

University Preparation School at CSU Channel Islands

CDS Code: 56-72553-6120620

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Director's Message

University Preparation School:

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

The Students ...

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

The Curriculum ...

Is based on Common Core State Standards, fosters critical-thinking skills, and utilizes best educational practices. It includes instruction in the core subjects (language arts, math, science, and social studies) as well as in Spanish, technology, and the arts.

The Professional Community ...

Is dedicated to participating in ongoing professional development that includes leadership capacity building, schoolwide 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, and because of strong relationships with involved and informed parents, with area districts, and with businesses that support the educational program.

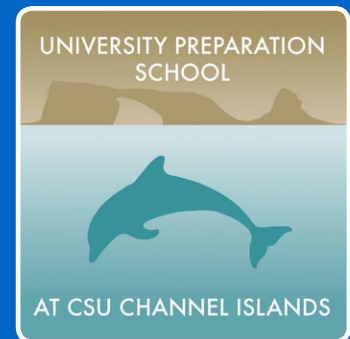
Educational Philosophy:

University Preparation 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. Technology is integrated into the learning environment, with the goal of enhancing student mastery Common Core State Standards. Students also participate in comprehensive fine arts, physical education, and enrichment programs that provide them with a variety of opportunities to express themselves and discover strengths outside of the core academic program. In the role of a Professional Development school, these practices are modeled for student teachers, other credential candidates, and practitioners through regularly scheduled on-site training and action research in conjunction with CSU Channel Islands.

The environment of the University Preparation 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

University Charter Schools at CSU Channel Islands



"University Preparation 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."

Mission Statement

The mission of the University Preparation School at CSU Channel Islands is to provide a standards-based education in a culture where all students thrive academically, socially, physically, and emotionally, and where professionals demonstrate the skills and strategies necessary to assure that goal.

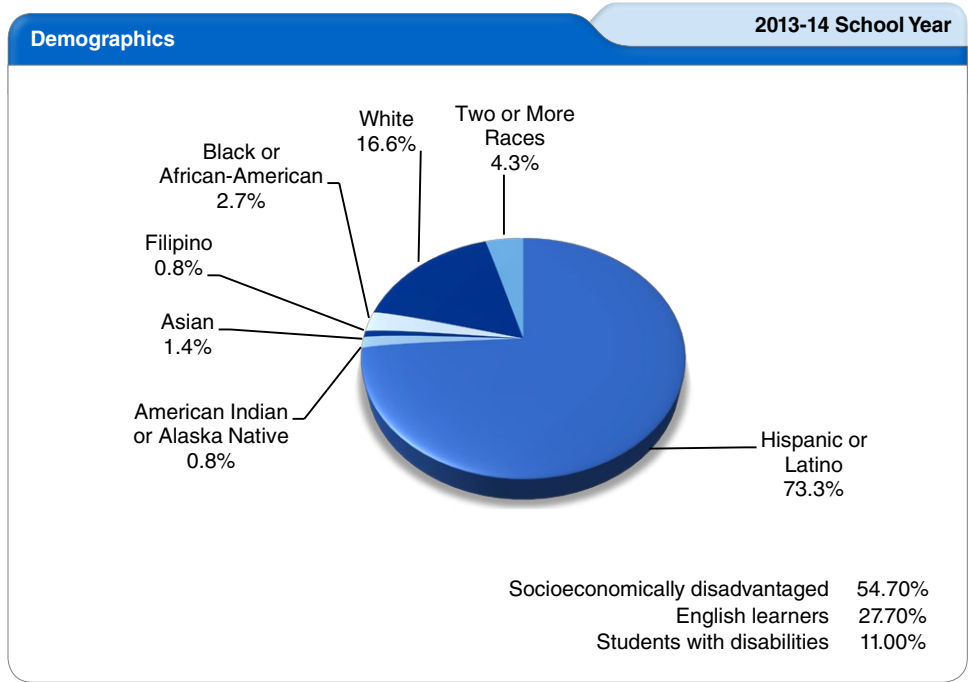
2013-14 School Accountability Report Card — Published during the 2014-15 school year

