parent education classes, summer school, intersession intervention, and access to resources. The Charter School will be a refuge for homeless and foster families and will act as a hub for resources and referrals to assist with needs. Homeless and foster youth will also be closely monitored for social emotional support and have access to the school counselor as necessary. (Appendix S - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8 and LCAP Goal 2, State Priorities 1, 5, 6, 7, 8 and LCAP Goal 3, State Priorities 2, 3, 4, 5, 6, 8)

Plan for Socioeconomically Disadvantaged

The state has identified the socioeconomically disadvantaged students to be at risk for failure. At UPCS we have also identified this to be the most at-risk subgroup within our community. This subgroup has proven to struggle both academically and social emotionally. While many of these students crossover into other at-risk subgroups, this subgroup continues to be the most at risk. These students often lack resources and supports systems at home so the Charter School must take on the role of filling the holes that exist in their infrastructure. Students who are socioeconomically disadvantaged receive priority in all additional support programs including intervention, homework help, parent education classes, summer school, intersession intervention, and access to resources. Socioeconomically disadvantaged students will be closely monitored for academic, social emotional, and support needs. Recognition programs will be put into place to provide motivation for academic, behavioral, and attendance successes. (Appendix S - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8, LCAP Goal 2, State Priorities 1, 5, 6, 7, 8, and LCAP Goal 3, State Priorities 2, 3, 4, 5, 6, 8)

Plan for Special Education

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

For special education services, the Charter School is categorized as a public school of the District in accordance with Education Code Section 47641(b) and will contract with Pleasant Valley School District for special education and related services. The Charter School’s state and federal special education funding will be allocated to the 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. The Charter School will also pay fair share encroachment to the district for costs that infringe on the general budget. This includes identification processes, Individualized Education Program (“IEP”) formulation, special education programs, services, and implementation.

UPCS recognizes its legal obligation to participate in the “child find” process. Identification actions will include vision and hearing screenings and regular SST meetings that include a school psychologist. Teachers meet weekly to discuss student concerns and to align MTSS to classroom instruction and intervention programs. School staff and parents will be able to request SST support and referrals. UPCS also employs a fulltime counselor to better support the needs of the students in a social emotional capacity.

As a school of PVSD for the purposes of special education, UPCS services include, but are not limited to, the following:

- Inclusion Services for students with severe disabilities (autism, mental retardation, orthopedic handicaps, etc.) who are placed in general education classrooms and require significant modifications of

the curriculum for the majority of the school day. The specific services offered will vary depending upon the needs of the student.

- Resource Specialist Program for students with mild to moderate disabilities who have significant delays in language arts and/or mathematics. Services may be “pull-out,” where students receive intensive intervention in the resource room, or “push-in,” where students are supported in the general education classroom by the resource specialist. Decisions as to the nature of the services will be made by the IEP team on an individual basis. Many RSP students may require accommodations in the general education classroom but not modification of the curriculum.
- Speech and Language services for students with significant delays in either speech or language. Students with language delays may have pull-out and/or push-in services depending upon the student’s individual need.
- Occupational Therapy for students with an IEP who have difficulties in either fine or gross motor skills. Services may be provided by a pull-out and/or push-in model.
- Adapted Physical Education for students with an IEP who are unable to benefit from or need support for a regular or modified regular education PE program due to delays in gross motor development.
- Other Designated Instructional Services may be provided as identified in the IEP.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Section 504 of the Rehabilitation Act

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

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

Comprehensive, Ongoing Professional Development Program

Professional development initiatives are driven, primarily, by student data. Each year the teachers and administration look at both local and state student data to identify areas of growth for staff and students. Based on these areas the faculty and administration will investigate current research, best practices, and programs available to support the identified areas. Goals are created in collaboration with parents, teachers, and administration that align with areas of need and a plan is designed. It is important that progress toward goals is closely monitored so plans can be modified in a timely manner. Professional development takes on many forms at UPCS but it is always centered on improvement of current practices and student success. Much of the professional development that occurs at UPCS is embedded into the job; collaboration time, student teachers, and staff in-service. In recent years, teachers have participated in inquiry cycles focused on quality math teaching and learning. Teachers and staff are also sent to high quality workshops and conferences that align with the Charter School's mission and goals.

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

as necessary. A culture of collaboration, communication, sharing and professionalism maintains a school-wide focus on student success and achievement and will be fostered throughout the Charter School's structures. (Fullan, *Leading in a Culture of Change*, 2001).

