University Preparation Charter School at CSUCI

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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.

Charmon Evans, Director; Gayle Hughes, Director

📍 Principal, University Preparation Charter School at CSUCI

About Our School

University Preparation Charter School:

- 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

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 instruction in the core subjects—language arts, math, science and social studies—as well as Spanish, technology and the arts.

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.

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

University Preparation Charter School at CSU Channel Islands has an instructional program based on Common Core State Standards that includes actegration of the arts and technology and the opportunity to acquire a second language. Technology is integrated into the learning environment, with the goal of enhancing student mastery 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.

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

Contact

University Preparation Charter School at CSUCI
550 & 700 Temple Ave.
Camarillo, CA 93010-4833

Phone: 805-482-4608; 484-1872
E-mail: cevans@pvsd.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	University Preparation Charter School at CSUCI
Phone Number	(805) 482-4608
Superintendent	Charmon Evans, Director
E-mail Address	cevans@pvsd.k12.ca.us
Web Site	www.universitycharterschools.csuci.edu

School Contact Information (School Year 2016-17)	
School Name	University Preparation Charter School at CSUCI
Street	550 & 700 Temple Ave.
City, State, Zip	Camarillo, Ca, 93010-4833
Phone Number	805-482-4608; 484-1872
Principal	Charmon Evans, Director; Gayle Hughes, Director
E-mail Address	cevans@pvsd.k12.ca.us
Web Site	http://universitycharterschools.csuci.edu
County-District-School (CDS) Code	56725536120620

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

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

Our school serves a learning community composed of approximately 790 preschool through eighth grade students reflecting the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and many California classrooms. Students are drawn from the immediate neighborhood, other Ventura County school districts, and from the families of CSUCI faculty members

Beginning Fall of 2016, University Preparation School at CSU Channel Islands (PK-5th Grades) absorbed the students from University Charter Middle School at CSU Channel Islands (6th -8th Grades) to become one PK-8th Grade School, fulfilling the original vision of the school's founding members. Both schools now operate as one entity, with PK-5th graders and 6th – 8th graders housed on two campuses, separated only by a parking lot.

Students enrolled at University Charter Preparation 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-Way 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 at 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 California English Language Development Test (CELDT). Those scores serve as a baseline for future progress. Additionally, all students are assessed in core academic areas using NWEA three times yearly. 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.

Last updated: 1/26/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	85
Grade 1	83
Grade 2	77
Grade 3	76
Grade 4	83
Grade 5	78
Total Enrollment	482
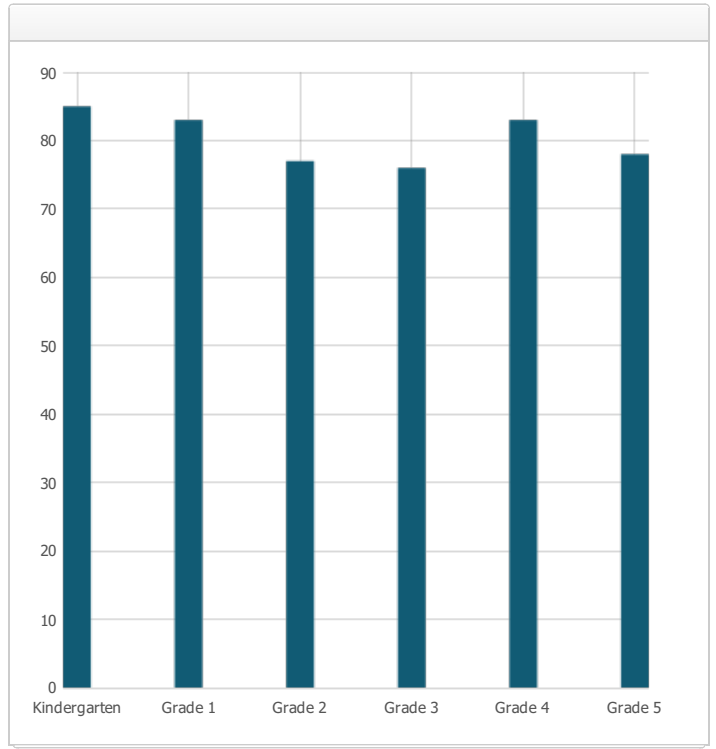
Last updated: 1/23/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	0.6 %
Asian	2.1 %
Filipino	1.5 %
Hispanic or Latino	72.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	17.0 %
Two or More Races	2.5 %
Other	0.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.5 %
English Learners	29.5 %
Students with Disabilities	9.8 %
Foster Youth	0.0 %

