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University Preparation Charter School at CSU Channel Islands
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	University Preparation Charter School at CSU Channel Islands
Street	1099 Bedford Dr.
City, State, Zip	Camarillo, CA 93010
Phone Number	805.482.4608
Principal	Charmon Evans
Email Address	cevans@pleasantvalleysd.org
Website	http://universitycharterschools.csuci.edu/
County-District-School (CDS) Code	56725536120620

Entity	Contact Information
District Name	Pleasant Valley School District
Phone Number	805-485-2763
Superintendent	Angelica Ramsey
Email Address	aramsey@plesantvalleysd.org
Website	https://www.pleasantvalleysd.org/

School Description and Mission Statement (School Year 2019-20)

University Preparation Charter School at CSU Channel Islands has an instructional program based on Common Core State Standards that includes integration of the arts and technology and the opportunity to acquire a second language. Students have an opportunity to learn a second language through our intensive dual immersion program (50/50 model) or through an enrichment model. Approximately half of the student participate in each program. Technology is integrated into the learning environment, with the goal of enhancing student mastery of Common Core State Standards. Students also participate in comprehensive fine arts, physical education, and enrichment programs that provide them with a variety of opportunities to express themselves and discover strengths outside of the core academic program. In the role of a Professional Development school, these practices are modeled for student teachers, other credential candidates, and practitioners through regularly scheduled on-site training and action research in conjunction with CSU Channel Islands.

As a professional development lab school with CSUCI University Preparation Charter School has many unique opportunities made available to our teachers and students.

* Optimizes student potential and performance via instructional delivery by teachers who employ school wide collaboration and articulation to facilitate the implementation of the best and most promising research-based pedagogical practices

* Offers an educational setting in which classrooms reflect the ethnic, linguistic, socioeconomic and special-needs diversity of California classrooms

* Models the best and most promising research-based pedagogical practices for student teachers, other credential candidates and practitioners

* Serves as a laboratory for theoretical and action research which will contribute to the body of knowledge regarding curriculum, instruction, assessment, child growth and development, parent/community participation and education, and site administration

Guiding Principles of UPCS

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

The Curriculum ...Is based on Common Core State Standards, fosters critical-thinking skills, and utilizes best educational practices. It includes

The Professional Community ...Is dedicated to participating in ongoing 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, relationships with involved and informed parents, and with area districts and businesses that support the educational program.

The environment of the University Preparation Charter School at CSU Channel Islands exemplifies the findings of the much-replicated Effective Schools research of the past 25 years which has identified the following correlations as central to student learning and success:

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

MISSION STATEMENT: University Preparation Charter School is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. W e provide multiple opportunities for students to thrive in a diverse and compassionate learning environment.

Our school serves a learning community composed of approximately 760 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

Students enrolled at University Preparation Charter School at CSU Channel Islands participate in learning two languages via our Two-Way Immersion Program or our Language Enrichment Program. The goal of the Two-W ay Immersion program is bi literacy at an equal academic level in Spanish and English by eighth grade. Students participating in the Language Enrichment Program are often competent through high school Spanish 1 when they leave our Language Enrichment program at the end of eighth grade.

Working as a partner with California State University Channel Islands, UPCS serves as a hub for the CSUCI professional development school network. Our school supports the four functions of a Professional Development School: 1) Professional preparation of student teachers, 2) Professional development of our faculty 3) Research into best practices, and 4) Enhancement of student learning. This partnership continues to grow and contribute to student learning in our school setting.

UPCS students are assessed in each of the core academic skills areas via multiple measures including the yearly Smarter Balanced Assessment as part of California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Those scores serve as a baseline for future progress. Additionally, all students are assessed in core academic areas using NWEA three times annually. All students are expected to show progress toward grade level standards as outlined in the California Common Core Standards and frameworks. Student objectives/outcomes take into consideration that some students are working on Individual Education Plans and will be held to meet specific goals and objectives toward meeting grade level standards. The UPCS approach of constant, targeted formative assessment produces data that can immediately inform on-going instruction.