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

As an additional support, UPCS has two teachers on special assignment, the Special Projects Coordinator and the Science Lab Coach. These two TOSAs are teachers proven to be successful in the field who also have the skills to coach, mentor, and support teachers and school-wide initiatives. The Special Projects Coordinator and Science Lab Coach provide trainings and model lessons for teachers to improve teacher efficacy. The activities the Special Projects Coordinator and Science Lab Coach engage in can be administrator or teacher driven. (Appendix S - LCAP Goal 1, State Priorities 1, 2, 4, 7, 8 ; LCAP Goal 4, State Priorities 1, 4, 6, 8)

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

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

Education in California has been inundated with numerous initiatives over the last several years. (Appendix S, Goal 4, State Priorities 1, 4, 6, 8)

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

- Professional preparation of student teachers
 - UPCS will have approximately 40+ pre-service teachers through semester-long or year-long student teaching and observation/participation experiences each year.
- Professional development of their faculty
 - UPCS faculty will participate in ACTT between 40 minutes and one hour a day, three times a week in grade level teams to collaborate on curriculum, analyze assessment data, and participate in professional development opportunities.
 - UPCS faculty will attend conferences, workshops, and institutes and share research implementation with peers.
 - UPCS will have early dismissal each Thursday as a result of banked time. The faculty will participate in staff-wide or small group professional development.
 - UPCS faculty will collaborate with professors from CSUCI on special projects.

- Research into best practices
 - UPCS faculty will collaborate with professors from CSUCI on action research.
 - UPCS faculty will participate in ongoing action research in their own classrooms.
- Enhancement of student learning
 - UPCS believes that if the first three functions are happening effectively, this will be a natural and measurable outcome.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of UPCS’s annual goals to achieve the Eight State Priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula. The current LCAP is on file with the District and is also available in Appendix S – LCAP, 19-20.

UPCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. UPCS shall submit the LCAP to the District and Ventura County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

**ELEMENT 2: MEASURABLE STUDENT OUTCOMES;
ELEMENT 3: METHODS OF ASSESSMENT**

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

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

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

The UPCS students are assessed in each of the core academic skill areas via multiple measures including the Smarter Balanced Assessment as a part of the CAASPP, ELPAC, and appropriate diagnostic, performance, and achievement tests to assess progress towards meeting the State Standards. All students will be expected to show progress toward grade level standards as outlined in the State Standards and frameworks. In addition, students will be taught methods for reflecting on learning, setting individual goals, and self-assessing their progress toward meeting them. Students enrolled in Special Education will be held accountable to meet specific goals and objectives as written in their Individualized Education Plan (IEP). The UPCS approach of constant, targeted formative assessment will produce data that can, in turn, immediately inform on-going instruction. The nexus in the research clearly demonstrates the link between standards-based instruction with frequent formative assessment to increase student achievement.

Our school vision centers on a commitment to maximize student growth toward mastery of the Common Core and California State Standards. UPCS will be absolutely dedicated to supporting all students in achieving these goals. The most experienced and best-prepared teachers elicit higher achievement from educationally disadvantaged students than those less prepared and experienced. We also know that teacher efficacy has the highest impact on student achievement. Acting on these findings, UPCS will hire teachers who demonstrate the best and most promising pedagogical and standards-based practices. We will build efficacy through 6-week cycles of inquiries using improvement science and lesson study, allowing our teachers to cross-pollinate best practices. During these cycles, teacher teams co-plan a lesson, co-teach the lesson, debrief and then revise, starting the cycle again. Co-taught lessons are co-facilitated by all team members with frequent opportunities for teachers to give and receive feedback in real time (i.e. freeze frame, teacher time-outs, whispering in, etc.). Revisions of lessons are informed by data collected during the co-taught lesson and discussions among teacher teams. The focus of the cycles is driven by the results of annual progress indicators, as listed below.

The table below outlines the methods of assessment that UPCS will use to track student progress and the effectiveness of our programs. Both formative and summative assessments are included in the comprehensive program. Teachers and administration will regularly evaluate the effectiveness and validity of the assessments to keep the data relevant.

Methods of Assessment to Measure Student Outcomes and Growth

Learning Objectives	Formative Assessment Measures/Benchmarks	Annual Progress Indicators
Students will develop their abilities as readers, writers, researchers, listeners, speakers, and collaborators	<p>Development Reading Assessment (DRA) and Basic Phonics Skills Test (BPST) used as ongoing formative assessments for individual student's as appropriate throughout the year.</p> <p>On-demand writing samples collected at the beginning and end of each unit and scored collaboratively by teacher teams using a grade-level writing rubric for each genre taught.</p> <p>Teacher-designed rubrics, student facing rubrics, and checklists.</p> <p>Portfolios and projects with feedback given to students during the process of working on them by teachers and peers. Opportunities provided for students to reflect on their work and the work of peers to encourage revision. Students will self-assess their use of expert learning skills through the use of rubrics (both teacher and student-facing). The focus of these projects will be on transferrable skills that are named explicitly, with the ultimate goal of students selecting new learning opportunities where they can independently apply the skills.</p> <p>CAASPP Interim Assessments</p> <p>Achieve 3000 non-fiction reading assessments and progress.</p> <p>CTOPP Assessment is given to students struggling with reading</p>	<p>DRA Reading Assessment given at the beginning and end of school year.</p> <p>Basic Phonics Skills Test (BPST) given at the beginning and end of each school year.</p> <p>Current state-mandated accountability measures (CAASPP)</p> <p>ELPAC</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>

