

**SANTA YNEZ VALLEY CHARTER
SCHOOL**

Charter Renewal Petition
Submitted December 18, 2014

For the term July 1, 2015 through
June 30, 2020

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Introduction

The Santa Ynez Valley Charter School, has been successfully operating under a charter granted by the College School District in 2000. The original charter was granted for five (5) years. After five years of successful operation, in 2005, and again after 10 years of successful operation, in 2010, the College School Board granted Santa Ynez Valley Charter School renewal terms of 5 years. Santa Ynez Valley Charter School is seeking its third renewal for the term of July 1, 2015-June 30, 2020.

The original charter, and two subsequent renewals, met the required expectations that the Santa Ynez Valley Charter School would provide a sound educational program for all students; that it would faithfully implement the provisions of the charter; that it would comply with all requirements of applicable federal, state, and local laws; that it would operate in a prudent manner in all respects, including governance, educational program, faculty and staff, facilities, fiscal management and support services, and relationships with students and families.

This renewal document includes three parts:

- A) Documentation showing that the Santa Ynez Valley Charter School has met the criteria for charter renewal outlined in California Education Code, section §47607.
- B) An update to the Charter document (July 2015-June 2020).
- C) The previous Charter document dated May 2010 for the term July 2010-June 2015).

The Santa Ynez Valley Charter School is applying for charter renewal. California Education Code, section §47607(a)(1) states that “each renewal shall be for a period of five years”. The term of the new charter is July 1, 2015-June 30, 2020.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1).

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that Santa Ynez Valley Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b)

- **SYVCS has attained its API growth target in the last four years, both school wide and for all groups of pupils served by the charter school exceeding the requirement of Education Code Section 47607(b)(1).**
- **SYVCS has achieved a statewide API rank of 7 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).**
- **SYVCS demonstrates academic performance that exceeds the academic performance of the public schools that pupils would otherwise have been required to attend, exceeding the minimum threshold of performance that is at least equal to the performance required in Education Code Sections 47607(b)(4).**

Over the prior charter term, SYVCS earned the following API scores:

Group/Significant Subgroup	3-Year Average	2013	2012	2011	2010
Schoolwide	866	851	881	867	888
White	901	877	926	901	916

Santa Ynez Valley Charter School's API exceeds 800 in the most current year, 3 of 3 prior years, and the average of the three most recent years on a schoolwide basis and for our one significant subgroup (white).

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>.)

SYVCS has attained its API growth target in the last four years, both school wide and for all groups of pupils served by the charter school exceeding the requirement of Education Code Section 47607(b)(1).

Over the prior charter term, SYVCS earned the following statewide API rankings:

2013	2012	2011	2010
7	8	8	9

Santa Ynez Valley Charter School ranks higher than “4” on the API statewide rank in 4 of 4 prior years.

SYVCS has achieved a statewide API rank of 7 or higher in the last four years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, SYVCS earned the following API scores compared to other schools pupils would be required to attend:

The majority of students attending SYVCS reside within the College School District. The remaining students, based upon residency, would attend Solvang, Oak Valley and Jonata (Buellton), Los Olivos and Olga Reed (Orcutt). The following table illustrates the academic performance of the public schools that SYVCS pupils would otherwise have been required to attend.

School	3-Year Average	2013	2012	2011	2010
Santa Ynez Valley Charter	866	851	881	867	888
Santa Ynez Elementary	860	847	852	882	837
Solvang	849	852	839	855	842
Oak Valley	876	890	888	853	844
Jonata	852	831	866	858	849
Olga Reed	802	795	789	822	766
Los Olivos	902	915	902	890	872

SYVCS's API score exceeds all other schools in 21/30 (70%) scores reported over the term of the current charter. This illustrates that the academic performance of students at SYVCS exceeds the performance of the public schools they would otherwise have been required to attend.

SYVCS demonstrates academic performance that exceeds the academic performance of the public schools that pupils would otherwise have been required to attend, exceeding the minimum threshold of performance that is at least equal to the performance required in Education Code Sections 47607(b)(4).

Santa Ynez Valley Charter School exceeds the minimum criteria for renewal based upon pupil academic achievement.

Charter Resolution
of
The Santa Ynez Valley Charter School:
A California Public Charter School

Whereas the governing board of the College School District received a valid charter renewal petition on December 18, 2014, duly signed and submitted pursuant to Education Code Section 47605, and

Whereas the governing board of the College School District is cognizant of the Legislative mandate as set forth in Education Code Section 47605(b), which states that:

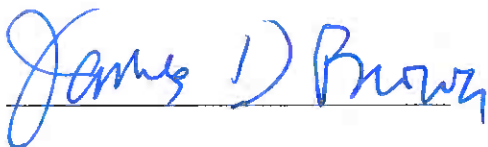
“In reviewing petitions for the renewal of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” and

Whereas the governing board of the College School District, after holding a public hearing on January 13, 2015 and considering the level of parent and staff support, has determined that the applicant has assembled and presented a valid and meritorious charter renewal petition:

Be it resolved that the governing board of the College School District hereby approves and grants this charter petition by a vote of 4 to 0 on February 10, 2015

Be it further resolved that this charter constitutes a binding contract upon the College School District and the Santa Ynez Valley Charter School.

Witnessed:



Authorized Representative
College School District

Assurances and Affirmations

Santa Ynez Valley Charter School (also referred to herein as “SYVCS” and “the Charter School”) shall:

Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).

Not charge tuition. Ed. Code § 47605(d)(1).

Not discriminate against any pupil on the basis of 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. Ed. Code § 47605(d)(1).

Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).

Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).

Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the College School District (also referred to herein as “College School District”, “CSD”, and “District”). Ed. Code § 47605(d)(2)(B).

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized by statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)

Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

Mission Statement

The Santa Ynez Valley Charter School (hereafter "SYVCS") is founded to work collaboratively to create a supportive, innovative, and academically challenging educational environment that nurtures its students and prepares them for high school and beyond through close curricular articulation. The SYVCS will also emphasize preparation of its students for a successful and rewarding future by developing both academic and nonacademic skills, including community involvement and social skills. It is the vision of the SYVCS to create a public school of choice, in which participants can enjoy the benefits of a small learning community that is enhanced by the educational, administrative, and budgetary flexibility afforded by the Charter School Law.

Element 1: The Educational Program

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

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." Ed. Code § 47605(b)(5)(A)(iii).

SYVCS follows California State Content Standards in all subject areas grades kindergarten through eighth. It is the goal of the SYVCS to create a K-8 program that may include multi-age groupings to enhance individual learning. Grade levels of instruction and class configurations of the SYVCS will be determined upon evaluation of the projected student enrollment and available financial, staffing, and facility resources. The SYVCS's primary focus is to help students grow into individuals capable of becoming self-motivated, highly focused, culturally sensitive, lifelong learners. These skills will be the focus of classrooms at each grade level from the beginning of each child's SYVCS experience to the culmination of his/her experience. Learning best occurs when an integrated approach to curriculum embraces creative teaching methodology, addressing the multiple learning styles of each learner, while adhering to state curriculum guidelines for each grade level. Individualized instruction will be a priority in critical areas such as math and reading instruction. Multi-grade involvement and instruction may be implemented throughout

the school.

As an educated person in the 21st Century, students may need to have a college education or other occupational training after completing high school. Students will need to possess the following:

- Mastery of basic academic skills in adherence with Common Core State Standards (CCSS)
- Critical thinking and problem solving skills
- Honesty and a sense of responsibility for self and community through community outreach activities
- The ability to do research and access information
- Creativity and imagination
- Curiosity, initiative, and perseverance
- Positive self-esteem and self-awareness with the ability to express thoughts and feelings in healthy ways
- Ability to use technology as a tool
- Respect and appreciation for differences among people and cultures
- A feeling of self-worth, that their contributions make a difference
- Love of learning
- Learning to face challenges while making good decisions using good problem-solving techniques
- Utilization of outdoors and the community at large

A typical day at the SYVCS finds students in the lower elementary grades “buddied” to work on core academic skills. Students in the upper elementary and middle school grades work to the best of their ability either in their “home” classroom, a grade level above or in the resource room. Classroom activities at all levels include traditional lessons aligned to the Common Core State Standards taught in multi-sensory methods. Curriculum is not just learned but explored, experimented with and integrated.

Core Academic Skills

Language Arts

The goal of the program is to create a community of readers. Students will be taught in the method most appropriate to their level of achievement. Through a balanced approach of skills and creativity, students at each grade level will work toward the goal of becoming great readers, listeners, speakers, and writers. Using a commitment to a balance of instructional strategies and materials, primary students will attain competency in phonemic awareness and phonics, decoding skills, and comprehension. Intermediate students will become fluent readers as they progress from learning to read to reading to learn in all subject areas. For students who are at the upper grade levels, reading will provide opportunities to balance the experiences of the students with the experiences of children in other cultures. In grades 6-8 students will be increasingly introduced to classic literature, from mythology to 21st century writers.

Each year, students will increase their ability to communicate effectively to a specific audience,

whether it is an audience of their peers or a public audience. Students will gain skills through analysis of a variety of written forms ranging from poetry to essay interpretation at the upper grade levels. While skills such as spelling, grammar, and syntax will be valued, they will be balanced with the ability to effectively communicate a concept, argument, or style of writing. Writing will be incorporated into academic areas across the curriculum.

Currently, the SYVCS utilizes the Houghton Mifflin Reading Language Arts for grades first through four, in addition to teacher-created materials, and supplemental resources. SYVCS will be continuing to research new language arts curriculum, and with support for SBCEO will seek to purchase new language arts curriculum aligned to CCSS within the term of the charter.

Mathematics

Students will progress through the fundamental aspects of computation and problem solving on a group and individual basis. Primary students will be encouraged to study patterns and relationships as foundational skills for later mathematics. Students will be given the opportunity to gain a better grasp of mathematical principles through math manipulatives designed to enhance the abstract mathematical concepts being introduced. Students will be allowed to progress at their own rate of expertise without bypassing critical steps in the learning process. Most importantly, students will be exposed to mathematical concepts that are or will be critical to their everyday life, including logical thinking skills. Students will become adept at problem solving skills, analyzing data such as statistics, and working with math through technology.

Mathematics textbook adoption was completed in 2008/09 and implemented in 2009/10. Kindergarten through second grade adopted Houghton Mifflin with Expressions. Third through fifth grades adopted Sadlier-Oxford. Sixth through eighth grades adopted McDougall Littell Pearson. In transition to Common Core State Standards, SYVCS, in grades K-4, is supplementing current text with available resources such as EngageNY, Number Talks, and other online resources. In grades 5-8, consistent with other Valley schools, SYVCS has been piloting the EngageNY curriculum. SYVCS will be continuing to research new mathematics curriculum, and with support from SBCEO will seek to purchase new math curriculum aligned to CCSS within the term of the charter.

