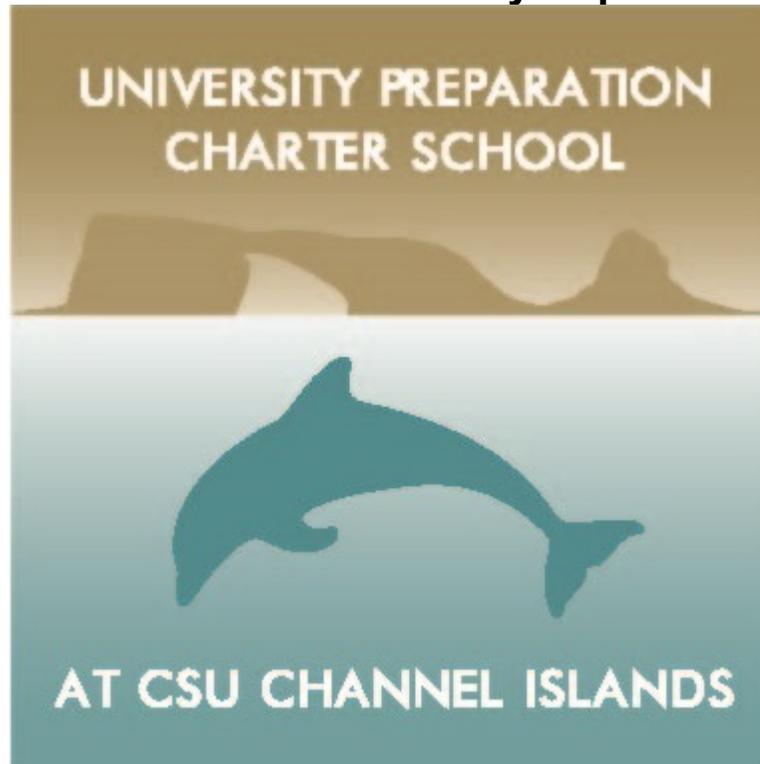


University Preparation Charter School at CSU Channel Islands

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School 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
School Website	
County-District-School (CDS) Code	56725536120620

2021-22 District Contact Information

District Name	Pleasant Valley School District
Phone Number	805-485-2763
Superintendent	Danielle Cortes
Email Address	dcortes@pleasantvalleysd.org
District Website Address	https://www.pleasantvalleysd.org/

2021-22 School Overview

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.

2021-22 School Overview

* 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. We 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 and from across Ventura County.

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-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 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.

2021-22 School Overview

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	81
Grade 2	80
Grade 3	82
Grade 4	74
Grade 5	76
Grade 6	74
Grade 7	81
Grade 8	75
Total Enrollment	695

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.3
Asian	1.3
Black or African American	2.6
Filipino	2.3
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.9
White	15.8
English Learners	14.2
Foster Youth	0.3
Homeless	4.3
Socioeconomically Disadvantaged	47.3
Students with Disabilities	9.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021
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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

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.

This last summer the blacktop was completely replaced.

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 6 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 an outdoor garden learning area and painting of the facility in the summer of 2022.

Year and month of the most recent FIT report	9/27/21
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	453	421	92.94	7.06	39.28
Female	225	205	91.11	8.89	43.14
Male	228	216	94.74	5.26	35.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	50
Filipino	12	12	100	0	72.73
Hispanic or Latino	342	315	92.11	7.89	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	81.82
White	66	63	95.45	4.55	66.13
English Learners	66	60	90.91	9.09	15.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	32	84.21	15.79	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	49	83.05	16.95	16.67

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	453	421	92.94	7.06	24.15
Female	225	206	91.56	8.44	24.88
Male	228	215	94.30	5.70	23.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	25.00
Filipino	12	12	100.00	0.00	45.45
Hispanic or Latino	342	315	92.11	7.89	18.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	66	63	95.45	4.55	38.10
English Learners	66	61	92.42	7.58	3.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	31	81.58	18.42	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	48	81.36	18.64	10.64

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	15.94	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	149	138	92.62	7.38	15.94
Female	71	66	92.96		
Male	78	72	92.31		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	116	107	92.24	7.76	11.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	20	83.33	16.67	0.00

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 of Curriculum and Instruction 805-482-4608

Veronica Solorzano, Director of Student Services 805-482-4608

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	711	704	40	5.7
Female	367	365	26	7.1
Male	344	339	14	4.1
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	0	0.0
Black or African American	19	18	0	0.0
Filipino	16	16	0	0.0
Hispanic or Latino	532	530	34	6.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	15	13	0	0.0
White	115	113	6	5.3
English Learners	103	102	3	2.9
Foster Youth	3	3	0	0.0
Homeless	30	30	4	13.3
Socioeconomically Disadvantaged	344	341	31	9.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	83	4	4.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.79	0.00	1.70	0.14	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.92	1.15	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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 Harassment 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 February 23, 2021. The policy was approved by the school board on February 26, 2021.