	accuracy to determine their need for the intensive 1:1 intervention of Barton.	
Students will develop their math conceptual understanding, application, problem solving skills and computation.	<p>MARS/MAC pre-assessments given for each math unit of study and scored collaboratively with the teacher teams, looking specifically for student understanding of concepts and planning for instruction based on the data. Post-assessments given to measure student learning and to create re-engagement lessons for intervention.</p> <p>Student facing rubrics for assessing the quality of their own work that includes both concepts and processes for learning.</p> <p>Gallery walks, thinking routines, and other collaborative and reflective structures to provide opportunities for students to give and receive feedback from their peers.</p> <p>CAASPP Interim Assessments</p> <p>Teacher Observations.</p>	<p>Current state-mandated accountability measures (CAASPP)</p> <p>MARS/MAC assessments</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>
Students will develop their knowledge and understanding of history, social sciences, and global studies that promote cultural understanding and social responsibility.	<p>Teacher-designed rubrics, student facing rubrics, and checklists.</p> <p>Portfolios and projects with feedback given to students during the process of working on them by teachers and peers. Opportunities provided for students to reflect on their work and the work of peers to encourage revision. Students will self-assess their use of expert learning skills through the use of rubrics (both teacher and student-facing). The focus of these projects will be on transferrable skills that are named explicitly, with the ultimate goal of students selecting new learning</p>	<p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>

	<p>opportunities where they can independently apply the skills.</p> <p>End of unit/concept assessments.</p> <p>Teacher Observations.</p>	
<p>Students will acquire knowledge of science concepts through exploration, experimentation, application, and utilization of the scientific method.</p>	<p>Teacher-designed rubrics, student facing rubrics, and checklists based on the Science and Engineering Practices (SEPs) from the Next Generation Science Standards. Mastery skills are selected based on the NGSS Evidence Statements for each standard.</p> <p>Scientific portfolios and inquiry projects with feedback given to students during the process of working on them by teachers and peers. Opportunities provided for students to reflect on their work and the work of peers to encourage revision. Students will self-assess their use of expert learning skills through the use of rubrics (both teacher and student-facing). The focus of these projects will be on transferrable skills that are named explicitly, with the ultimate goal of students selecting new learning opportunities where they can independently apply the skills.</p> <p>Teacher observations.</p>	<p>California Science Test (“CAST”).</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>
<p>Students will develop an understanding of the importance of physical exercise and fitness, nutrition and healthy eating habits, and positive life choices for physical and mental wellbeing.</p>	<p>Teacher observations of student participation and performance in physical education activities and healthy nutrition and life choices.</p> <p>Teacher-selected checklists and student self-evaluations and progress monitoring.</p>	<p>State mandated physical performance tests.</p> <p>Local conference guides and report cards, which indicate achievement of grade-level standards and progress towards goals.</p>
<p>Students will apply the skills necessary to work collaboratively and cooperatively in group and community settings and will communicate effectively to solve</p>	<p>Teacher observations and checklists of social/emotional and interpersonal skills.</p> <p>Various emotional development, conflict resolution and social skills continuums, rating scales</p>	<p>Youth Truth Student Survey</p> <p>Local conference guides and report cards, which indicate achievement of and progress towards</p>

interpersonal problems.	<p>Student goal setting and self-reflections.</p> <p>Surveys</p>	goals.
Students will develop their artistic creativity and aesthetic appreciation for fine, performing, and applied arts.	<p>Portfolios, presentations, and performances with peer and teacher feedback.</p> <p>Student facing rubrics for self-reflection</p>	Local conference guides and report cards, which indicate achievement and progress towards goals.
Students in the dual immersion program will develop language proficiency in Spanish.	<p>Development Reading Assessment (DRA) and Basic Phonics Skills Test (BPST), Spanish version, used as ongoing formative assessments for individual students as appropriate throughout the year.</p> <p>On-demand writing samples collected at the beginning and end of each unit and are scored using a grade-level writing rubric for each genre taught.</p> <p>Teacher-designed rubrics, student facing rubrics, and checklists.</p> <p>Teacher observation, checklists, and the matrix of forms and functions of language.</p> <p>Portfolios and projects with feedback given to students during the process of working on them as well as opportunities to reflect on their work and the expert learning skills they applied using rubrics (both teacher and student-facing). The focus of these projects should be on transferrable skills that are named explicitly, allowing students to practice independently the use of skills learned.</p>	<p>IDEA Proficiency Test – Spanish (IPT)</p> <p>DRA Reading Assessment given at the beginning and end of school year.</p> <p>Basic Phonics Skills Test (BPST), Spanish version, given at the beginning and end of each school year.</p> <p>Local conference guides and report cards, which indicate achievement and progress towards goals.</p>
Students identified as English Learners will develop language proficiency in English.	ADEPT /Express used as ongoing formative assessments for individual students as appropriate throughout the year.	<p>ELPAC</p> <p>IDEA Proficiency Test – English (IPT)</p>

