

University Charter Middle School at CSU Channel Islands

School Accountability Report Card



GRADES 6-8

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Sara Leibman, Director

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Director's Message

The mission of the University Charter Middle School at California State University Channel Islands (UCMS) is to build a comprehensive learning community for sixth through eighth grade students. The program focuses on developing critical thinkers who demonstrate mastery of the California Academic Content Standards in an environment that supports the unique developmental stages of the adolescent child.

UCMS maximizes learning opportunities for its students who reflect the ethnic, linguistic, socio-economic, and special needs diversity of Ventura County and California classrooms by using the best and most promising pedagogical and Standards-based practices employed by highly qualified teachers and administrators. These practices are modeled for student teachers, other credential candidates, and a variety of practitioners through regularly scheduled on-site training and action research in conjunction with CSU Channel Islands.

In the five years since the school's inception, University Charter Middle School at CSU Channel Islands (UCMS) has evolved, expanded and celebrated great achievements. The school community - including students, teachers, parents, families, CSUCI faculty, and community partners - has experienced great pride in the accomplishments of the past four years and wishes to see the school continue to make strides in the future. Among the numerous successes experienced are the following events, awards, programs and achievements that have contributed to the growth and development of UCMS between 2006 and 2011:

- \$170,000 awarded to UPS and UCMS for the creation and implementation of a science lab program (complete with a highly qualified science lab Coach)
- Active Participation in Parent-Teacher-Student Association (PTSA)
- Teacher grant awards including: Impact II Awards, Target Grant Awards, RESTOR Project Grant (The Research and Education for Students and Teachers about the Ormond Beach Restoration), Math Teacher of the Year
- Comprehensive after-school athletics program (basketball, flag football, volleyball, track and cheerleading)
- The creation and implementation of a Peer-Tutoring program to link UCMS students with Triton Academy (students with autism)
- "Sportsmanship" award winner each year for boys' basketball team
- Physical Fitness Test results exceed state and county averages
- Continued Participation in the student "Autism Ambassadors" program
- Robotics Team actively involved in First Lego League (FLL) and local competitions
- Implementation of "Rachel's Challenge" program to spread kindness and compassion
- All major science concepts include a specific hands-on lab to support core content
- Many lunch and after-school clubs include Math Club, Chess Club, Peace/Love/Kindness Club, Book Club, Glee Club, Leadership, and Yearbook
- Participation in Camarillo Academic Olympics (CAO) and school winner of award for highest percentage of participation
- Annual participation in Spelling Bee; Annual Participation in Geography Bee and advancement to state-level competition
- Numerous students have been selected and have represented UCMS in the Junior National Young Leaders Conference in Washington, DC
- Annual eighth-grade trip to Washington, DC
- Collaboration with CSUCI Science Department to coordinate community Science Carnival event to serve students and residents throughout Ventura County
- "Peer Buddies" program partner middle school students with the elementary school

These achievements supplement the progress made overarching curricular and instructional programs, which have been successful in providing a rigorous, project-based educational program for all students. UCMS strives to provide an education that focuses on the academic, social and emotional development of each and every child.

University Charter Middle School at CSU Channel Islands

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.

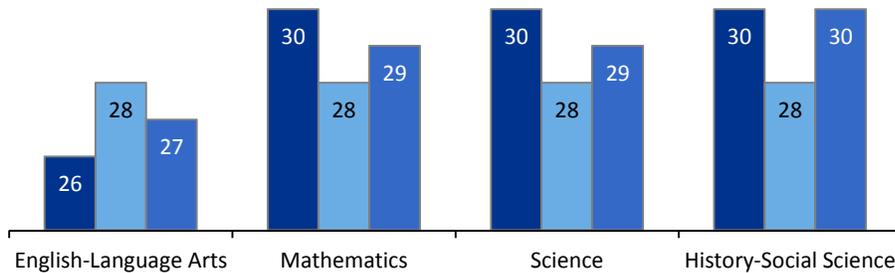


"The mission of the University Charter Middle School at California State University Channel Islands (UCMS) is to build a comprehensive learning community for sixth through eighth grade students."

Class Size

08-09 09-10 10-11

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



Class Size Distribution — Number of Classrooms By Size

Subject	08-09			09-10			10-11		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	2	7		1	5	1	1	4	1
Mathematics		5	1	1	4	1		5	
Science		5	1	2	4	1		5	
History-Social Science		6		1	5	1		3	1

School Safety

University Charter Middle 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.

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School Safety

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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 – 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 2011.



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

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			Exemplary
Date of the Most Recent School Site Inspection			06/27/2011
Date of the Most Recent Completion of the Inspection Form			06/27/2011

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 2008-09 and 2009-10 school years, we dedicated six days each year for professional development. In 2010-11, there were five days dedicated for professional development.

School Facilities

University Charter Middle School at CSU Channel Islands is a working and learning 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.

UCMS is currently housed on the Los Altos Campus, located at 700 Temple Avenue in Camarillo, California. We utilize 13 classrooms, including a fully-equipped computer lab and a new, fully-equipped science lab. UCMS also has a gymnasium, athletics field, library and two art classrooms.

This campus is regularly maintained and is in good condition. The school is cleaned daily by a team that consists of a cleaning crew and an on-site custodian who works 3.75 hours per day. The cleaning crew cleans in the evenings, after school hours and the custodian is here to clean and do day-to-day maintenance during school hours.

Campus supervisors, 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.