Science

Through the method of scientific inquiry, students will discover the world of science and how it relates to their existence. Students will embrace the world of scientific research through a hands-on approach (such as fieldtrips, classroom experiments, guest speakers and activities promoting sustainable environment), discovering concepts in physical sciences, life sciences, and earth sciences, astronomy, and technology. Students will begin to appreciate that science is a body of knowledge that is critical to existence in the world today.

The SYVCS adopted the Foss Science Series and Kits in 2007/2008, and continues to use these resources within the kindergarten through fourth grade classrooms. The SYVCS has adopted the Prentice Hall Science Series for sixth through eighth grades.

History/Social Science

A wide range of historical knowledge as well as geographic awareness, democratic governance,

and cultural diversity is presented at each grade level. There is an emphasis on local history. U.S. history, World and Ancient Civilizations as well as preparing students for future leadership roles. In the primary grades students will learn about community and self to enhance social awareness. Students will have traditional facts blended with the art, music, literature, and biographies of significant historical characters. Students are encouraged to think critically about how their world repeats history and/or has learned from the previous time periods.

Kindergarten through 8th grade utilizes the Houghton Mifflin History/Social Science series.

Technology

Technology at SYVCS reinforces an outstanding learning environment that attends to the needs of all students to reach their fullest potential by providing access and instruction in the use of technology. SYVCS follows the National Educational Technology Standards. Teachers connect the core curriculum with technology through direct instruction as well as peer tutoring, cross-age tutoring and special projects. SYVCS currently has three (3) mobile computer labs, consisting of one (1) iPad cart (30 iPads) and two (2) Chromebook Carts (60 total Chromebooks). All students are currently assigned a Google Apps account that provides age-appropriate access to technology-based tools and curriculum. Staff development in the area of technology is on-going as new site technology is upgraded.

Arts

While academic instruction is essential, at SYVCS, instruction in visual arts, music, drama, and dance are important components to the curriculum. While exposure to classical artists in a variety of fields is emphasized, individual creativity is the focus for each student. Encouraging the talents of future artists is a main focus. There are opportunities to display and perform finished work and projects. Art instruction in visual arts (grades K-8), performing arts (music in grades K-4 and instrumental in grades 5-8) follows California Content Standards for Visual and Performing Arts. In addition to arts integrated in classroom instruction, Arts instruction has been provided through finding experts who are hired directly, as independent contractors, and/or through partnerships with non-profits like Arts Outreach.

Physical Education and Health

In order to be properly prepared for each academic school day, students will be introduced to a variety of physical and health programs to heighten awareness of diet, exercise, team spirit, individual fitness goals, and being properly prepared for all activities. Students also have the opportunity to enjoy creative, fun physical activity designed to improve fitness while experiencing positive social interaction with their classmates. Physical education minutes meet or exceed the minimum requirement for California, and is provided for all students in grades K-8 by a credentialed teacher.

Life Skills

Skills necessary to lead a healthy adult life will be incorporated into the academic curriculum as well as non-academic enrichment opportunities. Skills which will enable them to pursue their own path of learning through their adult lives, study skills and habits; strong citizenship and leadership skills; participate in conflict resolution training; collaborate with others in cooperative groups.

Student Needs

English Learners

The SYVCS recognizes the unique ethnic characteristics of the learning community and the need for EL instruction in its classrooms, particularly at the early grade levels. All students receive instruction in English with primary language support as needed. An extended day program is in place for further instruction as needed. All teachers are certified in ELD through CLAD or equivalent.

Student's primary language information is collected at the time of enrollment, and students who are identified as EL are tested annually as part of the state mandated assessment program (currently using the CELDT).

Specific goals to support English Learners, aligned to state priorities, have been established and are monitored and updated annually as part of the SYVCS LCAP.

Socioeconomically Disadvantaged Students

Student needs are met through a variety of methods. Socially, character education and essential life skills are integrated into classrooms. As a tuition-free public school, no student is denied access to instructional programs based upon family's financial status. While SYVCS does not currently participate in the National School Lunch Program (NSLP), SYVCS has practices in place to identify students and families of need, and provide free/reduced meals based upon established criteria.

Specific goals to support socioeconomically disadvantaged students, aligned to state priorities, have been established and are monitored and updated annually as part of the SYVCS LCAP.

Gifted Students

Students are assessed regularly throughout the year by classroom teachers through multiple means. Students are offered instructional activities based on Common Core State Standards but tailored to meet the unique needs of gifted students. In addition to classroom-based activities, extended day and enrichment activities are made available to challenge all students.

Students Achieving Below Grade Level

Students are assessed regularly throughout the year by classroom teachers through multiple measures. Students identified as achieving below grade level standards are targeted for proactive instructional methods including: parent notification, multiple extended day groups, tailoring of instructional activities to include remediation, increased small group work with aide or teacher within the regular classroom setting, and/or referral to Student Success Team (SST). Students achieving significantly below grade level are referred for a SST.

Recognizing the importance of early intervention, SYVCS has created an additional early intervention program for students in grades K-3 who need additional individual and small group intervention. This program was stated in 2014.

Special Education Services

The SYVCS will comply with all federal and state Special Education requirements to ensure that a free and appropriate education is provided to all students with exceptional needs. For the purposes of special education services, the SYVCS will be considered a program of the College School District, unless otherwise agreed upon in the MOU.

Services will be provided to eligible students in the same fashion that they are provided in the College School District. All special education resources within the College School District shall be available to students of SYVCS. SYVCS and the College School District shall work in good faith to document the specific terms of this relationship in a memorandum of understanding.