Last updated: 1/23/2017

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	21	33	33
Without Full Credential	0	0		0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0
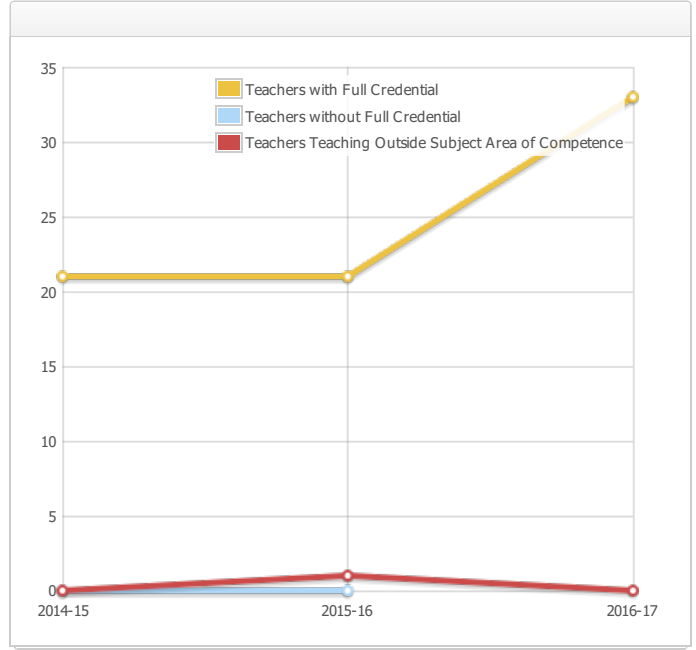
Last updated: 1/23/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0
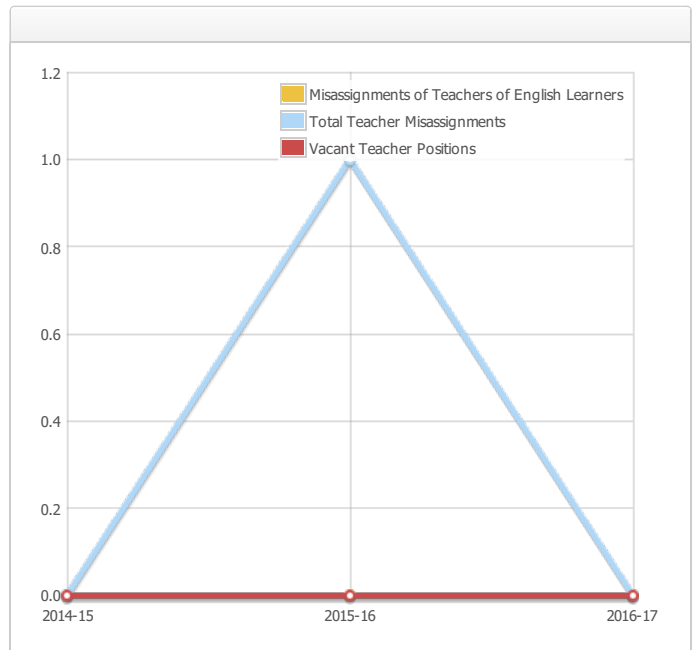
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/23/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	2.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (Elementary Site); Pearson/Prentice Hall (Middle School Site)	Yes	0.0 %
Mathematics	ENgage NY, Houghton Mifflin (Elementary Site); Pearson/Prentice Hall (Middle School Site) CMP3	Yes	0.0 %
Science	Pearson/Prentice Hall/Stemscopes	No	0.0 %
History-Social Science	Harcourt (Elementary Site); Pearson/Prentice Hall (Middle School Site)	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2017

School Facility Conditions and Planned Improvements

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.

The UPCS elementary site located at 500 Temple Ave., occupies 24 classrooms, including a library. It also has a multipurpose room, and a classroom for a resource specialist program and for speech and language. The school campus has a large grass/athletics area, a lunch area, and a lovely garden. The UPCS middle school site, located at 700 Temple Ave., utilizes 13 classrooms, including a fully-equipped science lab and a computer lab/ "MakerSpace" room. The middle school site also has a gymnasium, athletics field and library space.