Textbooks and Instructional Materials

UCMS 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	Pearson/Prentice Hall	2007
Mathematics	McDougal Littell	2007
Science	Pearson/Prentice Hall	2007
History-Social Science	Pearson/Prentice Hall	2007

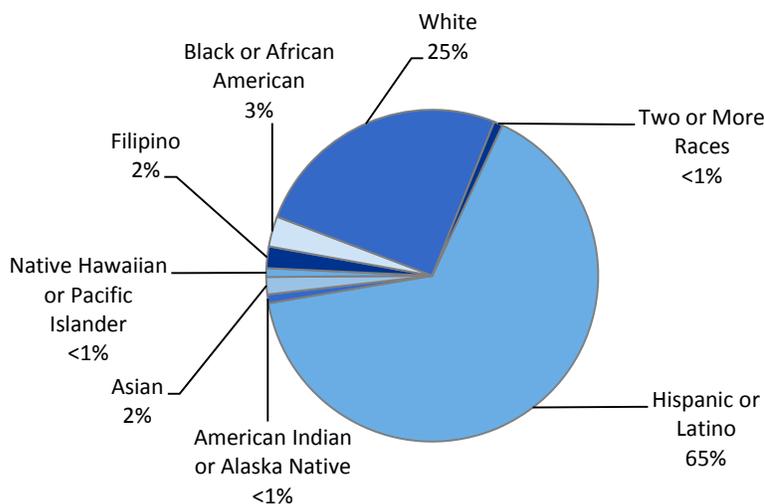
Quality of Textbooks

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

Quality of Textbooks	
	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

Enrollment and Demographics

The total enrollment at the school was 237 students for the 2010-11 school year.*



◇ Not applicable.

* Enrollment data was gathered from DataQuest and is accurate as of May 2011.

Availability of Textbooks and Instructional Materials

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

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

Currency of Textbook Data

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

University Charter MS	
Currency of Textbook Information	
Data Collection Date	06/2011



Student Enrollment by Group

University Charter MS	
Socioeconomically Disadvantaged	42.6%
English Learners	24.9%
Students with Disabilities	7.6%

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state 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 that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels						
	University Charter MS			California		
	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	58%	49%	49%	49%	52%	54%
Mathematics	35%	37%	47%	46%	48%	50%
Science	64%	67%	59%	50%	54%	57%
History-Social Science	61%	53%	39%	41%	44%	48%

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

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	70%	65%	77%	66%
All Students at the School	49%	47%	59%	39%
Male	49%	50%	62%	39%
Female	50%	45%	57%	39%
Hispanic or Latino	38%	40%	50%	28%
White	72%	63%	73%	58%
Socioeconomically Disadvantaged	30%	35%	41%	23%
English Learners	14%	28%	36%	19%
Students with Disabilities	33%	28%	❖	❖

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 Camarillo Academic Olympics, 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 Sara Leibman, Director, at (805) 484-1872 or sleibman@pvcsd.k12.ca.us.

❖ 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 (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of four 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 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 more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



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 and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Ranks

API Ranks — Three Year Comparison

	2008	2009	2010
Statewide API Rank	6	6	5
Similar Schools API Rank	4	2	1

API Testing

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 Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

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 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, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API				University Charter MS — Actual API Change		
	University Charter MS		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API			
All Students	228	748	4,683,676	778	6	1	-11
Black or African American	7	■	317,856	696	■	■	■
American Indian or Alaska Native	2	■	33,774	733	■	■	■
Asian	4	■	398,869	898	■	■	■
Filipino	5	■	123,245	859	■	■	■
Hispanic or Latino	149	698	2,406,749	729	-2	6	-11
Native Hawaiian or Pacific Islander	2	■	26,953	764	■	■	■
White	57	857	1,258,831	845	■	■	7
Two or More Races	2	■	76,766	836	■	■	■
Socioeconomically Disadvantaged	106	669	2,731,843	726	15	-45	15
English Learners	64	630	1,521,844	707	■	■	■
Students with Disabilities	22	581	521,815	595	■	■	■

■ Data are reported only for numerically significant groups.

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

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these 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 met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

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

Federal Intervention Program

Districts and schools 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) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program	
	University Charter MS
Program Improvement Status	In PI
First Year of Program Improvement	2009-2010
Year in Program Improvement	Year 3
Number of Schools Identified for Program Improvement	2
Percent of Schools Identified for Program Improvement	100%

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

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. 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	
Grade 7	
Four of Six Standards	19%
Five of Six Standards	35.4%
Six of Six Standards	32.9%



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/>.

Teacher Credential Information			
	University Charter MS		
Teachers	08-09	09-10	10-11
With Full Credential	9	9	11
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 (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 Charter MS		
	09-10	10-11	11-12
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 2010-11 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 Charter MS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	◇	◇

◇ Not applicable.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	◇
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0



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.

Types of Services Funded

Like other public schools, University Charter Middle 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. UCMS 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) UCMS 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 the SARC is from the 2009-10 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.

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 Charter MS	
Total Expenditures Per Pupil	\$6,528
Expenditures Per Pupil From Restricted Sources	\$409
Expenditures Per Pupil From Unrestricted Sources	\$6,119
Annual Average Teacher Salary	\$53,291

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.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
University Charter MS	\$6,119	\$53,291
California	\$5,455	\$69,419
School and California — Percent Difference	+10.9%	-30.3%

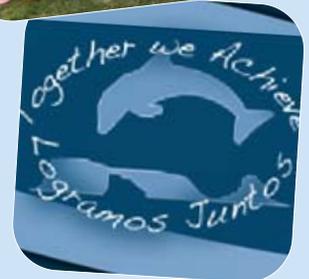
Data for this year’s SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.

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 Charter MS			
	08-09	09-10	10-11
Suspension Rates	0.018	0.016	0.055
Expulsion Rates	0.000	0.002	0.000



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.

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