

University Preparation School at CSU Channel Islands

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-5

550 Temple Avenue Camarillo, CA 93010

Phone: (805) 482-4608 Fax: (805) 388-5814

Website: <http://universitycharterschools.csuci.edu>

Charmon Evans
Director

Director's Message

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.

The 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, socio-economic, 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 Standards-based, fosters critical thinking skills, and utilizes best educational practices. It includes instruction in the core subjects (Language Arts, Math, Science, Social Studies) as well as in Spanish, technology, and the arts.

The Professional Community...

is dedicated to participating in on-going professional development that includes leadership capacity building, school-wide collaboration and articulation, communication of "best practices", and team building experiences.

The Cooperating Community...

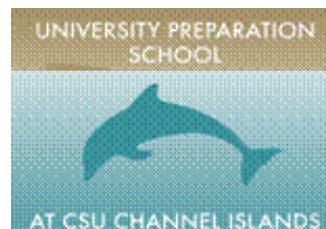
flourishes as a result of collaboration with CSUCI faculty and students, and because of strong relationships with involved and informed parents, with area districts, and with businesses that support the educational program.

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 twenty-five years which has identified the following correlates 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

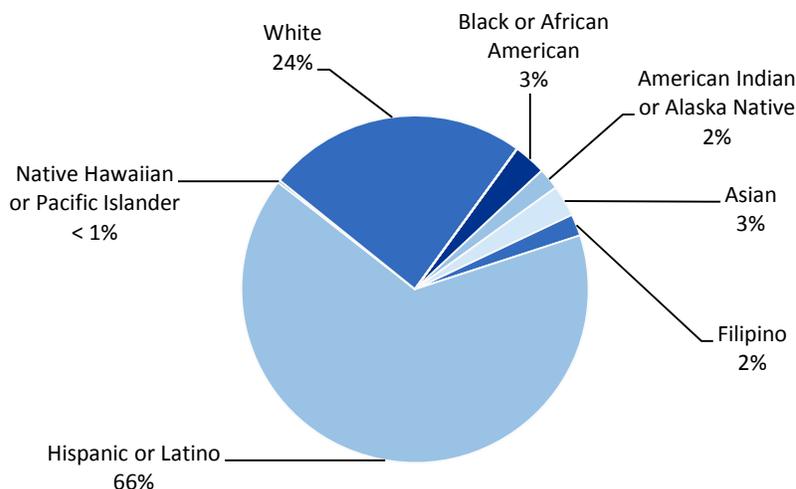
Linda Ngarupe
Executive Director
lngarupe@pvsc.k12.ca.us
Phone: (805) 482-4608



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Enrollment and Demographics

The total enrollment at the school was 450 students for the 2009-10 school year.



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 that 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 business of education. Earthquake drills, lock down 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

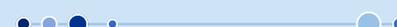
Rules are for the safety and well-being of everyone. Infractions of the rules will lead to certain consequences and disciplinary procedures. Listed below are the procedures that you will need to know:

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.

Continued on sidebar

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.



School Safety

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4. School Service Projects – is for truancy, un-served 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, updated, and discussed with the school faculty in February 2010.

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 CDE 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.

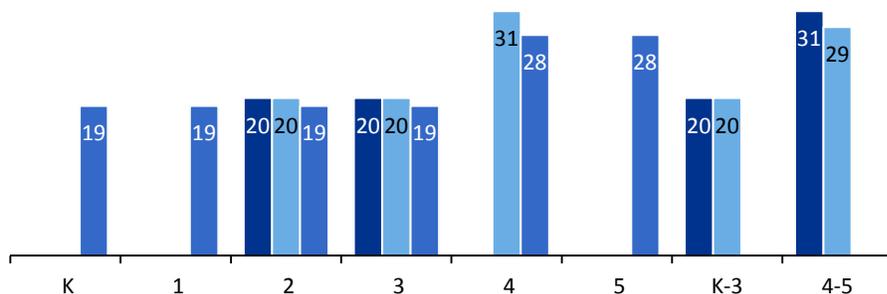
Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin	2002
Mathematics	Envisions	2009
Science	Harcourt	2000
History-Social Science	Harcourt	2000

Note: This data was most recently collected and verified in March 2011.