The school utlizes the California School Dashboard to analyze school progress. The dashboard can be found at https://www.caschooldashboard.org/

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	80
Grade 1	80
Grade 2	79
Grade 3	77
Grade 4	83
Grade 5	79
Grade 6	81
Grade 7	87
Grade 8	80
Total Enrollment	726

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1.1
Asian	1.4
Filipino	2.6
Hispanic or Latino	70.9
Native Hawaiian or Pacific Islander	0.3
White	19
Two or More Races	1.8
Socioeconomically Disadvantaged	51.9
English Learners	17.2
Students with Disabilities	8.8
Homeless	4.7

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	35	38	38
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark (K-5), Pearson/Prentice Hall (6-8)	Yes	0.0 %
Mathematics	Eureka (K-5), CMP3 (6-8)	Yes	0.0 %
Science	StemScopes (K-8)	Yes	0.0 %
History-Social Science	Harcourt (K-5), Pearson/Prentice Hall (6-8)	No	0.0 %
Foreign Language	Prentice Hall Realidades Level 1	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

University Preparation Charter School at CSU Channel Islands is a work environment for students and staff that reflects the standards of both our school and our community. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community, we take pride in our school environment by maintaining a clean and well-groomed campus.

UPCS moved to this location in the summer of 2018 and campus underwent an expansion adding 7 new portables classrooms. PVSD had oversight of the project and it passed all state and local inspections. Some ADA improvements were made on the campus to align with current standards. The campus undergoes an annual safety inspection by VCSFFA.

This campuses are regularly maintained and are in good condition.The site is cleaned daily by a custodial team that consists of one full-time and three part-time custodians.

Campus supervisors, playground coaches, teachers, and school administration supervise common areas before school, after school, and during lunchtime, nutrition break, and passing periods. School staff works collaboratively with the school resource officer who works with all Camarillo schools and is provided by the Ventura County Sheriff's Office to ensure the safety of all students and staff.

Planned improvements include new heating/air Spring 2020, new preschool playground Summer 2020.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	50	62	64	50	50
Mathematics (grades 3-8 and 11)	36	35	49	51	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	497	491	98.79	1.21	50.10
Male	255	252	98.82	1.18	45.24
Female	242	239	98.76	1.24	55.23
Black or African American	14	14	100.00	0.00	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	362	356	98.34	1.66	43.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	79	79	100.00	0.00	67.09

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	81.82
Socioeconomically Disadvantaged	269	265	98.51	1.49	39.62
English Learners	136	132	97.06	2.94	30.30
Students with Disabilities	62	61	98.39	1.61	22.95
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	23	21	91.30	8.70	33.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	497	492	98.99	1.01	34.76
Male	255	253	99.22	0.78	37.15
Female	242	239	98.76	1.24	32.22
Black or African American	14	14	100.00	0.00	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	362	357	98.62	1.38	29.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	79	79	100.00	0.00	51.90
Two or More Races	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	269	266	98.88	1.12	25.19
English Learners	136	133	97.79	2.21	21.80
Students with Disabilities	62	61	98.39	1.61	11.48
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	23	22	95.65	4.35	27.27

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	9.9	21.0	25.9
7	24.7	14.6	12.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We invite all parents to volunteer and become involved in our school programs. Some opportunities to participate include: School Site Council (SSC)

Board of Directors
English Learner Advisory Committee (ELAC)
Parent Teacher Student Association (PTSA)
Athletics coaching
Volunteering for field trips, classroom activities, and school events such as our annual festivals, Dolphin Fun Run
Attend our monthly coffee chat with the director(s).
Parent Education Classes
Family Fun Events

The best way for a parent to support the school is to create a supportive learning environment for their own child within the home. We urge parents to contact the school at any time to find out about these opportunities and more!
Annually the School Site Council reviews and updates our parent involvement policy.
For more information on how to become involved at the school, please contact one of our administrators:

Charmon Evans, Executive Director 805-482-4608

Darlene Hale, Director 805-482-4608

Veronica Solorzano, Director 805-484-1872

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.1	3.0	0.8	2.0	2.0	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

University Preparation Charter School at CSU Channel Islands is committed to the safety and security of students, staff members and the community. To that end, a comprehensive plan has been developed to address various emergency situations. It is our belief students can only thrive when they feel safe. Annually, the School SIte Council, a group comprised of parents and staff members, work together to identify potential hazards and take preventive measures. The school also consults with local agencies to create a comprehensive response plan to emergencies. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education. Earthquake, lock down and fire drills prepare staff and students and equip them with the proper procedures to remain safe in the case of an emergency. The board of directors reviews the SSC recommendations and approves the policy annually.

The safety plan outlines many of the schools policies that provide for a safe environment:
Child Abuse and Reporting
Suspension and Expulsion
Dangerous Pupils
Sexual Harrassment Policies
Safe Ingress and Egress

A safe environment includes student discipline policies and procedures.

Rules are for the safety and well-being of everyone. Infractions of the rules will lead to certain consequences and disciplinary procedures. Listed below are the procedures that students are given and need to know:

1. Loss of privileges, a session with our counselor, and/or community service will result from excessive tardies, class disruptions, incomplete work, lunch problems, etc. This can be assigned before school, at lunch or after school.

2. Referrals are reports written by school employees about the student's behavior. A referral usually states that the student has an attendance, behavior and/or academic problem. Referrals are usually handled by the school director (principal), assistant director or designee. Referrals written for severe infractions or multiple infractions may result in higher levels of progressive discipline.

3. On-Campus Suspension (OCS) may be used in lieu of suspension for certain offenses. OCS is held during the school day. Assignment to OCS is made by an administrator for a period of one to five days. Students assigned OCS remain in OCS during the length of the school day, including lunch period.Restroom breaks are scheduled. When in OCS, students are expected to complete all assignments and service projects provided by teachers.

4. School Service Projects: for truancy, unserved detention, excessive tardies, lack of respect, or are assigned at the administration's discretion.

5. Suspensions may occur for infractions involving Education Code, Section 48900.

6. Expulsions: There are certain serious acts of misconduct for which students may be expelled from this school. This is an administrative and School Board decision and is for the most severe violations of school rules.

The school safety plan was reviewed and revised by the School Site Council on November 5, 2018 and by the sheriff's department on January 29, 2019. The policy was approved by the school board on Feburary 22, 2019.
The school safety committee for 2019-2020 reviewed the Safety Plan on January 23, 2020.
The school safety plan was last reviewed and discussed with the school faculty on August 12, 2019. The safety procedures are reviewed with students each month when we hold a safety drill.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	6	1		14	6	1		15	4	2	
1	12	6			12	6			14	4	1	
2	17	2	1		15	2	1		15	2	1	
3	19	2	4		21	2	4		19	2	4	
4	20	2	2		20	2	2		21	2	2	
5	22	2	2		21	2	2		20	2	2	
6	27	2	16		22	7	17		24	6	14	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,629.44	$1,916.48	$7,712.96	$71,625.69
District	N/A	N/A	$6,000.08	$76,695.00
Percent Difference - School Site and District	N/A	N/A	25.0	-6.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	2.7	-14.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

Plan for Students who are Academically Low Achieving:

The plans for students who are academically low achieving are identified through both formative and summative assessment. During ACTT (Active Collaborative Team Time), teachers look at student data from across the grade level to create groups with similar needs and determine the type of interventions that will help these students master the standards. Teachers use a variety of tools to identify student's needs including state testing, local assessments, observations, and student performance on regular class assignments and homework. Students receive intervention using the RtI² (Response to Intervention and Instruction)/MTSS (Multi-Systems of Support) model via a variety of methods both in the classroom, after school, and in the Learning Center. Types of Interventions: During School Day Support/Intervention– The Early Years (K-1) classes have instructional aides that work in the classrooms for 1.25 hour each day to assist teachers in providing differentiation/intervention. All grade level teachers plan time during the day where they provide small group or 1:1 instruction for students who need re-teaching or front loading 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 ALEKS, Learning A-Z, Smarty Ants, and Achieve 3000 to provide extra practice for mastery of deficient skills. For our most intensive K-5 students we have pull out/push-in intervention provided 1:1 or in very small groups throughout the school day. After School Support/Intervention for 2018-2019 - Students in kindergarten through third grade have an opportunity to participate in after school intervention, which is held most Mondays, Tuesdays, and Wednesdays from 2:10-3:00. 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. Student in grades 4-5 who are in need of intervention in math and/or language arts participate in the DART (Digital Arts Resource Team) after school intervention. These student come M-W for 2 hours each day. During DART students receive intensive intervention and produce the schools weekly news feed as well as instructional videos for younger students on how to read and do math. In grades 6-8, students in need of intervention as assigned to an intervention class during electives. These classes are generally smaller and provide a time for concepts in the ELA and Math to be retaught and for students to practice concepts to mastery. Teachers decide during ACTT how they will divide the grade level students based on need.

Summer School and Intersession Intervention - A standards-based summer and intersession program are offered as funding allows. Title I funds have been used to provide a spring break intersession intervention for the past several years. Students are identified using the Title I standards. UPCS summer intervention was is for first through eighth grade students. The program offers research based intensive intervention in both language arts and mathematics. The students also participated in project based science lessons. There are also special sessions provided for English Learners who are working on acquiring language mastery in Spanish.

Plan for Students who are Struggling Socially/Emotionally:

In order to increase student motivation and confidence which can lead to improved academic success, students struggling with social/emotional issues may participate in 1:1 or group counseling/social groups. We began the implementation of a new SEL support program from Soul Shoppe in 2018-2019. This program gives students tools to deal with conflict resolution and the emotions involved with interpersonal relationships. It helps students to identify triggers and develop tools for coping with emotional stress.

Plan for Students who are Academically High Achieving:

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,656	$45,741
Mid-Range Teacher Salary	$78,561	$81,840
Highest Teacher Salary	$97,945	$102,065
Average Principal Salary (Elementary)	$112,994	$129,221
Average Principal Salary (Middle)	$118,124	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$191,700	$224,581
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	12	10

Each year, three days of professional development are held in August, preceding the start of the school year and students arrival. Through professional development, administrators and teachers take time to improve their teaching skills and to extend their knowledge of the subjects they teach. These days of professional development cover training and topics such as (but not limited to) testing, assessment and accountability, differentiation strategies, instructional improvement, state standards, project-based learning, English-Language Development (ELD), dual immersion, classroom management strategies, and Response to Intervention (RTI). Two full days of professional development are held midyear, and an additional day occurs upon the conclusion of the school year. In addition, teachers meet weekly for an afternoon of staff development, which includes a variety of professional development topics and trainings that expand upon the professional development provided in August. In addition to the professional development days provided throughout the school year, the school aims to ensure opportunities for staff to attend off-site workshops and conferences whenever possible and bring in coaches to work with small teams of teachers providing hands on model lessons. UPCS teachers often participate in the valuable opportunities offered by the Ventura County Office of Education that support school wide goals and initiatives. Teachers collaborate to implement professional development strategies and structures during their Active Collaboration Team Time (ACTT), which takes place during the school day while students are actively learning with Specialist Team teachers. During ACTT, teachers work in teams to review student work, track student performance, and guide and improve their instruction in the classroom. All teachers are assigned a mentor from the administrative team. The mentor and mentee look at the professional standards for teaching and choose some areas the mentee hopes to improve. Then through a series of observations and conversations the mentee implements practices, tries new strategies, and works to improve in the area for growth. The school uses student data and teacher need to strategically plan for the professional development needs of the school and individual teachers.