



2025-26 Local Control and Accountability Plan (LCAP) Overview

University Preparation Charter School at CSU Channel Islands

State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

Local Control Accountability and Plan


The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

Student Enrollment


Our Community

2025-26 LCAP Funding Overview

Ethnicity	Percent of Enrollment
African American	1.5%
American Indian	0.4%
Asian	1.4%
Filipino	2.3%
Hispanic/Latino	75.8%
Pacific Islander	0.0%
White	15.5%
Two or More Races	3.1%
Student Group	Percent of Enrollment
English Learners	18.3%
Low Income	46.1%
Foster Youth	0.0%




Communities Served




737

Students



1

Schools



90

Staff

Funding Source	Totals
LCFF Funds	\$707,308.00
Other State Funds	\$1,209,971.00
Local Funds	\$0.00
Federal Funds	\$171,745.00
Total Funds	\$2,089,024.00
Type	Totals
Personnel	\$1,234,072.00
Non-Personnel	\$854,952.00








2025-26 LCAP Goals and Services

GOAL

1

To ensure excellency of its diverse student population, UPCS will provide all students with an education based on state standards to advance towards proficiency and beyond in literacy, mathematics, and other subject areas with an emphasis on narrowing the gap for subgroups. UPCS will achieve this through innovative methods, biliteracy and socio-cultural competency to build a solid foundation for college and/or career, and positive citizenship. State Priority 1, 2, 4, 8








Action #	Description	Total Funds	Contributing to Increased or Improved Services
1.1	Differentiated Instruction Differentiated Instruction provides students with Tier 2 or Tier 3 intervention OR small group extension opportunities. These services will be monitored through a MTSS process and provide timely and effective differentiated instructional practices that monitor progress, inform teaching practices, and ensure student growth. These services can be provided in the regular classroom, in pull-out programs within the school day, during intersession, and/or over the summer.	\$736,021.00	
1.2	Supplemental English Learner Services/Programs Supplemental materials and services for English Learners targeting, but not limited to, Long Term or At-Risk Of Long Term status	\$18,540.00	 English Learners
1.3	Materials and Technology to Support Tier I instruction Programs, materials, and technology to support classroom instruction, Tier I, universal design and differentiation. Students will have access to a wide-range of materials that can best fit their learning needs and provide opportunities for growth.	\$171,105.00	
1.4	Professional Development Teachers and staff will participate in professional development to meet the needs identified through schoolwide and classroom data. Professional development may be delivered in many ways, including but not limited to: conferences, coaching, consultants, job-embedded experiences, and supporting teacher individual professional development/planning time. There will be a focus on Tier 1 and Tier 2 instruction to support differentiation in the classroom.	\$170,000.00	
1.5	Teacher Quality Supporting teachers to complete induction programs and programs to qualify for additional credentialing required for the assigned teaching position.	\$20,500.00	 All Students

GOAL

2

Enhance the social-emotional well-being of students and reduce negative student behaviors through comprehensive support systems and proactive interventions. State Priority 1, 3, 5, 6, 8





Action #	Description	Total Funds	Contributing to Increased or Improved Services
2.1	Access to Social Emotional and Behavioral Supports Ensure all students have access to a school counselor and additional supports from the psychologist. Implement a referral system for students needing external mental health services. Additionally, provide social skills groups, coaching, mentoring, and restorative practices. Provide teachers and staff with the necessary curriculum and materials to support positive SEL and behaviors.	\$202,576.00	
2.2	Professional Development in SEL/Behavior Professional development in Social Emotional Learning and behavior focusing on equipping educators, counselors, staff, and administration with the skills and knowledge needed to support students' emotional and social development and positive behaviors. Training of teachers, staff, and students in restorative practices.	\$50,000.00	
2.3	Behavior Tracking System Implement a behavior tracking software for staff, teachers, and admin to track behaviors in an effort to better understand the types of student behaviors experienced across the campus and to inform the implementation of a MTSS system for SEL and Behavior.	\$2,000.00	
2.4	Parent Education to support students SEL and Behavior Provide parent education through workshops, newsletters, website, and coffee chats focused on social emotional and behavioral development of children.	\$3,000.00	 All Students
2.5	Professional Development directed toward understanding challenging behaviors in students in poverty Professional Development directed toward understanding and addressing challenging behaviors in students in poverty.	\$1,000.00	 All Students Low Socio-Economic Students




GOAL

3

Foster a positive and inclusive school culture that motivates all students and staff, promoting a strong sense of belonging and community. State Priority 1, 3, 5, 6, 7, 8