This campus is regularly maintained and is in good condition. The elementary site s is cleaned daily by a custodial team that consists of one full-time custodian and two part-time custodial workers. The cleaning crew cleans in the evenings after school hours, and the full-time custodian is here to clean and do day-to-day maintenance during school hours. At the middle school site, the school is cleaned daily by a team that consists of a daytime custodian who works 4.75 hours per day and an evening custodian who works at both the elementary and middle school site. The evening custodian works after school hours, and the daytime custodian is here to clean and do day-to-day maintenance during school hours.

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.

Last updated: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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	Drinking fountain on Kindergarten playground needed replacement. Replaced 9/16.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Doors on back site of gym needed replacement. Breezeway trim needs painting; several doors need repainting. Doors replaced 10/16.

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary

Last updated: 1/23/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	38.0%	42.5%	45.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	35.0%	33.0%	36.0%	36.5%	34.0%	36.0%

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.

Last updated: 1/23/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.7%	26.0%
Male	37	37	100.0%	16.2%
Female	37	36	97.3%	36.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	23.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	36.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.7%	14.0%
English Learners	26	26	100.0%	11.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/23/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.8%	42.5%
Male	48	47	97.9%	34.0%
Female	33	33	100.0%	54.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.3%	35.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	75.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.0%	27.5%
English Learners	21	21	100.0%	9.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/23/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	76	98.7%	44.7%
Male	39	38	97.4%	42.1%
Female	38	38	100.0%	47.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.0%	39.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.3%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	29.7%
English Learners	15	15	100.0%	6.7%
Students with Disabilities	11	11	100.0%	36.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/23/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	73	98.7%	31.5%
Male	37	37	100.0%	24.3%
Female	37	36	97.3%	38.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	26.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.0%	36.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.7%	18.6%
English Learners	26	26	100.0%	15.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/23/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.8%	35.0%
Male	48	47	97.9%	34.0%
Female	33	33	100.0%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	60	59	98.3%	28.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.0%	58.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.0%	27.5%
English Learners	21	21	100.0%	19.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/23/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	76	98.7%	31.6%
Male	39	38	97.4%	42.1%
Female	38	38	100.0%	21.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	58	100.0%	25.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.3%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	13.5%
English Learners	15	15	100.0%	6.7%
Students with Disabilities	11	11	100.0%	9.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/23/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	41.0%	41.0%	75.0%	77.0%	70.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/23/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	81	80	98.8%	41.3%
Male	41	40	97.6%	47.5%
Female	40	40	100.0%	35.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	60	60	100.0%	36.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	16	15	93.8%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.6%	26.8%
English Learners	15	15	100.0%	0.0%
Students with Disabilities	12	12	100.0%	16.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/23/2017

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.9%	23.7%	22.4%

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.

Last updated: 1/22/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

We invite all parents to volunteer and become involved in our school programs. We offer a variety of opportunities for parents to become involved and contribute to our school community: School Advisory Council; board of directors; English Learner Advisory Committee; Parent Teacher Student Association (PTSA); athletics coaching; and volunteering for field trips, classroom activities, and school events such as our annual luau, Dolphin Fun Run, and Harvest Festival. We urge parents to contact the school at any time to find out about these opportunities and more!

For more information on how to become involved at the school, please contact Assistant Director Veronica Solorzano, Director Charmon Evans or Director Gayle Hughes: (805) 482-4608, (805) 484-1872, vsolorzano@pvsd.k12.ca.us, cevans@pvsd.k12.ca.us or ghughes@pvsd.k12.ca.us.