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Para español visita:
www.universitycharterschools.cusci.edu

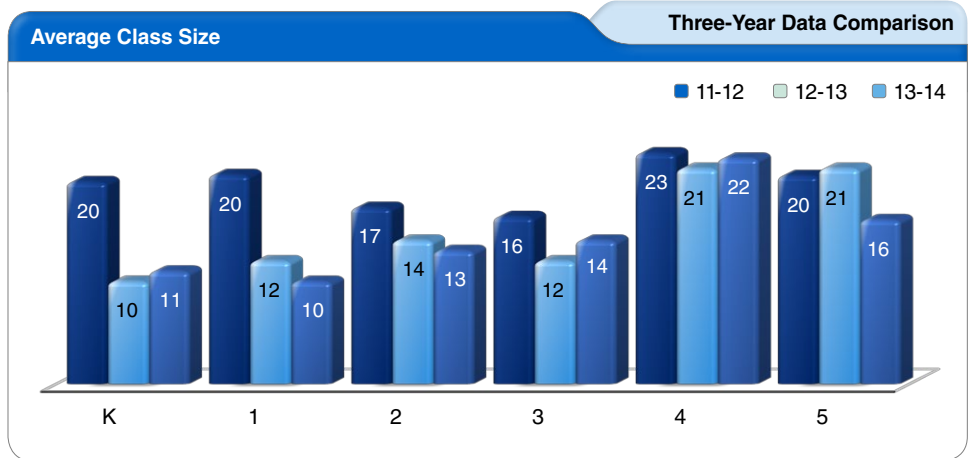
Enrollment by Student Group

The total enrollment at the school was 483 students for the 2013-14 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size.

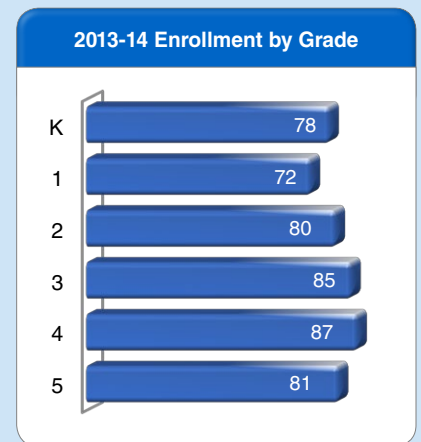


Number of Classrooms by Size **Three-Year Data Comparison**

Grade	2011-12			2012-13			2013-14		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
K	1	2		7			7		
1	3	2		7			7		
2	5	1		5	1		5	1	
3	2	1		5	1		5	1	
4	2	2		3		1	2	2	
5	2	2		3		1	4		1

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2013-14 school year.



Parental Involvement

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

For more information on how to become involved at the school, please contact Assistant Director Veronica Solorzano at (805) 482-4608 or cevans@pvcsd.k12.ca.us.

Suspensions and Expulsions

This table shows the school and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

University Preparation			
	11-12	12-13	13-14
Suspension rates	2.5%	2.3%	1.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	11-12	12-13	13-14
Suspension rates	5.7%	5.1%	4.4%
Expulsion rates	0.1%	0.1%	0.1%

School Safety

University Preparation School at CSU Channel Islands is committed to the safety and security of students, staff members, and the community. To that end, a comprehensive plan has been developed to address various emergency situations. It is our belief students can only thrive when they feel safe from earthquakes, bullies, and emergencies. Parents and staff members work together to identify potential hazards and take preventive measures. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education. Earthquake drills, lockdown drills, and fire drills prepare staff and students and equip them with the proper procedures to remain safe in the case of an emergency.

