

University Preparation School at CSU Channel Islands

University Charter Schools
at CSU Channel Islands

2012-13 School Accountability Report Card — Published During the 2013-14 School Year



Principal'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 California Standards-based, 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 a Standards-based instructional program 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 of California 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

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UNIVERSITY PREPARATION
SCHOOL



AT CSU CHANNEL ISLANDS

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.

School Accountability Report Card

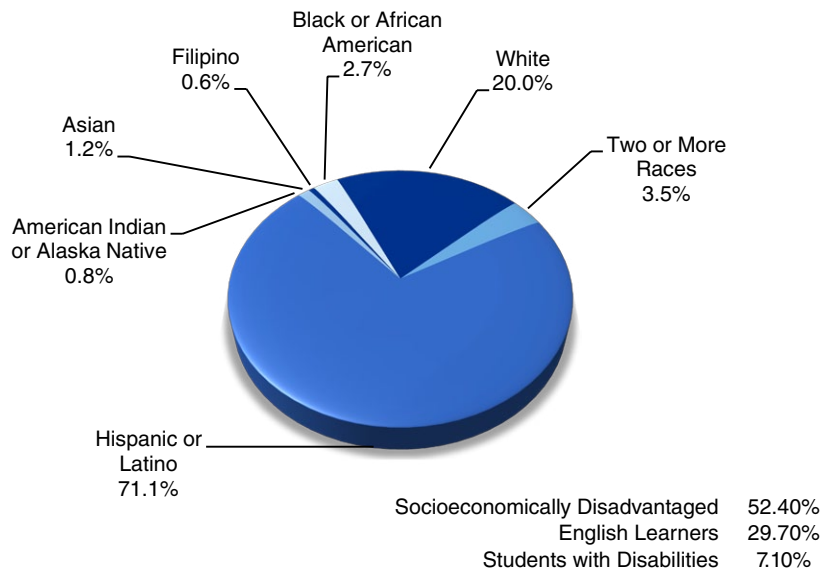
In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.

Enrollment by Student Group

The total enrollment at the school was 481 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2012-13 School Year

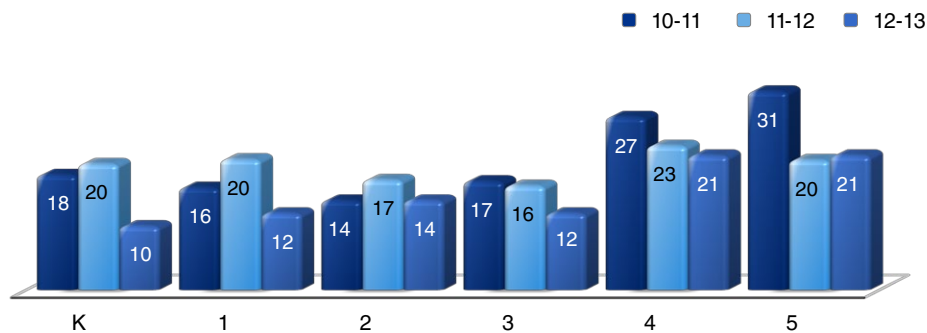


Class Size Distribution

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.

Average Class Size

Three-Year Data Comparison



Number of Classrooms by Size

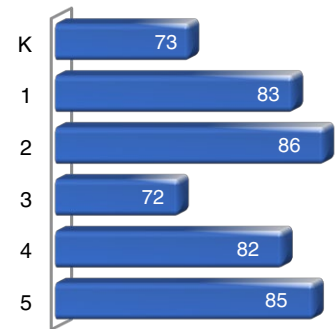
Three-Year Data Comparison

Grade	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4	1		1	2		7		
1	5			3	2		7		
2	5			5	1		5	1	
3	3	2		2	1		5	1	
4		3		2	2		3		1
5		2	1	2	2		3		1

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade



Suspensions and Expulsions

This table shows the school suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

University Preparation

	10-11	11-12	12-13
Suspension Rates	0.087	0.025	0.023
Expulsion Rates	0.000	0.000	0.000

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

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%
Science	60%	61%	56%	57%	60%	59%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results
Group	English-Language Arts	Mathematics	Science
All Students in the District	69%	63%	75%
All Students at the School	43%	52%	56%
Male	36%	51%	47%
Female	48%	53%	64%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	36%	47%	48%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	64%	67%	69%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	28%	43%	42%
English Learners	21%	33%	29%
Students with Disabilities	7%	17%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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.