State Priority: Pupil Engagement

Last updated: 1/25/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.2	0.4	0.0	2.0	1.5	1.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
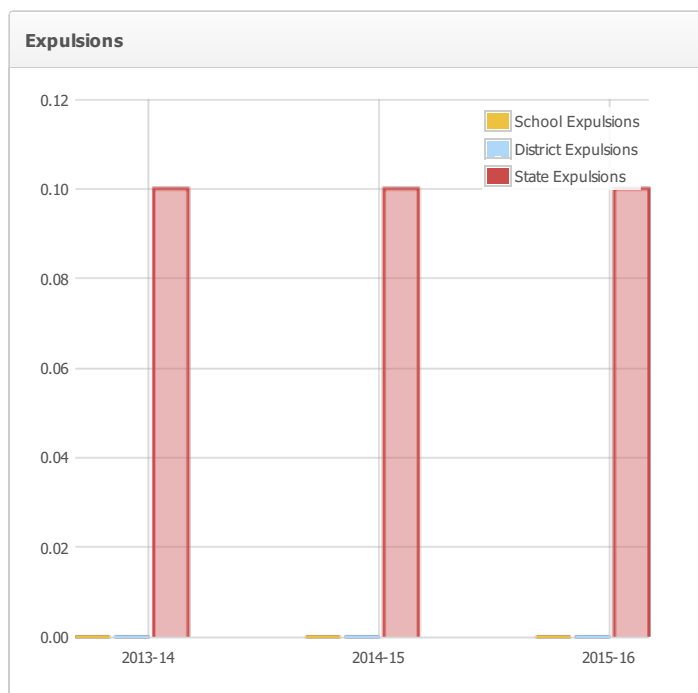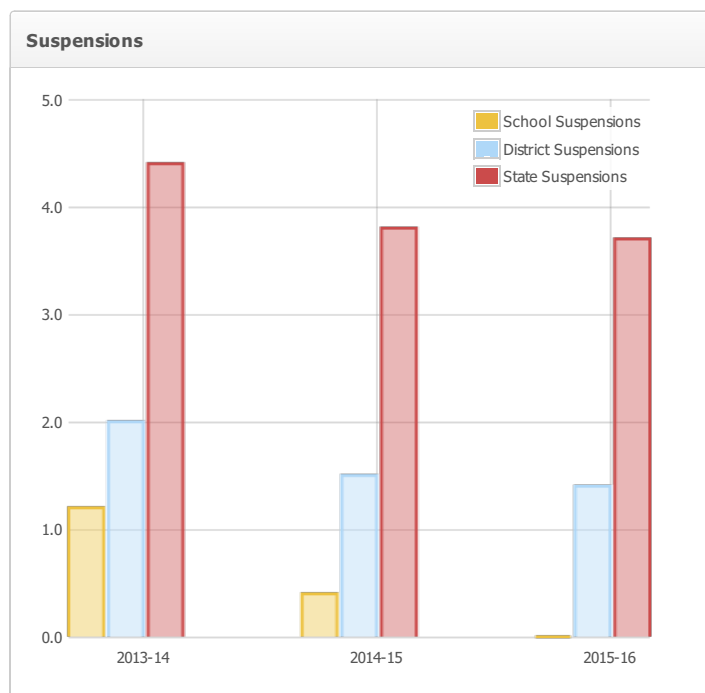
Last updated: 1/22/2017

School Safety Plan (School Year 2016-17)

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 from earthquakes, bullies and emergencies. Parents and staff members work together to identify potential hazards and take preventive measures. 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.

While teaching and practicing the importance of intrinsic rewards and motivation is very important at UPCS, we also have a program of positive reinforcement used to encourage, reward and recognize good citizenship. It must be remembered that the vast majority of students obey all school rules all the time. It is important to understand the connection between demonstrating self-discipline and the positive results of following the rules. Examples of positive reinforcement activities in place include:

1. After-school activities
2. Student leadership
3. Recognition assemblies
4. Field trips
5. Leadership privileges
6. Academic awards
7. Extracurricular activities
8. Athletic programs
9. School clubs
10. Various awards

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 last reviewed and discussed with the school faculty on August 12 & October 27, 2016.

Last updated: 1/22/2017

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	15.0	5	2	0	14.0	6	1	0				
1	10.0	5	0	0	11.0	6	0	0				
2	17.0	1	1	0	16.0	2	1	0				
3	21.0	1	5	0	20.0	2	4	0				
4	24.0	1	1	0	23.0	1	1	0				
5	24.0	2	1	2	25.0	2	2	1				
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/23/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.3	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

*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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	$229.0	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5677.0	$75137.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Types of Services Funded (Fiscal Year 2015-16)

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-
Struggling learners are identified through both formative and summative assessment. During ACTT (Active Collaborative Team Time), teachers look at student data from across the grade level to create groups with similar needs and determine the type of intervention that will help these students master the standards. Teachers use a variety of tools to identify student's needs including state testing, local assessments, observations, and student performance on regular class assignments and homework. Students receive intervention using the RtI² (Response to Intervention and Instruction)/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 teachers provide times 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 iLit, ALEKS, SuccessMaker, and Achieve 3000 to provide extra practice for mastery of deficient skills. The Learning Center is located at the elementary site and is open each day from 8am -10am and is staffed by 2-4 credentialed teachers, based on need. Second through fifth grade students, who are nearly meeting grade level or are not meeting grade level standard, are assigned to the learning center for 5-6 weeks, 5 days a week, for 20-25 minute sessions.