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K							5		
1							5		
2	3			5			4		
3	4			2			4		
4					1			5	
5								5	
K-3	8			8					
4-5		5			5				

Availability of Textbooks and Instructional Materials

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

University Preparation	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



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 Language Acquisition Committee; PTSA; Athletics Coaching; and Volunteering for field trips, classroom activities, 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, please contact Charmon Evans, Director of UPS, at (805) 482-4608.

School Facility Items Inspected

The table shows 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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **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 condition.

School Facility Good Repair Status			
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			Good
Date of the Most Recent School Site Inspection			07/06/10
Date of the Most Recent Completion of the Inspection Form			07/06/10

Note: At the time of this school facility inspection, no deficiencies were found.

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 multi-purpose room, a classroom for Resource 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, during lunch time, nutrition break and passing periods. School staff works collaboratively with the School Resource Officer (SRO) 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.



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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. For 2009-10, no information is available for University Preparation School regarding the California PFT. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including 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 program (IEP). 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.



Percentage of Students Scoring At Proficient or Advanced Levels						
	University Preparation			California		
	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	47%	50%	50%	46%	50%	52%
Mathematics	55%	62%	54%	43%	46%	48%
Science	45%	54%	53%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	68%	63%	77%
All Students at the School	50%	54%	53%
Male	48%	55%	71%
Female	53%	53%	38%
Hispanic or Latino	41%	45%	42%
White	72%	76%	72%
Socioeconomically Disadvantaged	28%	34%	31%
English Learners	19%	23%	28%
Students with Disabilities	31%	55%	❖

❖ 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.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are:

- **Advanced** (*exceeds state standards*)
- **Proficient** (*meets state standards*)
- **Basic**
- **Below Basic**
- **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 that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	6	5	5
Similar Schools API Rank	4	2	2

API Growth by Student Group: Three-Year Comparison

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-8	33	-17
Hispanic or Latino	-27	39	-8
White	-10	50	-11
Socioeconomically Disadvantaged	-18	41	-11
English Learners	-51	94	-41

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison		
Group	2010 Growth API	
	University Preparation	California
All Students	773	767
Hispanic or Latino	719	715
White	880	838
Socioeconomically Disadvantaged	658	712
English Learners	618	692
Students with Disabilities	730	580



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Adequate Yearly Progress

Adequate Yearly Progress Criteria		
	University Preparation	
Met Overall AYP	No	
AYP Criteria	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API	Yes	
Graduation Rate	✧	

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

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program	
	University Preparation
Program Improvement Status	In PI
First Year of Program Improvement	2008-2009
Year in Program Improvement	Year 3
Number of Schools Identified for Program Improvement	2
Percent of Schools Identified for Program Improvement	100%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
	University Preparation		
	07-08	08-09	09-10
Suspension Rate	0.022	0.018	0.016
Expulsion Rate	0.000	0.000	0.002

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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Teacher Qualifications

Teacher Credential Information			
Teachers	University Preparation		
	07-08	08-09	09-10
With Full Credential	27	24	22
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	University Preparation		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
University Preparation	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



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	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	0.00
✧ Not applicable.	

Professional Development

Each year, three days of professional development are held in August, preceding the school year and students' 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 RtI (Response to Intervention model). 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 and UCMS 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 ACT Time, teachers work in teams to review student work, track student performance, and guide and improve their instruction in the classroom.

For the previous three school years, we had six days each year dedicated to staff and professional development.

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	
	University Preparation
Total Expenditures Per Pupil	\$8,374
Expenditures Per Pupil From Restricted Sources	\$1,024
Expenditures Per Pupil From Unrestricted Sources	\$7,350
Annual Average Teacher Salary	\$63,345

Financial Data Comparison

The following 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.

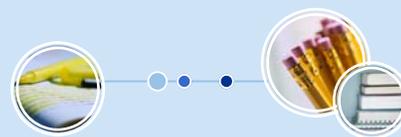
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
University Preparation	\$7,350	\$63,345
California	\$5,681	\$68,212
School and California — Percent Difference	+22.7%	-7.7%

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

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's 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.



School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, 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.

All data accurate as of February 2011.