

# University Preparation Charter School at CSU Channel Islands

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	University Preparation Charter School at CSU Channel Islands
Phone Number	805-485-2763
Superintendent	Angelica Ramsey
Email Address	aramsey@pleasantvalleysd.org
Website	<a href="https://www.pleasantvalleysd.org/">https://www.pleasantvalleysd.org/</a>

### School Description and Mission Statement (School Year 2020-2021)

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

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

- Optimizes student potential and performance via instructional delivery by teachers who employ school wide collaboration and articulation to facilitate the implementation of the best and most promising research-based pedagogical practices
- Offers an educational setting in which classrooms reflect the ethnic, linguistic, socioeconomic and special-needs diversity of California classrooms
- Models the best and most promising research-based pedagogical practices for student teachers, other credential candidates and practitioners
- Serves as a laboratory for theoretical and action research which will contribute to the body of knowledge regarding curriculum, instruction, assessment, child growth and development, parent/community participation and education, and site administration

## Guiding Principles of UPCS

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

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

The Professional Community ...Is dedicated to participating in ongoing professional development that includes leadership capacity building, school wide collaboration and articulation, communication of best practices, and team-building experiences.

The Cooperating Community...flourishes as a result of collaboration with CSUCI faculty and students, relationships with involved and informed parents, and with area districts and businesses that support the educational program.

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

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

**MISSION STATEMENT:** University Preparation Charter School is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. 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, other Ventura County school districts, and from the families of CSUCI faculty members

Students enrolled at University Preparation Charter School at CSU Channel Islands participate in learning two languages via our Two-Way Immersion Program or our Language Enrichment Program. The goal of the Two-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.

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/>

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	80
Grade 1	84
Grade 2	82
Grade 3	78
Grade 4	75
Grade 5	80
Grade 6	82
Grade 7	76
Grade 8	85
<b>Total Enrollment</b>	<b>722</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	1.1
Asian	1.4
Filipino	2.5
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.4
White	18.8
Two or More Races	1.7
Socioeconomically Disadvantaged	52.5
English Learners	12.6
Students with Disabilities	6.4
Foster Youth	0.4
Homeless	4.8

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	35	38	37	37
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	4
Total Teacher Misassignments*	1	0	8
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

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 %

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

## 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.

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

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

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

Planned improvements include new preschool playground equipment Summer 2021.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 8/31/2020**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	50	N/A	64	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	37	N/A	44	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-2021)

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

### 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

(data collected between July through June, each full school year respectively)

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

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7	92	154,718
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

### School Safety Plan (School Year 2020-2021)

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

The safety plan outlines many of the schools policies that provide for a safe environment:

- Child Abuse and Reporting
- Suspension and Expulsion
- Dangerous Pupils
- Sexual Harrassment Policies
- Safe Ingress and Egress

A safe environment includes student discipline policies and procedures.

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

1. Loss of privileges, a session with our counselor, and/or community service will result from excessive tardies, class disruptions, incomplete work, lunch problems, etc. This can be assigned before school, at lunch or after school.
2. Referrals are reports written by school employees about the student’s behavior. A referral usually states that the student has an attendance, behavior and/or academic problem. Referrals are usually handled by the school director (principal), assistant director or designee. Referrals written for severe infractions or multiple infractions may result in higher levels of progressive discipline.
3. On-Campus Suspension (OCS) may be used in lieu of suspension for certain offenses. OCS is held during the school day. Assignment to OCS is made by an administrator for a period of one to five days. Students assigned OCS remain in OCS during the length of the school day, including lunch period. Restroom breaks are scheduled. When in OCS, students are expected to complete all assignments and service projects provided by teachers.
4. School Service Projects: for truancy, unserved detention, excessive tardies, lack of respect, or are assigned at the administration’s discretion.
5. Suspensions may occur for infractions involving Education Code, Section 48900.
6. Expulsions: There are certain serious acts of misconduct for which students may be expelled from this school. This is an administrative and School Board decision and is for the most severe violations of school rules.

The school safety plan was reviewed and revised by the School Site Council on February 25, 2020. The policy was approved by the school board on February 28, 2020.

The school safety committee for 2019-2020 reviewed the Safety Plan on January 23, 2020.