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

Goals, Actions and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in Appendix S. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

The goals for UPCS listed below are aligned with the Charter School's LCAP goals and the SPSA. (Appendix S – LCAP, Appendix T - SPSA) The LCAP comprehensively covers the Charter School's schoolwide and pupil outcome goals and performance targets aligned to the eight state priorities outlined in Education Code Section 52060(d), and specific annual actions to achieve those goals. The measurable goals and objectives of UPCS include the Charter School's annual goals in each of the eight California identified priority areas. Student success requires many factors to be achieved including student motivation, good attendance, parental involvement and providing resources to families. The goals listed below are all the goals listed in both our LCAP-19-20 and our Single Plan for Student Success, 19-20. Beginning in 20-21 Charter Schools and small school districts will be allowed to use the LCAP as their SPSA. We have worked over the last several years to fully align these plans, so this transition will be seamless. The school has a fully approved Federal Addendum. (Appendix T – Single Plan for Student Achievement, Appendix U – Federal Addendum and Appendix S - LCAP)

LCAP Goals	Expected Annual Measurable Outcomes 19-20
Goal 1: Student achievement will increase in the core academic areas State Priorities: 1, 2, 4, 7, 8 Aligned to SPSA Goal 1	1. 48% Positive Movement on ELPAC\ 2. 5% Increase on CAASPP data from 18-19, met/exceed scores 3. Local Assessments: 50% of students in K-8 will make their targeted growth in ELA and Math on NWEA assessment 4. Five-by-Five Indicator Progress: Show positive movement in each indicator that was orange and red
Goal 2: Increase student engagement State Priorities: 1, 5, 6, 7, 8	1. Attendance: 96.5% ADA 2. Reduce Tardies by 10% 3. Discipline Referrals: Reduce by 5%

<p>Aligned to SPSA Goal 2</p>	<p>4. Parent Climate Survey: New survey was given in 18-19. Below are key findings to act as new baseline for 19-20. Maintain or improve. My child is safe from bullying at school: 67% agree/strongly agree, 17% neither agree or disagree, 16% disagree/strongly disagree My school is a safe place to learn: 91% agree/strongly agree, 6% neither agree or disagree, 2% disagree/strongly disagree My child is safe from violence at school: 77% agree/strongly agree, 15% neither agree or disagree, 8% disagree/strongly disagree Discipline in this school is fair: 61% agree/strongly agree, 30% neither agree or disagree, 9% disagree/strongly</p> <p>5. Foundations Committee – meet 4 times during the school year</p> <p>6. Student Climate Survey Maintain or improve 18-19 key findings/outcomes. Below is the key findings from 18-19 On Key Measures, the elementary students had the following average scores on a scale of 1-5 with 5 being best: Student Engagement, 2.90; Academic Rigor, 2.45; Methods, 2.61; Personal Relationships, 2.78; Classroom Culture, 2.15. On Key Measures, the middle school students had the following average scores on a scale of 1-5 with 5 being the best: Student Engagement, 3.46; Academic Rigor, 3.75; Relationships with teachers, 3.48; Relationships with Peers 3.59; School Culture, 3.41. School Safety, the 6-8 grades average scores were (1 = strongly disagree, 3 = neither agree or disagree, and 5 = strongly agree): I feel safe from harm while...:In my home, 4.39; In the neighborhood where I live, 4.06; In my class, 4.03: Going to and from school, 3.87; At school in general, 3.84; On school property outside my school building, 3.72; In the hallways, bathrooms and locker rooms at my school, 3.62. Perceptions of conflict: At school, I must always be ready to fight to defend themselves, 2.6: Many students at my school go out of their way to treat other students badly, 2.42; There is conflict in my school based on race, culture, religion, sexual orientation, gender, or disabilities, 2.01; Students get into physical fights at my</p>
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	school, 2.03; Adults at my school try to stop bullying/harassment, 3.85; I usually try to help other students who are being bullied/harassed, 3.72.
Goal 3: Increased collaborative partnerships with parents, community members, and outside service providers State Priorities: 2, 3, 4, 5, 6, 8 Aligned to SPSA Goal 3	<ol style="list-style-type: none"> 1. Board of Directors: Maintain parent representatives 2. Parent Education and Family Resources Events – Minimum of 5 events 3. Language Classes for parents in English/Spanish: 3 cohorts 4. ELAC: Minimum 6 meetings held with an average of 5 members per meeting
Goal 4: Recruit and retain fully credentialed, highly qualified teachers and high quality staff State Priorities: 1,4,6,8 Aligned to SPSA Goal 4	<ol style="list-style-type: none"> 1. Pay Rate: Maintain the 5% raise from 16-17 2. New teachers complete Induction 3. Teacher support for certifications 4. 100% of teachers working with certification area