Standardized Testing and Reporting Program

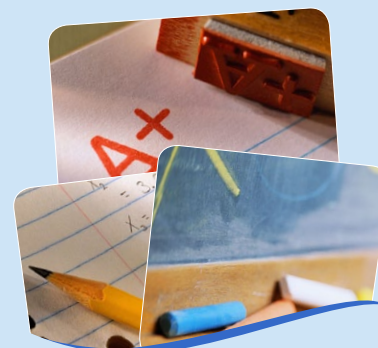
The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.



API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (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			
	2010	2011	2012
Statewide API Rank	4	4	3
Similar Schools API Rank	1	1	1

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is 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.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

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: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school 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 and Three-Year Data Comparison			
Group	2013 Growth API				University Preparation – Actual API Change		
	University Preparation		California				
	Number of Students	Growth API	Number of Students	Growth API	10-11	11-12	12-13
All Students	311	757	4,655,989	790	5	-14	-7
Black or African American	6	❖	296,463	708	■	■	■
American Indian or Alaska Native	4	❖	30,394	743	■	■	■
Asian	6	❖	406,527	906	■	■	■
Filipino	3	❖	121,054	867	■	■	■
Hispanic or Latino	212	719	2,438,951	744	11	-17	5
Native Hawaiian or Pacific Islander	0	❖	25,351	774	■	■	■
White	74	854	1,200,127	853	6	-1	-30
Two or More Races	6	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	158	687	2,774,640	743	29	-13	13
English Learners	93	709	1,482,316	721	57	28	6
Students with Disabilities	46	513	527,476	615	■	■	■

❖ 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.

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:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria		2012-13 School Year
		University Preparation
Met Overall AYP		No
Met Participation Rate		
English-Language Arts		Yes
Mathematics		Yes
Met Percent Proficient		
English-Language Arts		No
Mathematics		No
Met API Criteria		No
Met Graduation Rate		✕

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. This table displays the 2013-14 Program Improvement status for the school. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2013-14 School Year
		University Preparation
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 5

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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.

- ✕ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.



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	
2012-13 School Year	
Grade 5	
Four of Six Standards	18.80%
Five of Six Standards	21.20%
Six of Six Standards	34.10%

Textbooks and Instructional Materials

UPS selects textbooks from a list of State-approved options. Teachers also develop lessons based on the California State Standards by utilizing the most effective and appropriate supplemental materials to maximize learning opportunities for all students. To find a list of the State Standards, please visit the California Department of Education Web site. 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			2013-14 School Year
Subject	Textbook	Adopted	
English-Language Arts	Houghton-Mifflin	2002	
Mathematics	Envisions	2009	
Science	Harcourt	2000	
History-Social Science	Harcourt	2000	

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 everything from earthquakes to bullies. 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 you will 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 2013.

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	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	✧
✧ Not applicable.	

Quality of Textbooks

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

Quality of Textbooks	
2013-14 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

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	06/2013

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 resource specialist program and for speech/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 lunch time, 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/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 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		2013-14 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			07/26/2013
Date of the Most Recent Completion of the Inspection Form			07/26/2013

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		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Interior	Room 20 carpet severely worn; has since been repaired. Room 23 floor damage; a work order has been placed for repair.	



Professional Development

Each year, three 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, State Standards, project-based learning, English-Language Development (ELD), dual immersion, classroom management strategies, and Response to Intervention. One day of professional development occurs mid-year and an additional two days occur upon the conclusion of each 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, which include but are not limited to workshops reinforcing RtI models and strategies.

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.

For the past three school years, five days each year were dedicated for professional development.

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		10-11	11-12	12-13
With Full Credential		22	21	20
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		11-12	12-13	13-14
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 2012-13 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		2012-13 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		100.00%	0.00%
High-Poverty Schools in District		100.00%	0.00%
Low-Poverty Schools in District		✧	✧

✧ Not applicable.



"University Preparation School models the best and most promising research-based pedagogical practices for student teachers, other credential candidates, and practitioners."

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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
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	0.37
Social Worker	0.00
Nurse	0.19
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00

"University Preparation School offers an educational setting in which classrooms reflect the ethnic, linguistic, socioeconomic, and special needs diversity of California classrooms."

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 an intervention specialist who works with small groups of students in mathematics and language arts.

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 Web site 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.

Financial Data Comparison		2011-12 Fiscal Year
		University Preparation
Total Expenditures Per Pupil		\$7,045
Expenditures Per Pupil From Restricted Sources		\$151
Expenditures Per Pupil From Unrestricted Sources		\$6,894
Annual Average Teacher Salary		\$60,883

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 data.

Financial Data Comparison			2011-12 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
University Preparation	\$6,894	\$60,883	
California	\$5,537	\$70,193	
School and California — Percent Difference	+24.5%	-13.3%	



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; 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 Director Charmon Evans at (805) 482-4608 or cevans@pvcsd.k12.ca.us.



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.