Teacher Recruitment

Teachers are recruited through educational employment listing services such as Edjoin. Teacher applications are screened to ensure appropriate qualifications and a hiring committee, composed of staff, administrator, board member(s), and parents when available, is used to evaluate each candidate's philosophy of education and their fit with SYVCS's mission and vision.

Professional Development

Professional development is conducted collaboratively to enhance the mission and vision of SYVCS through reputable educational organizations. Working together, the director and staff decide upon professional development opportunities, teachers are encouraged to contribute ideas and pursue professional development opportunities.

School Academic Calendar and Daily Schedules

The SYVCS school calendar is based on and exceeds the number of minutes set forth in Education Code 47612.5. Students in kindergarten meet and exceed the minimum number of minutes. Students in first through eighth grades meet and exceed the minimum number of minutes, 50,400 for first through third and 54,000 for fourth through eighth, by attending school for approximately 64,000 instructional minutes throughout the academic year.

Conclusion

The educational programs at SYVCS have been well designed to meet the needs of all students developing the skills necessary to become life-long learners. Strong evidence supports the success of the educational programs as measured through pupil outcomes that exceed the pupil outcomes of schools students would otherwise be required to attend.

Goals and Actions Aligned to California's Eight State Priorities

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific actions to achieve those goals.

Local Control and Accountability Plan ("LCAP")

SYVCS will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. SYVCS will submit the LCAP to CSD and Santa Barbara County Office of Education 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 SYVCS at the school site.

Goal 1: Santa Ynez Valley Charter School will create an innovative and academically challenging educational environment.

State Priorities Addressed by Goal:	1. Basic Services 2. Implementation of State Standards 5. Pupil Engagement
Need	Actions to Achieve Goal
-Increased opportunities for external professional development	-All teachers will be provided opportunities for external professional development including, but not limited to, participation in the Valleywide conference, SBCEO trainings, and charter school conference(s)
-Improved wireless infrastructure and access to more instructional technology	-Update wireless infrastructure and devices to provide access in all classrooms
-Increased use of hands-on and project-based instructional strategies	-Integrate new technology resources into the instructional programs

	-Teachers will increase the use of hands-on and project-based instructional strategies
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Goal 2: Santa Ynez Valley Charter School will prepare students for high school and beyond.

State Priorities Addressed by Goal:	<ol style="list-style-type: none"> 1. Basic Services 2. Implementation of State Standards 7. Course Access 4. Pupil Achievement
Need	Actions to Achieve Goal
-Full implementation of Common Core State Standards	-Teachers will fully implement Common Core State Standards
-Updated definition of purpose behind Middle School Elective Courses	-Teachers will review available instructional materials that are aligned to CCSS and make recommendations for adoption
-New State Mandated Assessment Data	<p>-SYVCS will redefine Middle School Elective courses to support student engagement and preparation for high school</p> <p>-Students will be exposed to Smarter Balanced resources including Interim Assessments and formative resources prior to taking the Smarter Balanced Assessment in Spring 2015</p> <p>-Create database of schoolwide data to track all student learning outcomes for all students</p> <p>-State Mandated Assessment data will be analyzed and reported to all stakeholders</p> <p>-Increase targeted intervention programs for students beginning in Kindergarten</p>

Goal 3: Santa Ynez Valley Charter School will create a supportive school climate where students develop social skills through schoolwide buddy programs and active community involvement.

State Priorities Addressed by Goal:	4. Pupil Engagement 6. School Climate
Need	Actions to Achieve Goal
-Increased student on-time and attendance rates -Expansion of buddy programs -Increase in schoolwide assemblies	-Expand schoolwide buddy programs to include all teachers and community-based activities -Establish schoolwide recognition and celebration of buddy programs -Identify appropriate speakers to bring in for assemblies that focus on school climate topics such as anti-bullying -Review and update school tardy and attendance policies -Increase communication of attendance policies to students and families

Goal 4: Parents at Santa Ynez Valley Charter School will be actively engaged in developing the school community through regular volunteer activities such as serving on the school board and strong participation in PTSO.

State Priorities Addressed by Goal:	3. Parent Involvement
Need	Actions to Achieve Goal
-Central location for information regarding parent volunteer opportunities -Regular parent trainings -Coordination of events with school, PTSO and Foundation	-SYVCS will provide a regular series of parent training available to all parents -PTSO will create a training manual for "Room Parents" -Trimester meetings will be held to coordinate events with the school, PTSO, and Foundation

	-Central location of volunteer information will be created to include ongoing and specialized opportunities for parents to volunteer
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Element 2: Measurable Student Outcomes

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

Students will work toward mastery of grade level standards as evidenced through state mandated and local benchmark assessment results.

Reading and Language Arts

Read, infer, and interpret literature, poetry, reference sources, texts, and graphs. Communicate clearly to effectively transmit facts, ideas, emotions and opinions using oral, written and visual language.

Science

Understand and apply the major strands of scientific thought, methods, facts, research, hypotheses and theories underlying various branches of science.

Mathematics

Discern mathematical relationships, reason logically, and use mathematical techniques effectively in practical application.

History/Social Science

Demonstrate, through their study of history and social science, civic knowledge, social responsibility, critical thinking, and citizenship skills.

Technology

Use technology to effectively and ethically access, compose and communicate information and ideas.

Arts

Express ideas and emotions through the use of visual and performing arts.

Physical Education

Participate in stretching, traditional exercises, or unique exercise routines, individual athletic skills, team sports, and life skills such as bicycling, dancing, running, walking, and aerobic exercise.