(Appendix T – Single Plan for Student Achievement and Appendix S – LCAP)

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

Standardized Testing

The figure above describes the state adopted standardized assessments, as well as locally developed assessments and their frequency of administration to monitor student improvement and progress at UPCS. While the standardized state tests are only given annually, the testing schedule ensures that pupil progress and student growth is closely monitored through multiple measures, and the assessment results ensure that all statewide standards are met.

Benchmark Assessments

Described in the figure above are the formative and benchmark assessments UPCS will utilize to monitor student progress towards goals. These assessments are generally given three times a year and provide essential information to guide teachers in the meeting the needs of individual students and to make programmatic changes. All assessments are aligned with the State Standards. Teachers also give ongoing formative assessments to evaluate growth and to inform changes to the program, as needed. Over the last several years we have been using the NWEA MAP assessment as a tool to track growth and provide formative information to teachers. Over the next year UPCS plans to move away from NWEA and start using the CAASPP suite of interim assessments to track students' progress towards standards and inform teaching.

Academic Performance Growth

University Preparation Charter School's objective is to reduce the achievement gap for all underperforming subgroups. Additionally, the Charter School will work to ensure that each subgroup will make required growth to meet the Charter School's Annual Measurable Academic Objectives. The Charter School will utilize data analysis software to facilitate the regular and consistent use of data to target areas of need and improvement.

Use and Reporting of Data

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

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



A key strategy for improving student achievement through the effective and continuous use of data will be ACTT. During this segment of the instructional day, teachers will collaborate, analyze data, confer, and participate in professional development opportunities that support the needs of their students. Student work and assessment results will be the driving force for staff to continually monitor the growth and development of all students. In ACTT teachers will utilize standardized test data, local test data, and student performance to determine the appropriate course of action for each student.

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

Options available to parents will be outlined in annual notification letters and at an annual Title I/Test Scores parent meeting. Notifications and meetings will be available in multiple languages. Parents will be duly informed of the actions the Charter School is taking to make improvements to the Charter School's program and plans to assist students in making progress towards goals.

ELEMENT 4: GOVERNANCE STRUCTURE

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

Non-profit Public Benefit Corporation

The University Preparation Charter School at CSU Channel Islands is a directly funded independent charter school and is operated by a California nonprofit public benefit corporation, pursuant to California law.

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

Attached as Appendices M, N, and V please find the UPS Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School is governed by a corporate Board of Directors (“Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

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

- One representative appointed by the Pleasant Valley School District, in accordance with Education Code Section 47604(c),
- One representative appointed by the Ventura County Superintendent of Schools office,
- Two representatives appointed by CSU Channel Islands; one from School of Education and one from the President’s Office,
- Founders seat to be filled by Dr. Jeanne Adams until such time that she chooses not to fill the position,
- Two positions occupied by parents of current UPCS student(s),
- Two positions occupied by members of the community at large.

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

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, with special meetings as deemed appropriate. The Board of Directors of the Charter School meets in accordance with the Brown Act and Education Code Section 47604.1(c).

UPS has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Additionally, the Board currently contracts expertise in support of fiscal operations with Ex Ed, legal matters with Young, Minney, and Corr, LLP, and auditors with Vavrinek, Trine, Day and Co., LLP.

School Site Council

The UPCS School Site Council assists with the analysis of assessment data and the on-going development, review, revision, and adoption of the LCAP and Charter. Beginning in the 20-21 school year the LCAP will count as the school SPSA for the purposes of Title I. It assists in budget development and oversight of categorical programs for the ongoing evaluation of the educational programs of UPCS. Further, the Council serves as an advisory body to the Board of Directors. The School Site Council is comprised of an administrator, three teachers, one “other staff” member and five parents. Elections, by peers, take place annually.

English Learner Advisory Committee

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

On-Site School Administration

The on-site administrative structure of UPCS reflects a spirit of community participation, support, and partnership. (Appendix O – Organizational Chart) The Executive Director is the lead administrator of the organization. The Executive Director’s responsibilities include Human Resources, Budget and Finance, Enrollment, LCAP, and Title Funding/Reporting. School level responsibilities are divided between the two Directors. One of the Directors focuses on curriculum and instruction while the other Director focuses on student services. The Directors have some responsibilities that are shared and they support each other as needed.