The school safety plan was last reviewed and discussed with the school faculty on August 17, 2020 . The safety procedures are reviewed with students each month when we hold a safety drill.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	14	6	1		15	4	2		34	1	1	2
1	12	6			14	4	1		33	1	1	2
2	15	2	1		15	2	1		33	1	1	2
3	21	2	4		19	2	4		30	1	1	2
4	20	2	2		21	2	2		26	2	1	1
5	21	2	2		20	2	2		27	2	1	1
6	22	7	17		24	6	14		17	24	10	

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

\*\* “Other” category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	722

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,097.96	\$618.72	\$9,479.24	\$72,839.06
District	N/A	N/A	\$6,167.44	\$78,817
Percent Difference - School Site and District	N/A	N/A	42.3	-7.9
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	20.1	-14.4

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

## Types of Services Funded (Fiscal Year 2019-2020)

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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").

2019-2020 made a drastic turn on March 13, 2020 when our school's were shuttered for the remainder of the school year. UPCS dedicated itself to cotinuing to support our teachers and provide continued education and social emotional support for the remainder of the school year. This required a very quick pivot to digital learning. On March 13, 2020 Ventura County Schools made the decision to close schools for the week of March 16-20 due to the COVID-19 pandemic. UPCS immediately deployed enrichment activities via our website and home-school communication platform, ParentSquare. On March 18, 2020 we notified families that the school closure was to be extended to May 4, 2020 and that we would be engaging in formal distance learning starting March 30, 2020. On April 1, 2020 families were notified that the closures were extended, once again, until the end of the 19-20 school year. Beginning March 19, all students were offered school devices to support at home learning and the school assisted families that did not have internet readily available. Prior to formal distance learning, teachers received training in digital communication platforms and a school-wide deployment method was developed. Teaching teams worked together to deploy a daily Google slide deck for students to use as a launching point for each day's activities. All teachers provided a live Zoom session with their students daily as well as deployed daily videotaped lessons covering core subject areas. Social emotional supports and lessons were developed by our school counselor. Teachers provided small group, 1:1, and office hours in Zoom as they deemed necessary to meet the needs of their students. Intervention teachers continued to work with small groups in Zoom sessions. A team of teachers provided small group ELD to students across K-8. Supplemental workbooks were supplied to families upon request for students who struggled with the digital formats. School administration, in collaboration with faculty, developed teaching expectations which continued to evolve during the closure. Teachers continued to receive professional development as needed to enhance teaching methods and expand student learning opportunities through distance formats. UPCS created a network utilizing classified staff to support families that were not attending live sessions and/or completing work. Each team of teachers had a point person to assist with contacting families to troubleshoot challenges and encourage engagement. Families were able to exchange technology and/or receive technical assistance as needed. Families were provided with opportunities to engage in School Board Meetings, School Site Council Meetings, PTSA meetings, Step-up orientation meetings, and Charter Renwal input meetings all via Zoom.

Plan for Students who are Academically Low Achieving and English Learners during closure:

### English Learners

A team of teachers provided smaller group zoom sessions for designated ELD services which were organized by proficiency levels in grades K-8. Classroom teachers continued to utilize integrated ELD strategies when planning distance learning across all academic areas. Teachers provided extra assistance, as needed, to English Learner students. Recent arrival students were provided with access to Rosetta Stone to assist in English acquisition while in distance learning. The school was sensitive to provide necessary support to English Learner families by utilizing support staff to assist with technology needs and translation as needed. The school's home-school communication

platform allows for automatic translation of all home-school communications in the language of choice by the recipient.

## Foster Youth and Low-Income:

Intervention teachers facilitated small group Zoom sessions for students identified as struggling academically by the regular classroom teacher. The school addressed access barriers for families by providing all students in need with a school issued device and by assisting families with internet access. Students had access to many different learning programs designed to meet students' needs at various levels of learning. The school counselor deployed videos in daily slide decks that were age appropriate and focused on the challenges kids were facing with social distancing, school closure, and the fears many were feeling due to the pandemic. Teachers did regular check-ins with students and made referrals to the school counselor and support team as they deemed necessary. The school sent out regular information to parents providing resources on economic challenges, rent relief, food resources, and other assistance. The school's web page and Facebook page also provided educational and community resources for families. The school established a support network for the teachers where they could seek help from an assigned classified employee, school counselor, and/or administration to help to reachout to families that were not engaging in the distance learning. This network could address challenges the family may be facing and help to get the student engaged in learning.