Life Skills

Skills which will enable them to pursue their own path of learning through their adult lives, study

skills and habits; strong citizenship and leadership skills; participate in conflict resolution training; collaborate with others in cooperative groups.

SYVCS students will show one grade of progress each academic year as evidenced by scores on state mandated assessments and local benchmark assessments. Those students exhibiting limited English proficiency will demonstrate progress of English Language Development as measured through annual CELDT testing. Students who are not performing at grade level will make steady progress toward grade level objectives as a result of the instructional support and interventions they receive. SYVCS shall meet all statewide standards and administer state mandated assessments required of other public schools.

Element 3: Method by Which Student Outcomes Will Be Measured

“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.” Ed. Code § 47605(b)(5)(C).

Standardized Testing

SYVCS will comply with and adhere to state requirements for participation and administration of all state-mandated tests. SYVCS will continue to test independently of College School District, and grants authority to the State of California to provide a copy of all test results directly to the College School District as well as SYVCS.

SYVCS chooses to use all available measures to hold students accountable for their education. While it is understood that the learning process will be in an environment designed to be encouraging, challenging, supportive, and individualized to the needs of the students, each child must present a clear understanding of the materials to which he/she has been introduced. Students demonstrate competency as aligned with all state standards. A portfolio is prepared throughout the school year to include examples of each student's work in all academic areas as well as creative ventures. Student goal setting and self-assessment is included in the portfolio. Each student takes the required state standardized test. Additionally, each student is evaluated regularly by a series of benchmark criteria throughout the academic school year. Parents are apprised on a regular basis of their child's performance and attendance. Any concerns are reported to parents on a timely basis and through the Student Study Team process when applicable.

Benchmark criteria include commonly accepted assessments such as: the San Diego Quick, Fry's Oral Reading and Comprehension, Read Naturally, Alphabet Knowledge and Recognition, Primary Spelling Inventory and Dolch Sight Word Inventories. Teachers also utilize the benchmark assessments in Houghton Mifflin for Language Arts and Scott Foresman for Mathematics. Each teacher keeps an assessment binder with each child's assessment scores, CELDT schools and the benchmark assessments administered four times a year. Outcomes are recorded on a cover sheet in the assessment binder.

SYVCS accountability shall be evaluated by a variety of methods that might include family satisfaction questionnaires, surveys and the state-mandated Academic Performance Index scores. In grade level teams or Professional Learning Communities (PLC's) teachers analyze assessment data that will be used to help identify personal learning goals for students and to identify professional development needs for staff. This approach will also foster collaborative analysis of student work and strong articulation across the grade levels. Assessment data will be used to inform instruction and professional development on an ongoing basis by utilizing backward mapping, professional learning communities and tailoring instructional activities to meet the needs of students.

Element 4: Governance

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code § 47605(b)(5)(D).

One of the SYVCS's core tenets is to draw upon the strengths of its entire community, including students, families, faculty, staff, and community partners to collaborate in the decision making process in order to enhance and broaden the SYVCS's educational program. Participants work together in a unique structure that includes the Board of Directors, advisory board, student council, parent-teacher committees, and community-school meetings. Through this structure, the SYVCS fosters the intellectual, emotional, physical, and moral development of each child.

General Provisions

As an independent charter school, SYVCS, operated by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of the Charter School.

All employees and representatives of SYVCS, including members of SYVCS's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws regarding ethics and conflicts of interest.

SYVCS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board amends the bylaws, SYVCS shall provide a copy of the amended bylaws to College School District within 30 days of adoption.

SYVCS shall send to the College School District copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

SYVCS shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

SYVCS has adopted and published complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

SYVCS is required by Title IX and Section 504 not to discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates.

SYVCS has established a uniform complaint procedure in accordance with applicable federal and state laws and regulations.

Legal and Policy Compliance

SYVCS shall comply with all applicable federal, state, and local laws and regulations, as they relate to charter schools, as they may be amended from time to time.

SYVCS shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

Responding to Inquiries

SYVCS, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the College School District, and shall cooperate with the District regarding any inquiries. SYVCS shall provide the College School District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to SYVCS's operations, or breach of charter, is received or discovered by the College School District, SYVCS shall cooperate with any resulting investigation undertaken by the District.

Notification of the District

SYVCS shall notify the College School District in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by SYVCS.

Student Records

When a student transfers for any reason from SYVCS to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event SYVCS closes, SYVCS shall comply with the student records transfer provisions in Element 16. SYVCS shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Board of Directors

The SYVCS is an independent charter school within the College School District. The SYVCS is

a nonprofit public benefit corporation.

The SYVCS's governing structure includes a Board of Directors that promotes a cooperative and positive effort among students, families, faculty, staff and community to ensure the achievement of the program goals and to develop the best possible education program for the SYVCS. The SYVCS is governed pursuant to the bylaws adopted by the Board of Directors, and subsequently amended pursuant to the amendment process specified in the bylaws.

The Board of Directors consists of nine (9) voting members: six (6) parent/community representatives, two (2) faculty representatives, and the College School District Representative (Superintendent). Their respective constituencies elect the members representing the parents and faculty. The Board of Directors' members are selected through an application and interview process. Applications for open positions are notified through written home-school communications and parent groups. The Charter School Executive Director is an additional participant but not a member of the Board of Directors.

The Board of Directors' major roles and responsibilities include monitoring Charter accountability and revision, establishing and approving all major educational and operational policies, approving all major contracts, approving the SYVCS's annual budget and overseeing the SYVCS's fiscal affairs, and selecting and evaluating top administrative staff. SYVCS school and board records including minutes of meetings are audited and inspected yearly by a local independent auditor (currently Moss, Levy & Hartzheim, LLP).