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

Parent Involvement and Home-School Connections

Parents are involved in UPCS in a myriad of ways including Board of Directors, School Site Council, Parent Teacher Student Association, English Learning Acquisition Committee, Board Committees, and classroom volunteers. Thousands of volunteer hours are put in each year by parents on governance committees, fundraising projects, student activities, parent education classes, and



special projects. Parents help to run and organize after school clubs like our highly successful Ballet Folklórico program that teaches folk dances from around the world to over 150 students each year. Parents have coordinated several school beautification projects and two festivals each school year. UPCS will also ensure that there is a Parent Involvement Policy and Student/Family/School Compact that meets the requirements of all State and Federal Law and is reviewed on a regular basis.

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

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

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

Communication is an essential element in supporting the home-school connection. The Charter School provides a comprehensive website outlining school programs, goals, resources, events, and teacher websites. The website can automatically be translated into most languages to provide better access to English Learner parents. UPCS has implemented a home communication system, Parent Square, which sends home messages via phone calls, text messages, and emails. A newsletter is sent home in both English and Spanish every Sunday night with information regarding school programs and events, parent education classes, and helpful articles regarding student success.

Parents will be encouraged to serve an average of two volunteer hours per week to support the UPCS program. While the Charter School may encourage parental involvement, in accordance with Education Code Section 47605(n), the Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. UPCS's parent volunteer program shall at all times operate in compliance with the state's free schools guarantee, and no child will be excluded from UPCS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged hours of participation.

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

Examples of volunteer opportunities include:

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



ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

Teacher Credential Requirements

The University Preparation Charter School at CSU Channel Islands employs teaching staff who hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. Teachers will meet the requirements for BCLAD or CLAD or other CCTC certification/authorization for teaching English Learners. UPCS will maintain current copies of CCTC documents, and they will be available for inspection.

Two processes will be used for Teacher staffing:

1. Teachers are contracted from school districts in Ventura County and remain employees of those school districts, subject to agreements with said districts, to be employed on a Master Teacher-on-Leave basis.
2. Teachers will also be recruited and employed by UPS as the employer. UPS employees will receive benefits and compensation as per UPS's personnel policies and procedures. (Appendix P – Certificated 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 Charter School's operational policies. They serve as Master/Cooperating Teachers for the CSU Channel Islands Teacher Education Program, with responsibilities to mentor/supervise assigned pre-service teachers and for close collaboration with CSUCI education faculty.

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

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

Requirements for Teacher Applicants:

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

Desired Qualifications:

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

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

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

The Personnel committee, in consultation with the Charter School's Executive 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*. Evaluation of UPCS teachers will be the responsibility of the administrative team. Teacher evaluation will be guided by the *California Standards for the Teaching Profession* and the teacher's own Professional Growth Plan. All teachers are assigned to an administrator as a learning partner for 2 years. The assigned administrator will review the teacher's goals for the year, plan at least two classroom observations, and participate in reflective conversations focused on standards and growth.

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

Executive Director and Directors

Credential/Degree Requirements:

University Preparation Charter School at CSU Channel Islands will employ an Executive Director and Directors who will preferably have earned a graduate degree in educational administration and a California Administrative Services Credential.

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 is supervised and evaluated by the Board of Directors. 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 Directors based on these same standards.

Classified Employees

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

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

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

ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).

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

- A requirement that all enrolling students who receive classroom-based instruction 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
- 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 medication in accordance with Education Code Section 49423. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.
- Procedures that each employee or contractor of the Charter School submit to criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.
- 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. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- Employees, and volunteers who have frequent or prolonged contact with students, will complete a tuberculosis risk assessment and examination (if necessary) prior to commencing employment and working with students, and for employees at least once each four years thereafter, 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 maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.
- The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

- The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.
- The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.
- The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).
- The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the requirements under Education Code Section 32282(a)(2)(A)-(J).
- The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.
- The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.
- 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” school districts with whom the Charter School has contracted employee services.
- UPS will maintain records of the employee background checks and initial and ongoing tuberculosis risk assessment for employees directly hired by UPS.
- Applicable policies and procedures are incorporated, as appropriate, into the Charter School’s student, parent, and staff handbooks and will be reviewed on an ongoing basis in the Charter School’s staff development efforts and governing policies as established by the Board of Directors.

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

ELEMENT 7: STUDENT DEMOGRAPHIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated, fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

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

In order to achieve a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within the territorial jurisdiction of the Pleasant Valley School District, UPCS will advertise throughout Ventura County communities in both Spanish and English to reach a diverse group of interested applicants.



The process for seeking admission to University Preparation Charter School at CSU Channel Islands will be advertised in a variety of ways. Advertisements will be placed in the local newspaper and Spanish media outlets across Ventura County. Information packets will be available through the Charter School's office and on the website to families and will include the Charter School's mission and vision statements, and descriptions of the Charter 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 and understanding of the program.