The school safety plan was last reviewed and discussed with the school faculty on August 16, 2021. The safety procedures are reviewed with students each month when we hold a safety drill.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	0
1	23	1	5	0
2	23	1	5	0
3	22	1	5	0
4	28		4	0
5	26		4	0
6				0

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3.5	0
1	24	0	3.5	0
2	24	0	3.5	0
3	22	0	3.5	0
4	26	0	3.0	0
5	27	0	3.0	0
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2.5	0
1	23	0	3.5	0
2	23	0	3.5	0
3	23	0	3.5	0
4	25	0	3.0	0
5	25	0	3.0	0
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	.25

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,339.67	\$520.63	\$9,819.04	\$68,631.03
District	N/A	N/A	\$6,167.44	\$79,500
Percent Difference - School Site and District	N/A	N/A	45.7	-14.7
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	15.1	-22.3

2020-21 Types of Services Funded

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").

The 2020-21 school year was full of challenges as we navigated the COVID-19 pandemic. UPCS was able to open to students through hybrid learning in October of 2020. The UPCS distance learning model provided continuity of instruction and allowed for a fluid transition from full distance to hybrid without missing a beat. Students stayed with the same teacher whether the whole school was in full distance, if they chose to stay in 100% distance, OR if/when they decided to transition to hybrid. This continuity ensured the best possible instructional program for students. Our students did very little asynchronous learning. Most of the required instructional minutes were spent with a teacher. All students had access to a working device, but many of our devices were old and not as reliable as we would like, so by the end of the year all students had a 2019 or better chromebook. Purchasing new equipment was very challenging because things were on back-order for a very long time. This created frustration on the part of teacher, students, and families. UPCS provided hotspots to all families that had either no internet or unreliable internet. For families in hybrid that needed learning assistance on the students "home" days, we were able to provide distance learning assistance at the local Boys and Girls Club. Teacher closely tracked student attendance and engagement and logged both into our student information system. We created a Re-engagement Team, called SERT, that included our school counselor and one of the TOSAs. They would review referrals from the attendance clerk and classroom teacher regarding student participation in distance learning. The SERT would review a student's case and then reach out to families to discuss challenges they may be having at home and to see what help the school could provide in the way of strategies, materials, or a reminder that their child could return in hybrid and attend Boys and Girls Club on distance days. Teachers and staff participated in 5 full days of professional development prior to the school opening to learn how to use all of the tools and programs we were deploying. We also provided teachers with collaboration time built into the school day on Wednesdays. Teachers could meet together as a team or with administration to work on problem solving, planning, and organizing. We also used this time for small training opportunities and staff meetings. While in full distance support staff's roles changed the most. Campus supervisors pushed into teacher's Zoom classes to support small group collaboration and intervention, they also helped out with passing out and collecting equipment. When in-person instruction was happening the campus supervisors screened students at the gate and spent a good portion of their day wiping down high touch surfaces. They also supervised small cohorts of students through morning snack/recess and lunch/recess. Our enrichment teachers also had a significant change to their teaching schedule. Enrichment usually happens 3 days a week for 1 hour per class. Due to the constraints of the schedule, specialist classes were moved to 30 minutes 5 days a week per class. The school counselor, attendance clerk, director of student support services, and one of the TOSAs took on the huge task of student attendance and engagement. The teachers were also tasked with a huge burden of tracking all student engagement. This was a time consuming requirement for teachers and the rest of the team as they had to review it weekly. The TOSAs, counselor, and administration had to substitute many times due to a shortage of subs throughout the school year.

The UPCS intervention team continued to provide intervention to students via distance learning due to the challenges with the cohort model and the challenge of space on campus for regrouping that would accommodate safety measures. The middle school special education teacher did push-in via Zoom but then did hold in-person directed studies classes in the afternoon for those students who were on campus and on Zoom for those at home. The elementary special education teachers, speech and language pathologist and other services were all provided full distance. The school counselor was available for students on Zoom and at school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,649	\$52,060
Mid-Range Teacher Salary	\$80,132	\$84,043
Highest Teacher Salary	\$101,899	\$107,043
Average Principal Salary (Elementary)	\$120,798	\$133,582
Average Principal Salary (Middle)	\$125,638	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$196,760	\$240,628
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

In the face of continued 100% distance teaching and/or hybrid education, UPCS made the decision to move all 6 of the 20-21 professional development days to the beginning of the school year. This additional time, up front, helped teachers with training and planning. Teachers and support staff learned about programs and platforms that could assist in the implementation of a program that could easily change from 100% distance to hybrid. Teachers learned how to use new equipment that would assist with zooming home to students while teaching students "live" in the classroom. Teachers also worked with administration to design schedules that met the states requirements and provided students with as much learning time as possible. All staff participated in extensive professional development focused on safety protocols for reopening.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	6	6