While this situation was completely unexpected, UPCS was able to pivot quickly to distance learning. In the first two weeks of school closure, students were provided with many enrichment opportunities and activities online and devices were distributed to all students who requested. During this time, teachers received training in online teaching and learning. Formal distance learning launched on March 30th. UPCS made a strategic decision to deliver the daily lessons utilizing grade level slide decks. Using a common platform across the school provided consistency for parents assisting children at home. The slide decks were designed to guide students through the opportunities, activities, and assignments for the given day. UPCS strategically scheduled the grade levels Zoom sessions at different times of the day to support internet connectivity in homes that may have multiple students. We were also aware that living conditions for some families may not accommodate for multiple "quiet" places for several children to be working on a live Zoom at the same time. Students in grades 2-8 utilized Google classroom, FlipGrid, Nearpod, Padlet, and Jamboard for completing, submitting, and receiving feedback on assignments. Students received instruction in both asynchronous and/or synchronous lessons with their regular classroom teacher, the school counselor, science lab coach, and PE teacher. Students had a minimum of two prerecorded lessons and 1 live Zoom session (2 for middle school students) daily with a teacher. Teachers met daily with students in Zoom to provide instruction and to support the social emotional needs of students. We prioritized personal connections with teachers and the opportunity for students to interact with peers as students struggled with feelings of isolation. The school counselor provided asynchronous lessons focused on the social emotional challenges students were facing while social distancing and being away from school and friends. She also created a calming corner for all to use. We realized that while students were present in Zoom sessions they were not all engaging. We added some teaching platforms that allowed for and motivated students to participate creatively and in real time. We also utilized classified staff to support teachers in Zoom sessions and supervise "breakout" rooms where students could work in small groups to share and develop ideas collaboratively. We also engaged students in fun community building activities through our daily UPTV messages. We had a competed in a county and national math competition using SumDog. We placed 1st in Ventura County and 2nd nationally. We also held a talent show and did a cooking challenge among other activities launched schoolwide. Teachers participated in ongoing professional development in various presentation, demonstration, and activity platforms to improve online instruction. As needed, students received 1:1 or small group intervention. To support teachers we held weekly grade level Zoom sessions and a weekly full staff Zoom meeting. We provide professional development opportunities throughout the distance learning period as we worked to make continues improvements and enhance the learning experience for our students. Administration was able to sit in on many teachers Zoom sessions to provide support and to connect with students. We are offering a K-8 summer school program utilizing an all distance learning model.

The following applied up until March 13, 2020

#### Plan for Students who are Academically Low Achieving:

The plans for students who are academically low achieving are identified through both formative and summative assessment. During ACTT (Active Collaborative Team Time), teachers look at student data from across the grade level to create groups with similar needs and determine the type of interventions that will help these students master the standards. Teachers use a variety of tools to identify student's needs including state testing, local assessments, observations, and student performance on regular class assignments and homework. Students receive intervention using the RtI<sup>2</sup> (Response to Intervention and Instruction)/MTSS (Multi-Systems of Support) model via a variety of methods both in the classroom, after school, and in the Learning Center. Types of Interventions: During School Day Support/Intervention— The Early Years (K-1) classes have instructional aides that work in the classrooms for 1.25 hour each day to assist teachers in providing differentiation/intervention. All grade level teachers plan time during the day where they provide small group or 1:1 instruction for students who need re-teaching or front loading of concepts. These groups are generally considered very fluid and students come and go based on need as they acquire new concepts. Teachers utilize small group, direct instruction lessons, and web-based programs like ALEKS, Learning A-Z, Smarty Ants, and Achieve 3000 to provide extra practice for mastery of deficient skills. For our most intensive K-5 students we have pull out/push-in intervention provided 1:1 or in very small groups throughout the school day. After School Support/Intervention for 2018-2019 - Students in kindergarten through third grade have an opportunity to participate in after school intervention, which is held most Mondays, Tuesdays, and Wednesdays from 2:10-3:00. The regular teachers are the instructors for this after school intervention. When needed, extra hourly teachers are added to meet the needs of students requiring intervention. Three intervention teachers work across grades K-5 and sometimes into middle school grades to push in or pull out 1:1 or small groups to focus on essential skills that the classroom teacher has identified as deficient.

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

#### Plan for Students who are Struggling Socially/Emotionally:

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

#### Plan for Students who are Academically High Achieving:

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

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,599	\$51,004
Mid-Range Teacher Salary	\$80,054	\$82,919
Highest Teacher Salary	\$101,815	\$104,604
Average Principal Salary (Elementary)	\$114,533	\$131,277
Average Principal Salary (Middle)	\$119,733	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$195,000	\$230,860
Percent of Budget for Teacher Salaries	39.0	35.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	6

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

The pandemic changed things as of March 13, 2020. Our teachers spent countless hours learning how to become online teachers. Our support staff learned how to support teachers and students in an online platform. Our administration pivoted the entire school to support teachers, staff, students and families in a time of crisis.