Ventura County's student population is richly diverse, thus, it is expected that applications will be received from families representing each ethnic, linguistic, socio-economic, and special needs population residing in Ventura County and representative of California diversity. The student population of Ventura County is approximately 135,000.

University Preparation Charter School at CSU Channel Islands will serve a learning community composed of approximately 745 preschool through eighth grade students reflecting the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and many California classrooms. Students are drawn from the immediate neighborhood, other Ventura County school districts, and from the families of CSUCI faculty members. The percentages below labeled UPCS are the most recent demographic data from the 2019-2020 CBEDS report. Also, included in the chart below are the three PVSD schools most similar, demographically, to UPCS. Data from Ventura County as a whole is also included.

<i>CBEDS 19-20</i>	UPCS	PVSD	PVSEA	Dos Caminos	Las Posas	Ventura County
Hispanic/Latino	70.8%	37.8%	64.6%	50.9%	36.6%	60%
White	18.8%	39%	19.7%	32.9%	33.3%	28.5%
Asian	1.4%	5.4%	4.7%	2.8%	3.5%	4.4%
African American	3.3%	2.8%	2.8%	.9%	11%	1.2%
Filipino	2.5%	3.8%	3%	4.4%	6.1%	1.8%
Pacific Islander	.4%	.4%	.2%	.9%	1.9%	.2%
American Indian OR Alaska Native	1.1%	.4%	.2%	.3%	.2%	.2%
Two or More Races	1.7%	5.6%	4.7%	6.6%	7.3%	3.4%
Socio-Economically Disadvantaged	52%	29%	60%	49.4%	45.8%	52.4%
English Learners	17%	8%	24%	16%	12%	21%
Students with Disabilities	9%	14%	12%	25%	8%	12%
Homeless	5%	1%	.1%	2%	.9%	3.6%

The data in the above table provides evidence that UPCS has maintained the goal of creating a diverse community of learners that represents a wide variety of languages, cultures, and socio-economic statuses and is fairly representative of California's demographics. There is a strong bank of research supporting the advantages for all students in a diverse environment. This diverse environment also creates an ideal situation for preparing future teachers. Interested families may submit applications consistent with the policies and procedures described below in Element 8.

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

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

The University Preparation Charter School at CSU Channel Islands will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

UPCS shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into UPCS. UPCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Public Random Drawing

UPCS shall require students who wish to attend the Charter School to complete an application form during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students of the Charter School, who are guaranteed admission in the following school year.

UPCS will give admission preference in the case of a public random drawing to the following students in the following order:

- Siblings of students admitted to or attending the Charter School
- Children of the UPCS staff and CSU Channel Islands University faculty
- Students who reside in (PVSD)

- 50% English and 50% Spanish speakers for dual language program at the Charter School
- All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in March of each year for enrollment in fall of that year.

After the deadline for applications has passed and a 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.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: ANNUAL, INDEPENDENT, FINANCIAL AUDITS

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

An annual, independent, financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor that specializes in the area of school finance. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit shall be completed and sent to the District, Ventura County Superintendent of Schools, California Department of Education and State Controller's Office by the 15th of December each year. The audit will be made public and will be presented to the University Preparation School at CSU Channel Islands Board of Directors at a regularly scheduled meeting open to the public. The Executive Director or designee of the University Preparation Charter School at CSU Channel Islands will be responsible for reviewing any audit exceptions and/or deficiencies that are cited in the annual auditor's report and report to the UPS Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel in accordance with the applicable law.

The independent, financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).*

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

Discipline policy and procedures clearly describe the Charter 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 students should be accountable for their behavior. The climate of the University Preparation Charter School at CSU Channel Islands is one of support, understanding, and respect. Every effort is made to model appropriate behavior and to be proactive in preventing the need for undesirable behavior. Students and their parent(s)/guardian(s) receive information regarding the rules and discipline policy in the Parent/Student Handbook given out each school year.

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

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

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

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

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

Suspension and Expulsion Policy and Procedure

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

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

employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parent(s)/guardian(s) are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director's office.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

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

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

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

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an

explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governing Board following a hearing before it or by the Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. Each entity shall be presided over by a designated, neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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

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

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

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

UPCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. UPCS must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, UPCS must present evidence that the witness's presence is both desired by the witness and will be helpful to UPCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a

substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

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

I. Expulsion Decision

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Director's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or the student's parent(s)/guardian(s) obligation to inform any new district in which the student seeks to enroll of the student's status with UPCS.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled Pupils/Alternative Education

Parent(s)/guardian(s) of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. UPCS shall work cooperatively with parents/guardians as requested by parent(s)/guardian(s) or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

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

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or UPCS shall be in the sole discretion of the Governing Board following a meeting with the Director(s) and the pupil and parent(s)/guardian(s) or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director(s) shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon UPCS's capacity at the time the student seeks readmission.

P. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that UPCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and UPCS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or UPCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and UPCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent(s)/guardian(s) or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

ELEMENT 11: RETIREMENT BENEFITS

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

Compensation and Benefits

Teachers Employed as Teachers-on-Leave

As a provision of the Teacher-on-Leave contract, sending school 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 ("STRS") and continue to accumulate service credit years in the same manner as all other members of STRS. The University Preparation Charter School at CSU Channel Islands forwards funds to each sending school 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 Preparation 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 Charter School's employee policies. The Charter School will participate in STRS and Public Employees' Retirement System ("PERS"). UPCS will cooperate as necessary to forward any required payroll deductions and related data. The Charter 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 requests are made to remain with STRS. PERS employees will be subject to participation in the Social Security deductions. The HR Manager in conjunction with ExEd are responsible for ensuring that arrangements for retirement coverage are made for all UPCS employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend UPCS. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Parents/guardians of each student enrolled in the charter school will be informed on admissions forms 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.

ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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

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

ELEMENT 14: DISPUTE RESOLUTION

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

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

Public Comments

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

Disputes between the Charter School and the District

In the event of a dispute between UPCS and PVSD regarding the terms of this charter or any other issue regarding the Charter School and District relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s), and to refer the issue to the District Superintendent and Charter School Executive Director, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so.

Within 30 days of sending written correspondence, or longer if both parties agree, the Superintendent and Executive Director, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, 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 Superintendent and Executive, or their respective designees, 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 lead to revocation of the charter, the District shall follow the revocation procedures pursuant to Education Code Section 47607 and its implementing regulations.

Irrespective of the dispute resolution procedure described above, the Charter School and the District agree that the District may pursue revocation in accordance with applicable law, Education Code Section 47607 and its implementing regulations, and that participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

PVSD reserves the right to take any action it deems appropriate and the Charter 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 Charter School's students or any issue relevant to revocation as defined by the Education Code.

Disputes Arising from Within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School. The University Preparation School at CSU Channel Islands Board of Directors is responsible for adopting policies and processes for airing and resolving internal disputes. The purpose of the Charter 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 School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

The District shall refer any complaints or reports regarding such disputes not related to a possible violation of the charter or law to the Charter School Executive Director for resolution pursuant to the Charter School's policies. The District agrees not to intervene or become involved in the dispute unless the UPS Board has requested the District to intervene in the dispute. The Charter School shall inform the District as to the resolution of internal disputes upon request.

ELEMENT 15: CLOSURE PROCEDURES

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

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

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

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

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

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

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

apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets

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

UPCS has a comprehensive, solid business and management plan. A projected budget and financial projections and cash flow for three years of operation is attached as an appendix. (Appendix R – Operational Budget).

B. Financial Reporting

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

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

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

C. Insurance

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

D. Administrative Services

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

The Executive Director or his/her designee(s) shall provide site administrative services. Other administrative services, including, but not limited to, fiscal, payroll, attendance accounting, Federal Reduced/Free Price Lunch Program, warehousing, insurance, facilities maintenance, may be contracted as appropriate. UPCS currently contracts with ExEd for “back office” services including, but not limited to, the following: assistance with budget development, bookkeeping, payroll and accounts receivable and payable

A complete Student Information System (“SIS”) 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.

E. Facilities

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

UPCS is currently located at 1099 Bedford Drive, Camarillo, California, 93010. UPCS is fortunate to be currently housed in the facilities formerly known as El Descanso in the Pleasant Valley School District. The location is in central Camarillo and is located approximately six miles from the CSU Channel Islands campus. UPCS has a Prop 39 agreement with Pleasant Valley School District.

F. Transportation

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

G. Reporting

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

H. Oversight, Reporting, Revocation, and Renewal

The District may inspect or observe any part of the Charter School at any time, in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607, but shall provide reasonable notice to the Executive Director of the Charter School prior to any observation or inspection.

If the District Board believes it has cause to revoke this charter, the District Board agrees to comply with applicable law (Education Code Section 47607 and its implementing regulations).

The Board of UPS may request from the District Board a renewal or amendment of the charter at any time prior to expiration. The Charter School should present renewal requests no later than 120 days prior to the expiration

of the charter. The District Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in Education Code Sections 47605 and 47607, and its implementing regulations.

I. Potential Civil Liability Effects

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

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

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

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

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

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

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

J. Memorandum of Understanding

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

K. Term of the Charter

This renewal Charter is granted for a five-year period commencing July 1, 2021, and ending June 30, 2026. The University Preparation Charter School at CSU Channel Islands Board of Directors may request that the Pleasant Valley School District Governing Board approve an amendment of the Charter at any time prior to expiration of the charter renewal term.