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

Students in fourth and fifth grades have opportunities for after school intervention and help with homework, as well. There are intensive interventions in both Language Arts and Math. Both of these opportunities are designed for groups of no more than 15-20 students who are about 1 year behind. The programs run 1 hour a day, 3 days a week and are designed to serve the same 20 students all year. The intensive math program is currently utilizing the web-based program ALEKS along with direct instruction lessons. There is also a homework club for fourth and fifth grade students to support students with completing homework.

Summer School and Intersession Intervention - A standards-based summer and intersession program are offered as funding allows. Title I, SES, funds have been used to provide a spring break intersession intervention for the past several years. Students are identified using the Title I standards. UPCS summer intervention was for second through eighth grade students. The program offered research based intensive intervention in both language arts and mathematics.

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.

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.

Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,248	$44,573
Mid-Range Teacher Salary	$71,587	$72,868
Highest Teacher Salary	$97,470	$92,972
Average Principal Salary (Elementary)	$94,894	$116,229

Average Principal Salary (Middle)	$111,312	$119,596
Average Principal Salary (High)	$	$121,883
Superintendent Salary	$181,684	$201,784
Percent of Budget for Teacher Salaries	41.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
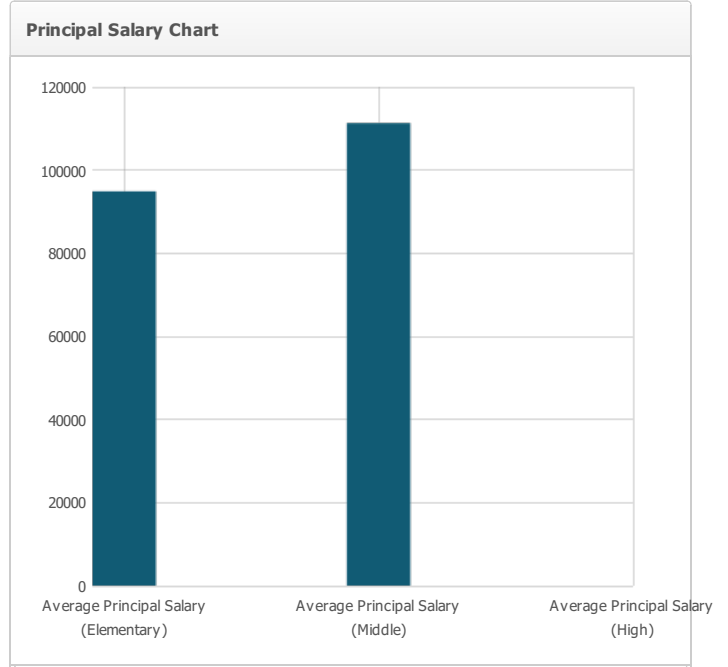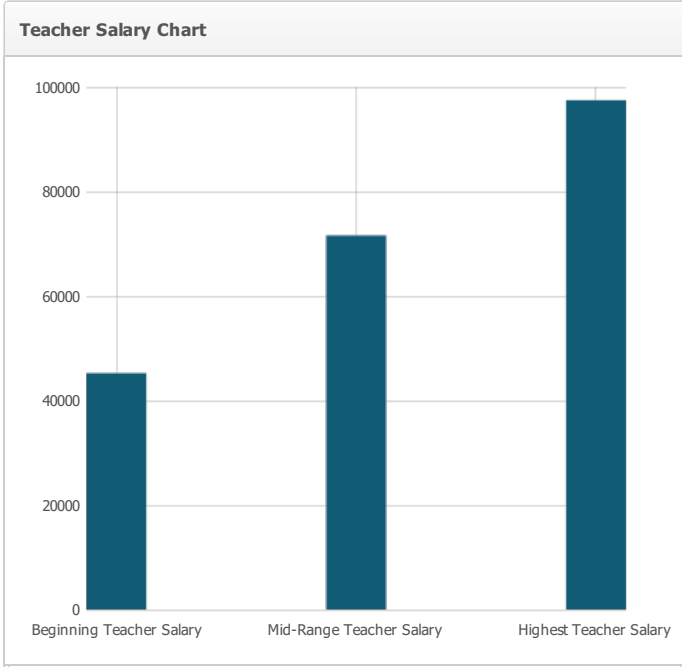
Last updated: 1/23/2017

Professional Development

Each year, three days of professional development are held in August, preceding the school year and student 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). One day of professional development is 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. 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.

Last updated: 1/23/2017