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

- After-school activities
- Student leadership
- Recognition assemblies
- Field trips
- Leadership privileges
- Academic awards
- Extracurricular activities
- Athletic programs
- School clubs
- Various awards

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

1. Loss of privileges and/or guidance session with our counselor 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 your behavior. A referral usually states that you have an attendance, behavior, and/or academic problem. Referrals are usually handled by the school director (principal), or designee. Serious problems may be handled by the school executive director (superintendent). 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. You will remain in OCS during the length of the school day, including lunch period. Restroom breaks are scheduled. When in OCS, you are expected to complete all assignments and service projects provided by your teachers. When you are disruptive in OCS, you are subject to more severe disciplinary action.
4. School Service Projects: for truancy, unserved detention, excessive tardies, lack of respect, or are assigned at the administration's discretion.
5. Suspensions will occur for infractions involving Education Code, Section 48900, "a" through "e."
6. Suspensions may occur for infractions involving Education Code, Section 48900, "f" through "s."
7. Expulsions: There are certain serious acts of misconduct for which you may be expelled from this school. This is an administrative and School Board decision and is for the most severe violations of school rules.

The School Safety Plan was last reviewed and discussed with the school faculty in February 2014 and will be reviewed again in February 2015.

Textbooks and Instructional Materials

UPS selects textbooks from a list of state-approved options. Teachers also develop lessons based on the Common Core State Standards by utilizing the most effective and appropriate supplemental materials to maximize learning opportunities for all students. To find a list of the Common Core State Standards, please visit the California Department of Education website. All students are assigned textbooks for all relevant subjects and may request a book for use at home.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Textbooks and Instructional Materials List		2014-15 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin	2002
Mathematics	EngageNY	2014
Science	Harcourt	2000
History/social science	Harcourt	2000

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2014-15 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2014-15 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



School Facilities

University Preparation 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.

UPS occupies 24 classrooms, including a library. UPS also has a multipurpose room, and a classroom for a resource specialist program and for speech and language. The school campus has a large grass/athletics area, a lunch area, and a lovely garden.

This campus is regularly maintained and is in good condition. The school is cleaned daily by a custodial team that consists of one full-time custodian and two part-time custodial workers. The cleaning crew cleans in the evenings after school hours, and the full-time custodian is here to clean and do day-to-day maintenance during school hours.

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 Department to ensure the safety of all students and staff.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest and vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks/drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural damage, roofs
- **External:** Windows, doors, gates, fences, playgrounds, school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2014-15 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			8/15/2014
Date of the most recent completion of the inspection form			8/15/2014

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2014-15 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
External	There was a large crack that was a trip hazard in the kinder play yard. Repaired in September 2014.	

Professional Development

Each year, four days of professional development are held in August, preceding the school year and student arrival. These days of professional development cover training and topics such as (but not limited to) testing, assessment and accountability, differentiation strategies, instructional improvement, Common Core State Standards, project-based learning, English-Language Development (ELD), dual immersion, classroom management strategies, and Response to Intervention (RTI). Additionally, two days occur upon the conclusion of each school year. During this time teachers reflect on the school year and begin planning for the upcoming year. In addition, teachers meet weekly for an afternoon of staff development, which includes a variety of professional development topics and trainings to provide continued support to schoolwide initiatives.

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. UPS teachers often participate in the valuable opportunities offered by the Ventura County Office of Education that support schoolwide 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.

Types of Services Funded

Like other public schools, University Preparation School at CSUCI receives the per-student allocation from the state. In addition, the school receives certain categorical funding based on the number of low-income students and English learner students. UPS spends the majority of allocated funds on teacher salaries and benefits, classroom support, and textbooks, all of which directly relate to classroom instruction. Our hardworking and dedicated PTSA raises funds to help support field trips, assemblies, and various student activities. Through categorical funding (Title I, Title III, Class Size Reduction), UPS is able to provide additional instruction and interventions and support for English learners and low-income students. The school employs three intervention specialists who work with small groups of students in mathematics and language arts.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data Comparison		
	University Preparation		
Teachers	12-13	13-14	14-15
With full credential	20	21	21
Without full credential	0	0	0
Teaching outside subject area of competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	University Preparation		
Teachers	12-13	13-14	14-15
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2013-14 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2013-14 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
University Preparation	100.00%	0.00%
All schools in district	98.85%	1.15%
High-poverty schools in district	94.62%	5.38%
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2013-14 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Ratio of students per academic counselor	✧
Support Staff	
FTE	
Social/behavioral or career development counselors	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.45
Social worker	0.00
Nurse	0.19
Speech/language/hearing specialist	0.50
Resource specialist (non-teaching)	1.00



California Assessment of Student Performance and Progress Results: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	University Preparation			California		
Subject	11-12	12-13	13-14	11-12	12-13	13-14
Science	61%	56%	44%	60%	59%	60%

California Assessment of Student Performance and Progress Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	Spring 2014 Results
Group	Science
All students in the district	74%
All students at the school	44%
Male	42%
Female	46%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	40%
Native Hawaiian or Pacific Islander	❖
White	56%
Two or more races	❖
Socioeconomically disadvantaged	22%
English learners	12%
Students with disabilities	❖
Students receiving Migrant Education services	❖

Standardized Testing and Reporting Results for All Students

The table below shows the percentage of students who scored at Proficient or Advanced levels (meeting or exceeding state standards) in English language arts, mathematics and history/social science. Because of the new CAASPP field-testing in the spring of 2014, there are no scores to be reported. The last available scores under the STAR Program are shown.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison					
	University Preparation			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13
English language arts	53%	50%	43%	54%	56%	55%
Mathematics	58%	54%	52%	49%	50%	50%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

Because of the state's adoption of the Common Core State Standards and implementation of a new student-testing system, limited data is available to report in the SARC.

For the 2013-14 school year, the CAASPP included the Smarter Balanced Assessments, alternate, science, and other optional assessments.

In the spring of 2014, California began field-testing the Smarter Balanced Assessments in English language arts and mathematics. These tests were not officially scored, so there is no data to report.

The science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA), similar to the STAR Program. Therefore it is acceptable to make comparisons to previous year results.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications, or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



Academic Performance Index

The Academic Performance Index (API) is a numeric rating system that reflects a school and district's performance level based on the results of annual statewide student assessments. It is used to measure the academic performance and progress of the schools within California. Individual outcomes are converted to points on the API scale and then averaged across all students and all tests, resulting in a single number, or API score, measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

With a complete change of the K-12 education system, the State Board of Education temporarily suspended API. No API scores or ranks will be calculated for the next two years, as California continues the transition to the new Common Core State Standards and California Assessment of Student Performance and Progress.

To learn more about API, please visit www.cde.ca.gov/ta/ac/ap for the API information guide and www.cde.ca.gov/ta/ac/ar/apfaq.asp for information on the changes to API.

API Growth by Student Group

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API				
	2013 Growth API		University Preparation – Actual API Change		
	University Preparation	California	10-11	11-12	12-13
All students	756	790	5	-14	-8
Black or African-American	❖	707	■	■	■
American Indian or Alaska Native	❖	742	■	■	■
Asian	❖	906	■	■	■
Filipino	❖	867	■	■	■
Hispanic or Latino	718	743	11	-17	4
Native Hawaiian or Pacific Islander	❖	773	■	■	■
White	854	852	6	-1	-30
Two or more races	❖	845	■	■	■
Socioeconomically disadvantaged	682	742	29	-13	8
English learners	708	717	57	28	5
Students with disabilities	507	616	■	■	■

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2011	2012	2013
Statewide API Rank	4	3	3
Similar Schools API Rank	1	1	1

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2013-14 School Year	
Grade 5	
Four of six standards	23.40%
Five of six standards	6.40%
Six of six standards	42.60%

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

Due to the waiver that allows California to use the same AYP determinations as 2013, no new schools will enter or exit Program Improvement, and current PI schools will not advance a year in their PI status. This table displays the 2014-15 PI status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2014-15 School Year
		University Preparation
Program Improvement status		In PI
First year of Program Improvement		2008-2009
Year in Program Improvement*		Year 5

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data		2013-14 School Year
		University Preparation
Total expenditures per pupil		\$6,902
Expenditures per pupil from restricted sources		\$201
Expenditures per pupil from unrestricted sources		\$6,701
Annual average teacher salary		\$62,062

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the state.

Financial Data Comparison			2012-13 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
University Preparation	\$6,701	\$62,062	
California	\$4,690	\$70,788	
School and California — percent difference	+42.9%	-12.3%	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

** For 2014, only high schools and high school local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 will receive an AYP Report. Because students in grades three through eight participated in the Smarter Balanced Field Test during the 2013-14 academic year, the U.S. Department of Education approved a determination waiver for California which exempts elementary schools, middle schools, elementary school districts, and unified school districts from receiving a 2014 AYP Report.

✖ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. Because California is changing the assessments and the accountability system it uses to evaluate school performance, the U.S. Department of Education has approved a waiver to allow California not to make Adequate Yearly Progress determinations for elementary and middle schools. They will receive the same AYP determinations as in 2013.

High schools will not be affected by this waiver and will continue to receive AYP determinations because they are based on California High School Exit Exam (CAHSEE) results and graduation rates.

For more information on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress

2013-14 School Year	
University Preparation	
Met overall AYP	**
Met participation rate	
English language arts	**
Mathematics	**
Met percent proficient	
English language arts	**
Mathematics	**
Met graduation rate	✖

Financial Data

The financial data displayed in this SARC is from the 2012-13 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

Local Control Accountability Plan (LCAP) Requirements

The table below outlines the eight state priority areas and whether or not the data are included in the School Accountability Report Card.

Local Control Accountability Plan Requirements	Alignment Between the Eight State Priority Areas and the SARC
Education Code (EC)	Data Required in the SARC
Priority 1: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. EC § 52060 (d)(1)	Yes
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	Yes
School facilities are maintained in good repair. EC § 52060 (d)(1)	Yes
Priority 2: Implementation of State Standards	
Implementation of academic content and performance standards adopted by the state board for all students, including English Language Development standards for English learners. EC § 52060 (d)(2)	No
Priority 3: Parental Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	Yes
Priority 4: Pupil Achievement	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	Yes
The Academic Performance Index. EC § 52060 (d)(4)(B)	Yes
The percentage of pupils 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. EC § 52060 (d)(4)(C)	Yes
The percentage of English learners who make progress toward English proficiency (e.g., California English Language Development Test). EC § 52060 (d)(4)(D)	No
The English learner reclassification rate. EC § 52060 (d)(4)(E)	No
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. EC § 52060 (d)(4)(F)	No
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program. EC § 52060 (d)(4)(G)	No
Priority 5: Pupil Engagement	
School attendance rates. EC § 52060 (d)(5)(A)	No
Chronic absenteeism rates. EC § 52060 (d)(5)(B)	No
Middle school dropout rates. EC § 52060 (d)(5)(C)	No
High school dropout rates. EC § 52060 (d)(5)(D)	Yes
High school graduation rates. EC § 52060 (d)(5)(E)	Yes
Priority 6: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	Yes
Pupil expulsion rates. EC § 52060 (d)(6)(B)	Yes
Other local measures including surveys of students, parents, and teachers on the sense of safety and school connectedness. EC § 52060 (d)(6)(C)	Yes ¹
Priority 7: Course Access	
Pupils have access to and are enrolled in a broad course of study that includes all subject areas. EC § 52060 (d)(7)	No
Priority 8: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. EC § 52060 (d)(8)	Yes ²

¹ School safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

² English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.