Board of Directors meetings' notices are posted on bulletin boards outside the office building, and online, 72 hours before meetings pursuant to the California Brown Act. Board of Directors meetings' agendas are distributed at the beginning of each meeting as well as left accessible to audience members as they enter. Board actions are recorded by the Board Secretary and compiled in a binder. The Board of Directors meetings minutes binder is kept in an accessible location in the school office. All notices and minutes are in accordance with the Brown Act. Board of Directors training and consultation services are available through legal services offered by founding members of the SYVCS.

The SYVCS encourages the formation of advisory committees to the school's Board of Directors. The SYVCS also works with parents to develop and adopt a set of parent involvement policies and strategies. The SYVCS maintains in effect general liability and board errors and omissions insurance policies.

The SYVCS is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation.

The SYVCS Bylaws, last revised October 2013, provides additional specific information about the roles, responsibilities, and functions of the Board of Directors. A copy of the Bylaws can be found posted on the school's website.

Family Involvement

The SYVCS is committed to the philosophy that the education of its children is a cooperative process involving the best efforts of parents/guardians, students, faculty, support staff and members of the community. While there may be widespread, differing opinions of what needs to be done to improve public education, most can agree that parents who are actively involved in their child's education enhance the likelihood that their child will succeed in school. When everyone participates, the best program possible is built, everyone is kept informed, and children learn that their education is important.

Parents/Guardians are involved in all aspects of the SYVCS's operation. They contribute to the SYVCS's philosophy and work in partnership with the educational staff. Parents/Guardians fulfill a myriad of administrative duties, serve on committees, raise funds, act as specialists, work as aides, drive for field trips, serve as class coordinators, provide office support, help to maintain the site, and prepare classroom materials. Each family is strongly encouraged to contribute a minimum of three (3) hours per month for one (1) child, or five (5) hours for two (2) or more children, to help/support school or classroom efforts.

Facilities

Since opening, SYVCS has been provided facilities on a portion of the College Elementary Campus, co-locating with the district facilities outlined in the MOU. SYVCS has and will continue to work closely with the College School District to support increased and improved facilities, as well as shared use spaces that support the SYVCS instructional programs.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school, including the credentials held by the teachers of the school.” Ed. Code § 47605(b)(5)(E).

Equal Employment Opportunity

SYVCS acknowledges and agrees that all persons are entitled to equal employment opportunity. SYVCS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

SYVCS employs teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Core subject areas are considered elementary classes, mathematics, language arts, science, and history/social studies. The credentialed teachers are responsible for planning and implementing engaging curriculum, overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the SYVCS's operational policies.

SYVCS may also employ or retain non-certified instructional support staff in any case where a prospective staff member has an appropriate balance of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within SYVCS as outlined in the SYVCS staffing plan and adopted personnel policies.

SYVCS is an independent employer and has developed and implemented its own job descriptions and hiring procedures; set probation periods; set fair and equitable salary levels; and determined the retirement system in which it will participate. SYVCS is an independent entity for collective bargaining purposes, pursuant to Education Code Section §47611.5. SYVCS maintains current copies of all certificates and credentials of teachers employed by the SYVCS. These records are available for inspection.

The SYVCS selects its own full and part-time teachers and staff via a Staff Selection Committee that makes a recommendation to the SYVCS Director who makes a recommendation to the Board of Directors for final approval. The Staff Selection Committee operates in accordance with Equal Employment Opportunity Regulations, fair labor and hiring practices, civil rights codes and any other federal and state laws that apply to charter schools. SYVCS adopted its own procedures in matters regarding accountability and evaluation of personnel. The Board of Directors has determined the qualifications and educational experience for staff. The Director is the administrator of the SYVCS, and is selected by the Board of Directors through an interview process that includes all stakeholders.

Element 6: Health and Safety

"The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described by Education Code 44237. The procedures shall also address safe housing and employee clearance for tuberculosis." Ed. Code § 47605(b)(5)(F).

Criminal Background Checks and Fingerprinting

SYVCS shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) volunteers in accordance with the volunteer policy. SYVCS shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunization and Health Screening Requirements

SYVCS shall require its employees, and any vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

SYVCS shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Health and Safety Policies

SYVCS is located at 3525 Pine Street, Santa Ynez, CA. The SYVCS complies with all applicable state and federal laws that apply to charter schools. SYVCS has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the SYVCS's insurance carriers and in accordance with state and federal agencies including building, fire, and health. Records documenting compliance are on file in the school office. These policies, at a minimum, address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in

emergency response, including appropriate “first responder” training or its equivalent.

- Policies relating to the administration of prescription drugs and other medicines.
- A requirement that each employee of the SYVCS submits to a criminal background check and furnish a criminal record summary as required by Education Code Section §44237.

These policies have been incorporated as appropriate into the SYVCS's student and staff handbooks and are reviewed on an ongoing basis in the SYVCS's staff development efforts and Board of Directors policies.

School Safety Plan

A School Safety Plan has been developed and is kept on file for review. School staff is trained annually on safety procedures as outlined in the plan. School staff is also trained annually in CPR and first aid.

SYVCS contracts with the College School District to remain under the protection of the agency's insurance programs for district owned buildings and property. SYVCS carries their own insurance for the one charter owned building

School safety drills are conducted on a regular basis in conjunction with the College School District.