Action #	Description	Total Funds	Contributing to Increased or Improved Services
3.1	Parent Education Academy Provide opportunities for parents to learn strategies to support their child's learning and to create a greater sense of school-connectedness for the entire family.	\$5,200.00	
3.2	School Leadership Team Teacher representatives from each grade band or department, administrators, and other staff will form a team to collaborate on, plan for, and implement various initiatives for the school.	\$7,000.00	



			All Students
3.3	Recruit and Retain Dual Teachers Provide a stipend to all teachers in the dual language program to compensate for the extra work involved in teaching in this program. Bilingual teachers will receive an additional stipend for translating documents.	\$24,482.00	 All Students
3.4	Enrichment Classes/Programs Credentialed teachers will provide learning opportunities for students in a variety of topics such as music, cultural studies, and gardening. Classroom teachers will be engaged in collaborative planning and data analysis during this time. Students in the language enrichment program will receive enrichment classes in Spanish through the MEG program.	\$206,200.00	 All Students
3.5	After School Clubs Provide opportunities for students to participate in a variety of enrichment activities after school. These activities will include a wide-range of topics including sports, STEM, art, music, service clubs, and more. Students will also have access to extended care at the Boys and Girls Club. Transportation will be provided to the extended care program.	\$460,000.00	 All Students

GOAL

4

Academic Growth for Students in Special Education in the areas of Math and ELA. Priority 2, 4, 5, 6





Action #	Description	Total Funds	Contributing to Increased or Improved Services
4.1	Curriculum and Materials Purchase curriculum to support targeted instruction in Mathematics in the resource program. Materials to support ELA in resource program. Materials to support teaching/learning in the general education classroom.	\$5,000.00	 Students with Disabilities
4.2	Professional Development focused on meeting the needs of students with IEPs Professional development to equip general education teachers and classroom aides to better meet the needs of students with disabilities in general education settings. The trainings will include, but not be limited to the following: Understanding disabilities, differentiated instruction, classroom management, collaboration with special education department, and legal/ethical guidelines. This will also include time for general education teachers to meet with the special education teachers. The goal will be to ensure that all students receive the support they need to succeed academically and socially.	\$3,000.00	 Students with Disabilities

GOAL

5

Student Attendance - good attendance is essential for students to succeed both academically and in social emotional growth and development. Priority 3, 6, 8



Action #	Description	Total Funds	Contributing to Increased or Improved Services
5.1	Parent Education focused on regular school attendance Provide information to parents regarding the importance of attendance through regular newsletters and school events.	\$400.00	 All Students
5.2	MTSS Structure for Attendance Create a tiered system to support attendance including incentives for good attendance and improvements in attendance, training, and supplies.	\$3,000.00	 All Students

Educational Partner	Major Changes for 2025-26	We Want to Increase	We Want to Decrease
<p>There are several opportunities for educational partners to provide input and feedback.</p> <ul style="list-style-type: none"> ~School Site Council ~Board of Directors ~English Learner Advisory Council ~Families at Coffee with the Directors and other engagement opportunities and surveys ~Students engage in an annual survey and other forms of feedback ~Faculty and Staff through professional development and surveys ~Ventura County SELPA is consulted annually to provide feedback on meeting the needs of students with disabilities 	<p>While there are no major changes for the 25-26 school year, we are making a few modifications to the implementation of:</p> <p>Goal 1: Cross-grade vertical alignment, tiered professional development, and coaching opportunities based on need/experience. The addition of a reading specialist to serve K-2 students.</p> <p>Goal 2 - Social Emotional parent workshops that are differentiated by age, coordinated with other school events like performances. Student sessions on body image and confidence and more on screen safety.</p> <p>Goal 3 - Collaboration logs/reflections for teacher planning time, student-led components in family engagement, strengthened feedback loops in Leadership Team. Lunch enrichment clubs or opportunities beyond regular recess activities.</p> <p>Goal 5 - Incorporating Attendance Recovery Saturday school into the attendance plan</p>	<p>English Learner Progress Indicator</p> <p>Continued improvement of attendance rates</p> <p>Continued growth in academic indicators</p>	<p>Chronic Absenteeism</p> <p>Suspension Rate</p> <p>Behavior referrals</p>

University Preparation Charter School at CSU Channel Islands

600 Temple Ave • Camarillo, CA 93010, CA | Phone: 805-485-2763 | Fax: 805-512-8149 | Email: cevans@pleasantvalleysd.org

<https://universitycharterschools.csuci.edu/>

Website: