

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

University Preparation School at CSU Channel Islands

2014-15
School Accountability Report Card
Published in 2015-16

Charmon Evans
Director
cevas@pvsc.k12.ca.us

550 Temple Avenue
Camarillo, CA 93010

Grades: K-5
Phone: (805) 482-4608
<http://universitycharterschools.csuci.edu>

CDS Code: 56-72553-6120620

Para español, visita:
<http://universitycharterschools.csuci.edu>

University Preparation

Director's Message

University Preparation School:

- 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

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 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

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; Parent Teacher Student Association (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@pvsd.k12.ca.us.



"We invite all parents to volunteer and become involved in our school programs."



UNIVERSITY PREPARATION
SCHOOL



AT CSU CHANNEL ISLANDS

Board of Directors

Jeanne Adams, Ph.D., *Founder*
Carolyn Bernal, *President*
Richard Urias, *Vice President*
Michelle Dean, Ph.D., *Secretary*
Marie Francois, Ph.D., *Treasurer*
Rodrigo Cardenas, *Member*
Cathrine Cartwright, *Member*
Howard Hartzfeld, *Member*

School Mission Statement

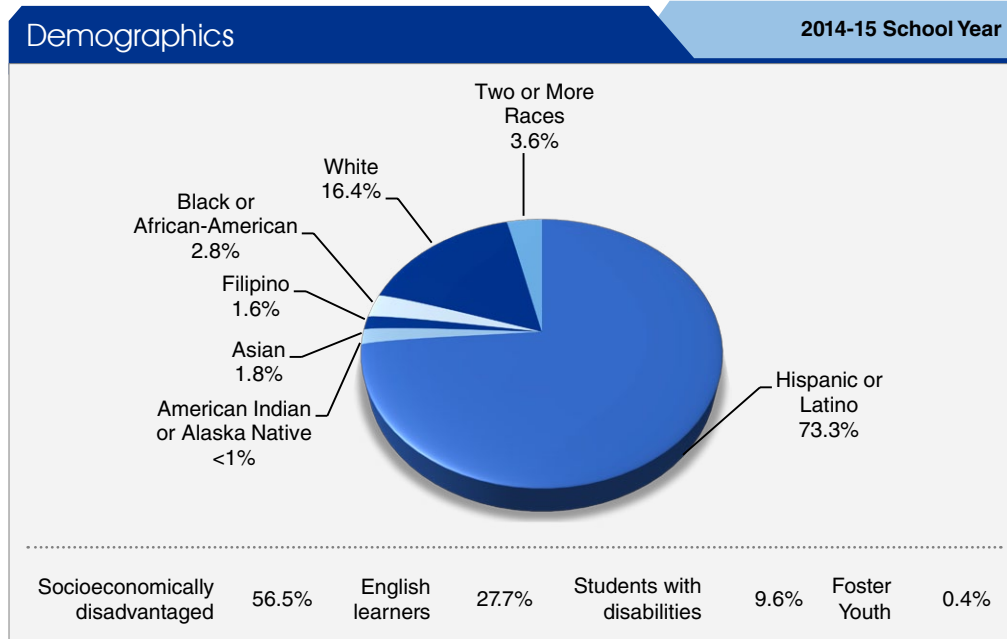
UCS (University Charter Schools—University Preparation School and University Charter Middle School combined) is a collaborative community of innovative learners who seek out challenges and persevere toward individual and shared goals. We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment. The mission of the University Preparation School at California State University Channel Islands is to build a comprehensive learning community for grade K-5 students.

School Accountability Report Card

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.

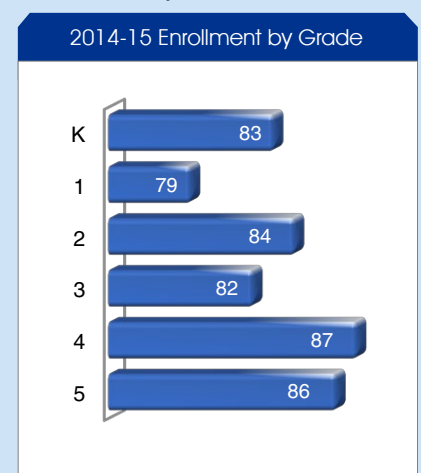
Enrollment by Student Group

The total enrollment at the school was 501 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



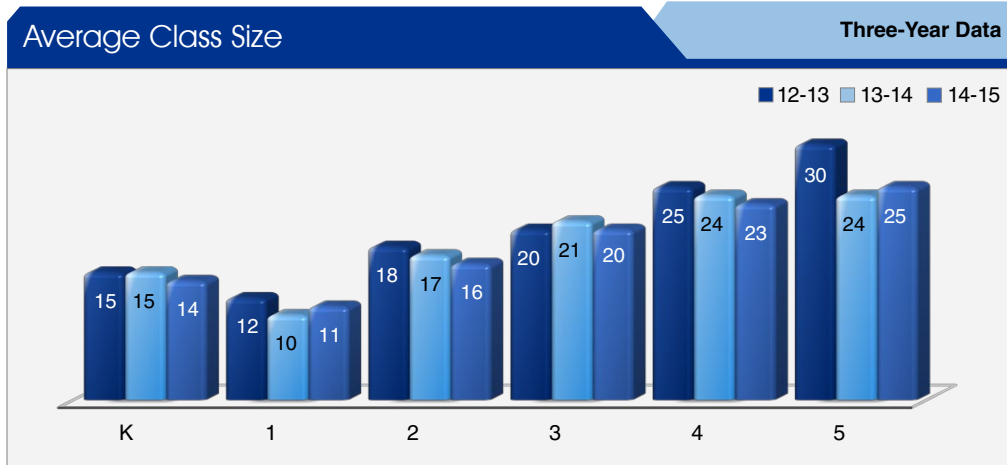
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



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

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5	2		5	2		6	1	
1	6			5			6		
2	1	1		1	1		2	1	
3	1	4		1	5		2	4	
4	1		1	1	1		1	1	
5	1	1	2	2	1	2	2	2	1

Suspensions and Expulsions

This table shows the school, district, 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			
	12-13	13-14	14-15
Suspension rates	1.1%	1.2%	0.4%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
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, lockdown 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 include:

1. After-school activities
2. Student leadership
3. Recognition assemblies
4. Field trips
5. Leadership privileges
6. Academic awards
7. Extracurricular activities
8. Athletic programs
9. School clubs
10. 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, 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 last reviewed and discussed with the school faculty in August 2015 and will be reviewed again in August 2016.

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. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test		2014-15 School Year
Percentage of Students Meeting Fitness Standards	University Preparation	
	Grade 5	
Four of six standards	22.2%	
Five of six standards	23.5%	
Six of six standards	33.3%	



Professional Development

Each year, three days of professional development are held in August, preceding the school year and student 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). One day of professional development is 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. 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.

Professional Development Days

2013-14	5 days
2014-15	6 days
2015-16	5 days

California Standards Tests for All Students: 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		
Subject	University Preparation			California		
	12-13	13-14	14-15	12-13	13-14	14-15
Science	56%	43%	41%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	77%	
All students at the school	41%	
Male	33%	
Female	47%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	36%	
Native Hawaiian or Pacific Islander	❖	
White	53%	
Two or more races	❖	
Socioeconomically disadvantaged	29%	
English learners	25%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards		2014-15 School Year
Subject	University Preparation	California
English language arts/literacy	37%	44%
Mathematics	34%	33%

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

◇ Information is not available at this time.

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).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

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.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	81	78	96.3%	33%	31%	27%	8%
Male		46	56.8%	30%	35%	26%	7%
Female		32	39.5%	38%	25%	28%	9%
Black or African-American		4	4.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.2%	❖	❖	❖	❖
Filipino		1	1.2%	❖	❖	❖	❖
Hispanic or Latino		58	71.6%	36%	33%	28%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	13.6%	18%	9%	27%	36%
Two or more races		3	3.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		43	53.1%	37%	30%	28%	5%
English learners		26	32.1%	50%	27%	23%	0%
Students with disabilities		1	1.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	81	78	96.3%	31%	29%	29%	9%
Male		46	56.8%	30%	28%	30%	9%
Female		32	39.5%	31%	31%	28%	9%
Black or African-American		4	4.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.2%	❖	❖	❖	❖
Filipino		1	1.2%	❖	❖	❖	❖
Hispanic or Latino		58	71.6%	34%	36%	26%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		11	13.6%	9%	18%	36%	27%
Two or more races		3	3.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		43	53.1%	35%	33%	26%	7%
English learners		26	32.1%	38%	35%	23%	4%
Students with disabilities		1	1.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	82	80	97.6%	35%	30%	25%	9%
Male		38	46.3%	34%	26%	32%	5%
Female		42	51.2%	36%	33%	19%	12%
Black or African-American		1	1.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.2%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		59	72.0%	41%	36%	17%	7%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		16	19.5%	19%	6%	56%	13%
Two or more races		3	3.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	58.5%	48%	33%	13%	6%
English learners		16	19.5%	50%	31%	13%	6%
Students with disabilities		6	7.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	82	80	97.6%	24%	45%	25%	6%
Male		38	46.3%	13%	50%	29%	8%
Female		42	51.2%	33%	40%	21%	5%
Black or African-American		1	1.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.2%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		59	72.0%	29%	47%	20%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		16	19.5%	6%	44%	38%	13%
Two or more races		3	3.7%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	58.5%	31%	48%	21%	0%
English learners		16	19.5%	38%	56%	6%	0%
Students with disabilities		6	7.3%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	84	82	97.6%	32%	26%	27%	16%
Male		35	41.7%	40%	29%	20%	11%
Female		47	56.0%	26%	23%	32%	19%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		2	2.4%	❖	❖	❖	❖
Asian		3	3.6%	❖	❖	❖	❖
Filipino		1	1.2%	❖	❖	❖	❖
Hispanic or Latino		60	71.4%	35%	25%	28%	12%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	15.5%	15%	31%	31%	23%
Two or more races		1	1.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		44	52.4%	43%	32%	18%	7%
English learners		14	16.7%	36%	36%	21%	7%
Students with disabilities		5	6.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	84	82	97.6%	37%	30%	20%	13%
Male		35	41.7%	29%	40%	14%	17%
Female		47	56.0%	43%	23%	23%	11%
Black or African-American		2	2.4%	❖	❖	❖	❖
American Indian or Alaska Native		2	2.4%	❖	❖	❖	❖
Asian		3	3.6%	❖	❖	❖	❖
Filipino		1	1.2%	❖	❖	❖	❖
Hispanic or Latino		60	71.4%	42%	30%	20%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		13	15.5%	23%	31%	23%	23%
Two or more races		1	1.2%	❖	❖	❖	❖
Socioeconomically disadvantaged		44	52.4%	45%	32%	14%	9%
English learners		14	16.7%	50%	43%	7%	0%
Students with disabilities		5	6.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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

❖ Information is not available at this time.

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		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Houghton Mifflin	2002
Mathematics	EngageNY	2014
Science	Harcourt	2000
History/social science	Harcourt	2000

Quality of Textbooks

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

Quality of Textbooks		2015-16 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	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Adequate Yearly Progress

Adequate Yearly Progress Criteria			2014-15 School Year
	University Preparation	California	
Met overall AYP	Yes	Yes	
Met participation rate:			
English language arts	Yes	Yes	
Mathematics	Yes	Yes	
Met percent proficient:			
English language arts	■	■	
Mathematics	■	■	
Met attendance rates	Yes	Yes	
Met graduation rate	○	Yes	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

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	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, 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		2015-16 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			2/19/2015
Date of the most recent completion of the inspection form			2/19/2015

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		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Outlet cover missing, posing a possible electric-shock hazard and pest-control issue. Outlet has been cover replaced. (Repaired March 2015)	
External	Damage to breezeway causing fall hazard. Facilities department repaired damage. (Repaired March 2015)	

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.

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 Office to ensure the safety of all students and staff.



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		
	University Preparation		
Teachers	13-14	14-15	15-16
With full credential	21	21	21
Without full credential	0	0	0
Teaching outside subject area of competence (with full credential)	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		
	University Preparation		
Teachers	13-14	14-15	15-16
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 the Elementary and Secondary Education Act (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 2014-15 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	2014-15 School Year	
	Percentage 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	94.68%	5.32%
High-poverty schools in district	97.86%	2.14%
Low-poverty schools in district	93.79%	6.21%

✧ Not applicable.



"We provide multiple opportunities for students to thrive in a diverse and compassionate learning environment."

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

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ✧

Support Staff

Social/behavioral or career development counselors 0.10

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 (nonteaching) 1.00

Federal Intervention Program

Federal Intervention Program		2015-16 School Year
		University Preparation
Program Improvement status		In PI
First year of Program Improvement		2008-2009
Year in Program Improvement		Year 5

Financial Data

The financial data displayed in this SARC is from the 2013-14 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 California Department of Education (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.

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		\$7,350
Expenditures per pupil from restricted sources		\$192
Expenditures per pupil from unrestricted sources		\$7,158
Annual average teacher salary		\$58,667

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 district and state data.

Financial Data Comparison			2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
University Preparation	\$6,683	\$63,858	
California	\$5,348	\$72,993	
School and California: percentage difference	+25.0%	-12.5%	

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 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 percentage 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.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.



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.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: 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. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent 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)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.