Contracted Services

The SYVCS may negotiate to have certain services contracted to the College School District or other independent agency. Such services might include, but not be limited to:

- Maintenance and repair of District-owned charter school facility
- Payroll and benefits administration
- Special Education Services

Details of such services are outline in the MOU, and currently include Facilities, Business Services, and Special Education Services.

Element 7: Means to Achieve Racial & Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction." Ed. Code § 47605(b)(5)(G).

There is an open enrollment policy at the SYVCS to reflect the general population of the College School District's attendance area and the Santa Ynez Valley. No student is or shall be denied admittance to the SYVCS based on race, ethnicity, national origin, gender, or disability.

The SYVCS has taken steps to recruit and retain a student body to reflect the general population of the College School District's attendance area, as allowed by California Law. These steps include but are not limited to:

- An enrollment process that allows for a broad-based recruiting and application process
- Development and distribution of promotional and informational materials in languages other than English, including Spanish, to appeal to limited English proficient populations
- Distribution of promotional and informational materials to a broad variety of community groups and agencies
- Work with local preschools including the State Preschool to transition students to Kindergarten

Element 8: Admission Requirements

"Admission requirements, if applicable." Ed. Code § 47605(b)(5)(H).

Students are considered for admission without regard to race, ethnicity, national origin, gender, disability, socioeconomic status or achievement level. Admission is not determined according to the place of residence of the student or parents.

Open Enrollment will take place during the month of February. Advertisements are placed in a variety of places such as the local newspapers, on the website and in school communication such as the Tuesday Folders.

Enrollment Packets will include approved enrollment forms, cover letter that includes volunteer information, and the student/parent handbook. Prospective parents and students will take a tour. Intent to Return forms are sent to all existing students grades kindergarten through seventh grade, with the opportunity to return prior to filling enrollment for the following year.

In the event that applications for enrollment exceed school capacity, a wait list is established with preference given to siblings of present students, in district students, and children of staff members. In the event that enrollment exceeds capacity in any class, a lottery will be used to determine a wait list with preference given to siblings of present students, in district students, and children of staff members. The SYVCS sends out a letter to all prospective Kindergarten student families to communicate the method and rules followed in the lottery process as well as the time, date and location of the lottery. The lottery occurs within two (2) weeks of the close of open enrollment and occurs upon school grounds. Random numbers are assigned to applicants to assure fair selection procedures. The lottery is attended by a minimum of the SYVCS Director, office manager, teacher, parent, and board representative. Families of all prospective families participating in the lottery are notified of their acceptance status or wait list status by a letter through the mail. Response times for acceptance by families are included in the letter but are generally within a 10-day timeframe. Families promoted off of the wait list are notified by a letter through the mail, phone call or email. All applications, lottery results, and wait list records are kept on file in the school office.

Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted. These audits shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board.” Ed. Code § 47605(b)(5)(I).

An annual independent financial audit is conducted, which employs generally accepted accounting principles. The SYVCS manages all facets of personnel services, facilities, and maintenance including custodial, insurance and liability. In cases where deemed appropriate, certain services may be contracted with the College School District, other school districts, the Santa Barbara County Education Office, and/or qualified independent contractors.

Information for independent audits is compiled and assembled by the SYVCS Director, office manager, as well as parent and student groups, PTSO and Student Council respectively. The SYVCS Director and office manager are available for all questions and requests from independent auditors. Audit exceptions and deficiencies are addressed and resolved by the SYVCS Director and Board of Directors.

The Board of Directors or its designee serves as the Chief Financial Officer of the SYVCS and is responsible for:

- financial administration of all contracts and grants awarded by or to the SYVCS
- internal control of accounts
- material management

As SYVCS business services have been provided through contracted services with College School District, SYVCS's independent annual audit has been done in conjunction with College School District.

SYVCS educational program is audited on a regular basis both informally and formally. There is ongoing informal evaluation by the SYVCS Board of Directors using procedures to evaluate student outcomes.

Element 10: Student Expulsions

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605(b)(5)(J).

SYVCS developed and maintains a comprehensive set of student discipline policies. These policies are printed and distributed annually and posted online as part of the SYVCS student/family handbook which clearly describe the SYVCS's expectations regarding attendance, mutual respect, substance abuse, violence, vandalism, and safety and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment and at the beginning of each school year of attendance.

SYVCS's disciplinary policies following progressive discipline practices that for all but the most serious infractions, a verbal warning and/or verbal counseling may be given prior to a written warning. A written warning, Level 1 Disciplinary Notice, Suspension or Expulsion will following the guidelines outlined in the Parent Family Handbook.

Any student who has received a Level 1 Disciplinary Notice or has been suspended, within three weeks prior to a fieldtrip or school activity may be provided an alternative educational opportunity as a result of earning a Level 1 or suspension.

Serious Violations

"Zero Tolerance" Policy

Santa Ynez Valley Charter School has a "Zero Tolerance" policy for weapons and drugs/alcohol. It requires the help of all students, staff and parents to maintain a safe and orderly campus/learning environment. SYVCS expects all parents to encourage their son or daughter to report weapons or drug violations to a staff member. All information will be dealt with in strict confidence. By working together as a school community, we can support a positive learning environment.

Suspension

(CA Education Code 48900-48926)

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs, including Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

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

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- i. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

When all attempts at correcting a student's behavior have proven unsuccessful, and/or after repeated offenses resulting in student suspensions, or in cases of extreme, unsafe behavior as addressed in the California Education Code, a student may be recommended for expulsion from SYVCS.

Expulsion

(CA Education Code 48900-48926)

Students may be recommended for expulsion for any of the acts listed as suspendable offenses when it is determined that:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of Santa Ynez Valley Charter School are required by law to suspend from school, and shall recommend expulsion from the College School District for the following offenses:

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.

