

University Preparation Charter School at CSU Channel Islands

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

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.

2022-23 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	https://universitycharterschools.csuci.edu/
County-District-School (CDS) Code	56725536120620

2022-23 District Contact Information

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

2022-23 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.

- 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

2022-23 School Overview

- 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.

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, students are assessed in core academic areas using NWEA two 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

2022-23 School Overview

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 UPCS enrichment program is primarily staffed with multiple subject teachers who hold locally authorized credentials in speciality areas based on college course in the specialty field. Local authorizations are permitted as valid teaching authorizations by the California Commission on Teacher Credentialing, they do show up in school-wide data as a teacher working out of field. It is also important to note that Charter Schools were only recently required to have non-core teachers be fully credentialed teachers. The state has given charter schools 5 years in which non-credentialed enrichment teachers can pursue credentials in their field. UPCS currently has 1 enrichment teacher still working on finishing the credential program. This shows up as a "teacher without a credential" on the SARC.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	72
Grade 2	80
Grade 3	78
Grade 4	80
Grade 5	74
Grade 6	75
Grade 7	75
Grade 8	74
Total Enrollment	685

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	0.1
Asian	1.8
Black or African American	2.0
Filipino	2.0
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.9
White	14.0
English Learners	15.3
Foster Youth	0.6
Homeless	3.6
Migrant	0.0
Socioeconomically Disadvantaged	45.1
Students with Disabilities	8.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	77.95	261.20	86.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	3.57	3.20	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.80	8.22	14.60	4.84	12115.80	4.41
Unknown	3.50	10.26	21.90	7.26	18854.30	6.86
Total Teaching Positions	34.70	100.00	302.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.80	
Total Out-of-Field Teachers	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

UPCS utilizes primarily online textbooks and materials for math, science and social studies.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students
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		Recent Adoption ?	Lacking Own Assigned Copy
Reading/Language Arts	Benchmark (K-5), Pearson/Prentice Hall (6-8)	Yes	0.0 %
Mathematics	San Francisco (K-5), CMP3 (6-8)	Yes	0.0 %
Science	StemScopes (K-8); Mystery Science	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 campuses are regularly maintained and are in good condition. The site is cleaned daily by a custodial team that consists of two full-time and 5 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.

An outdoor classroom

Planned improvements include a new playground and schoolwide painting in the summer of 2023.

Year and month of the most recent FIT report

9/27/21

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			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements				
Playground/School Grounds, Windows/ Doors/Gates/Fences				

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	57	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	42	N/A	33

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	452	448	99.12	0.88	42.63
Female	221	219	99.10	0.90	42.92
Male	231	229	99.13	0.87	42.36
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	346	99.43	0.57	38.73
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	13	100.00	0.00	46.15
White	64	62	96.88	3.12	59.68
English Learners	60	59	98.33	1.67	15.25
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67
Military	26	24	92.31	7.69	41.67
Socioeconomically Disadvantaged	218	216	99.08	0.92	32.41
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	45	100.00	0.00	22.22

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	452	452	100.00	0.00	27.65
Female	221	221	100.00	0.00	22.62
Male	231	231	100.00	0.00	32.47
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	348	348	100.00	0.00	22.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	13	100.00	0.00	30.77
White	64	64	100.00	0.00	48.44
English Learners	60	60	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	0.00
Military	26	26	100.00	0.00	42.31
Socioeconomically Disadvantaged	218	218	100.00	0.00	20.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	45	100.00	0.00	11.11

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	15.94	30.14	NT	41.56	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	146	146	100	0	30.14
Female	78	78	100	0	26.92
Male	68	68	100	0	33.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	110	110	100	0	24.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100	0	42.11
English Learners	18	18	100	0	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	11	11	100	0	45.45
Socioeconomically Disadvantaged	69	69	100	0	27.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100	0	21.43

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	99%	99%	100%	98%	99%
Grade 9	n/a	n/a	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.

2022-23 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

Echo Reves, Director of Curriculum and Instruction 805-482-4608

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	724	712	149	20.9
Female	381	374	91	24.3
Male	343	338	58	17.2
American Indian or Alaska Native	1	1	1	100.0
Asian	12	12	0	0.0
Black or African American	16	16	1	6.3
Filipino	15	14	3	21.4
Hispanic or Latino	549	542	126	23.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	21	2	9.5
White	110	106	16	15.1
English Learners	109	108	21	19.4
Foster Youth	5	5	0	0.0
Homeless	26	26	6	23.1
Socioeconomically Disadvantaged	343	340	89	26.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	79	14	17.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.66	0.14	2.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.66	0.00
Female	0.52	0.00
Male	2.92	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	1.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.73	0.00
English Learners	1.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 January 25, 2022. The policy was approved by the school board on February 25, 2022.