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Students who are recommended for expulsion and expelled from College School District must follow the guidelines set forth by the district for rehabilitation, readmission and interim placement.

Element 11: Employee Retirement Programs

"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." Ed. Code § 47605(b)(5)(K).

Faculty and staff at the SYVCS may participate in the Federal Social Security System and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as part of the SYVCS employment policies. SYVCS retains the option for its Board of Directors to elect and participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the Social Security System or other reciprocal systems in the future, should it find that participation enables the SYVCS to attract and retain a higher quality of staff. Currently, SYVCS certificated staff participate in the State Teachers Retirement System (STRS). SYVCS does not currently participate in Public Employees Retirement System (PERS).

Element 12: Attendance Alternatives

"The public school attendance alternatives for students residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

No student may be required to attend the SYVCS. Pupils who choose not to attend SYVCS may choose to attend their public school of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of their district of residence.

Element 13: Employee Rights

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605(b)(5)(M).

Any current College School District employee who becomes an employee of the SYVCS shall retain rights to return to a comparable position in the College School District as per the articles addressing Leaves of Absence in the College School District personnel policies in effect at the time the employee is on leave to the Charter School.

Staff of the SYVCS who have not formerly been employed by the College School District have no return rights to the College School District. New employees at the SYVCS who meet Credentialing requirements and have satisfactory evaluations may be considered for employment by the College School District.

Employee Rights are outlined in the employment contract, as well as the policies and procedures manual.

Element 14: Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605(b)(5)(N).

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

Public Comments

The staff and governing boards of the SYVCS and the College School District agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. The Board of Directors shall be subject to the Brown Act.

Disputes Arising from Within the School

Disputes arising from within the SYVCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the SYVCS, shall be resolved pursuant to policies and processes developed by the SYVCS.

The College School District shall not intervene in any such internal disputes without the consent of the Board of Directors of SYVCS and shall refer any complaints or reports regarding such disputes to the Board of Directors or Director of the SYVCS for resolution pursuant to the SYVCS's policies. The College School District agrees not to intervene or become involved in the dispute unless the dispute has given the College School District reasonable cause to believe that a violation of this Charter or related laws or agreements has occurred, or unless the Board of Directors of the SYVCS has requested the College School District to intervene in the dispute.

Disputes between the SYVCS and the College School District

In the event that the SYVCS or College School District have disputes regarding the terms of this Charter or any other issue regarding the SYVCS and College School District relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the SYVCS and the College School District, the staff and governing board members of the SYVCS and College School District agree to first frame the issue in written format and refer the issue to the Superintendent of the College School District and the Director of the SYVCS. In the event that the College School District believes that the dispute relates to an issue that could lead to revocation of the Charter, this shall be specifically noted in the written dispute statement.

The Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the College School District and the Director of the SYVCS and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the

Superintendent and the Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the Superintendent and the Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendations of the arbitrator shall be non-binding, unless the governing boards of the SYVCS and College School District jointly agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

The College School District may inspect or observe any part of the SYVCS at any time, but shall provide reasonable notice to the Director of the SYVCS prior to any observation or inspection. The College School District shall provide such notice at least three working days prior to the inspection or observation unless the SYVCS's Board of Directors or Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the College School District without the written consent of the Board of Directors of the SYVCS.

If the governing board of the College School District believes it has cause to revoke this Charter, the board agrees to notify the Board of Directors of the SYVCS in writing, noting the specific reasons for which the Charter may be revoked, and granting the SYVCS reasonable time to respond to the notice and take appropriate corrective action.

The Board of Directors of the SYVCS may request from the College School District governing board a renewal or amendment of the Charter at any time prior to expiration. Renewal requests should be presented by SYVCS no later than 120 days prior to the expiration of the Charter. The College School District governing board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in Education Code Section 47605.

Element 15: Employer Status and Collective Bargaining

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

Santa Ynez Valley Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, SYVCS shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from College School District for collective bargaining purposes.

Certificated staff at SYVCS are members of the locally represented "Teachers Association" and meet to discuss matters of importance to teachers. Annually, the Teachers Association meets collaboratively with the Director and members of the Board of Directors to negotiate terms and conditions of employment. The Employee Handbook and Policies and Procedure's Appendix contain information specific to certificated staff employment, including but not limited to: Employer's and Employee's Rights, Assignments and Vacancies, Personnel Records and Evaluation, Grievance Definitions and Procedure, and Sick Days and Time Off.

Element 16: Procedures to be Used if the Charter School Closes

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

Closure of SYVCS will be documented by official action of the SYVCS 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 SYVCS Board of Directors will promptly notify parents and students of the Charter School, the College School District, the Santa Barbara County Office of Education, The Charter School's SELPA, the retirement systems in which SYVCS 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 SYVCS Board of Directors will ensure that the notification to the parents and students of SYVCS 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 SYVCS.

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

As applicable, SYVCS 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 SYVCS will ask the District to store original records of SYVCS students. All records of the Charter School shall be transferred to the District upon closure of SYVCS. If the District will not or cannot store the records, SYVCS shall work with the Santa Barbara County 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 SYVCS will prepare final financial records. SYVCS will also have an independent audit completed within six months after closure. SYVCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by

the SYVCS and will provide 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 SYVCS.

SYVCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the SYVCS, 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 SYVCS remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public education entity. 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, SYVCS shall remain solely responsible for all liabilities arising from the operation of SYVCS.

As SYVCS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the SYVCS, 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.

SYVCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