The school safety plan was last reviewed and discussed with the school faculty on August 15, 2022. 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.

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	34	1	1	2
1	33	1	1	2
2	33	1	1	2
3	30	1	1	2
4	26	2	1	1
5	27	2	1	1
6	17	24	10	

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	31	2		2
1	33	1	1	2
2	32	1	1	2
3	32	1	1	2
4	19	2	2	
5	19	2	2	
6	18	31	7	2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	19	2	2	
1	18	2	2	
2	20	1	3	
3	20	1	3	
4	20	2	2	
5	19	3	1	
6	18	16	18	

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$10,468.89	\$1,361.05	\$9,107.84	\$72,988.35
District	N/A	N/A	\$8,071.84	\$84,738.18
Percent Difference - School Site and District	N/A	N/A	12.1	-14.9
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	32.0	-17.8

2021-22 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").

2021-22 Types of Services Funded

The UPCS Local Control Accountability Plan was designed to complement and enhance the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. The LCAP process is a year long process of development and analysis of school programs, services, and metrics. The additional funding sources provide the opportunity to expand and extend these programs for both the current year and future years. Safely returning to school is possible due to the resources provided to schools through these various funding sources. Needs that were driven by the pandemic like personal protective equipment, and cleaning materials did not deplete regular school funding thanks to the additional funds.

Goal 1: UPCS will provide students with an education that will prepare them to contribute to society in positive ways and give them a solid foundation for college and/or career. UPCS will provide students with an education based on state standards matched with a broader perspective to include bilingualism, multicultural education, and a world view. UPCS understands that each student comes with their own unique gifts, strengths and challenges. UPCS will strive to close the achievement gaps experienced by SWD, ELLs, FY, and low-socioeconomic status.

* ESSER - summer programs, increase SEL staff, learning recovery, after school programs, teacher collaboration, enrichment programs

* IPI/ELO-G - intervention, summer school, professional development.

* Expanded Learning Opportunities - additional after school/intercession learning opportunities

Goal 2: UPCS will nurture an environment where lifelong learning and growth is valued and modeled by faculty and staff. The continued professional growth of faculty and staff will result in higher quality educational experiences and outcomes for UPCS students. Learning will focus on the unique needs of unduplicated students, English Learners, low socio-economic, foster youth and students with disabilities. Collaborative learning experiences centered on meeting the diverse needs of our students will strengthen teacher and collective efficacy and resiliency.

* ESSER - professional development activities extended for multiple years

* IPI/ELO-G - professional development activities

* Educator Effectiveness - professional development

* Pre-kindergarten planning and implementation - training for staff

Goal 3:

UPCS will provide a learning environment that fosters a sense of interconnectedness, belonging, safety, creativity and inclusiveness for students, teachers, and families. Supporting the whole child is a focus for UPCS. Students' social and emotional needs should be addressed proactively with supports in place for moments of crisis. Providing all students with opportunities to participate in enrichment classes focused on life skills, the arts, science and engineering, and other areas of student interests broadens students' experience quotient. This is especially significant for our SWD, ELL's, FY, and low socio-economic students. Connectedness also applies to the home-school connection and the impact it has on student success.

* ESSER - social emotional programs and staff

* IPI/ELO-G - social emotional curriculum, social emotional programs and staff, classroom furniture, professional development

* Expanded Learning Opportunities - after school and intercession enrichment opportunities

Please reference the 21-22 Annual Update in the 22-23 Local Control and Accountability Plan for more detailed information on goals, metrics, and actions/services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$52,641
Mid-Range Teacher Salary	\$80,132	\$83,981
Highest Teacher Salary	\$101,899	\$107,522
Average Principal Salary (Elementary)	\$120,152	\$136,247
Average Principal Salary (Middle)	\$125,638	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$210,000	\$242,166
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

During the 2021-2022 school year teachers participated in job embedded professional development during their collaboration time, ACTT. Each team selected an area of study that focused on meeting the needs of students at their grade level. The teachers studied together over the school year and spent time in their learning partners classrooms to collaboratively work on the skills they were studying. This work was disrupted by the COVID over the year due to teacher absences and the need to cancel collaboration time during the COVID surge. Traditional professional development opportunities were few and far between due to sub shortages. One of the greatest success was the year long professional development focused on teacher resilience. Teachers and administration were able to address teacher efficacy and collective efficacy as well as collaborative decision making. The school leadership team was resurrected with a clear focus, agreed upon values, and communication agreements. This group was able to take on schoolwide challenges and make decisions that benefit teachers and students. We were able to reatively find the ability to provide teachers with more job embedded individual professional development and planning time to increase job satisfaction, quality lesson planning, data analysis, and research into best practices.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6