

# University Preparation School at CSU Channel Islands

Charmon Evans, Director

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

550 Temple Ave. Camarillo, CA 93010  
Phone: (805) 482-4608 Fax: (805) 388-5814

GRADES K-5  
<http://universitycharterschools.csuci.edu>



## 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 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, 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, 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 twenty-five 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

*"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."*

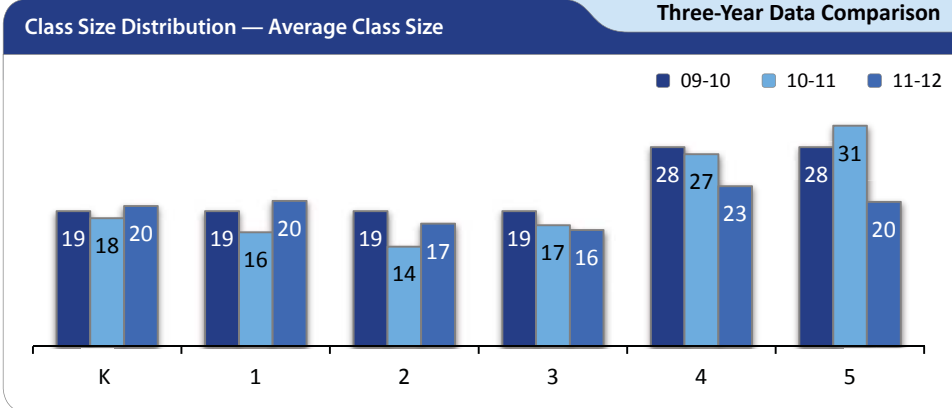


## School Accountability Report Card

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.

### Class Size

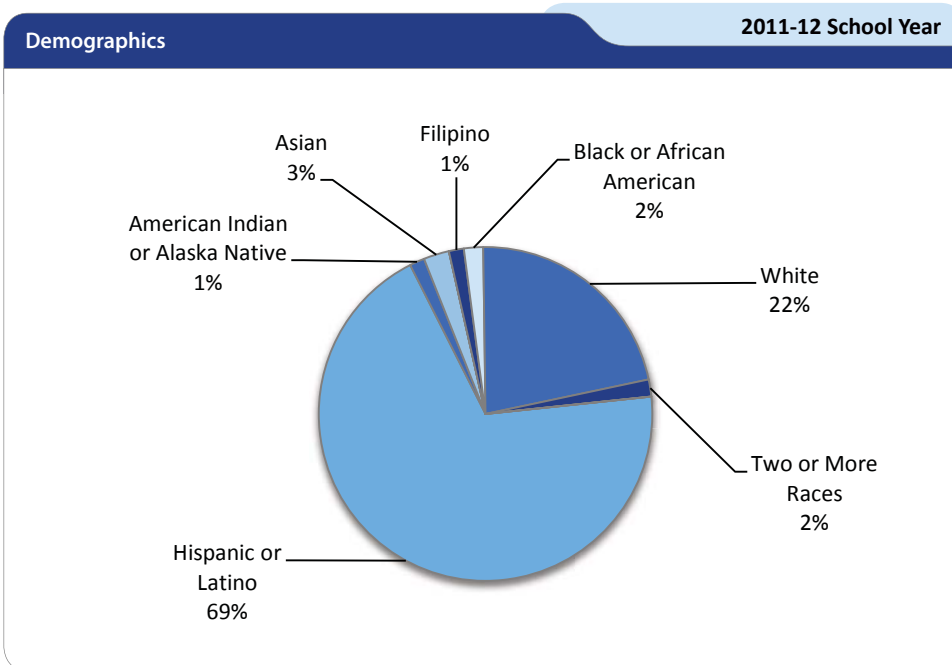
The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			4	1		1	2	
1	5			5			3	2	
2	4			5			5	1	
3	4			3	2		2	1	
4		5			3		2	2	
5		5			2	1	2	2	

### Enrollment and Demographics

The total enrollment at the school was 484 students for the 2011-12 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

### 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/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
Grade 5	
Four of Six Standards	28.70%
Five of Six Standards	25.30%
Six of Six Standards	17.20%



### School Facility Items Inspected

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

School Facility Good Repair Status		2012-13 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
<b>Overall Summary of Facility Conditions</b>			Exemplary
<b>Date of the Most Recent School Site Inspection</b>			4/27/2012
<b>Date of the Most Recent Completion of the Inspection Form</b>			4/27/2012

### 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.

### 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.

### 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 2009-10 school year, we dedicated six days each year for professional development. For the 2010-11 and 2011-12 school years, there were five days dedicated for professional development.



### 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 the 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.
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.
8. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2012.

### 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	Three-Year Data Comparison		
	University Preparation		
	09-10	10-11	11-12
<b>Suspension Rate</b>	0.016	0.087	0.045
<b>Expulsion Rate</b>	0.002	0.000	0.000



### 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 at the school, please contact Charmon Evans, Director, at (805) 482-4608 or [cevans@pvdsd.k12.ca.us](mailto:cevans@pvdsd.k12.ca.us).



## 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	Three-Year Data Comparison		
	University Preparation		
Teachers	09-10	10-11	11-12
With Full Credential	22	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (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	Three-Year Data Comparison		
	University Preparation		
Teachers	10-11	11-12	12-13
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 2011-12 school year. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
University Preparation	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	✧	✧

## NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% 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.

## 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	
2011-12 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
<b>Support Staff</b>	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.0
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0



## STAR Results for All Students

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, and science.

Subject	Three-Year Data Comparison					
	Students Scoring at Proficient or Advanced Levels			California		
	University Preparation					
	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	50%	53%	50%	52%	54%	56%
Mathematics	54%	58%	54%	48%	50%	51%
Science	53%	60%	61%	54%	57%	60%

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

Group	Students Scoring at Proficient or Advanced Levels		
	English-Language Arts	Mathematics	Science
All Students in the District	71%	65%	77%
All Students at the School	50%	54%	61%
Male	43%	49%	65%
Female	57%	59%	53%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	39%	43%	48%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	75%	77%	86%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	32%	41%	43%
English Learners	19%	29%	50%
Students with Disabilities	17%	20%	❖
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 (STAR) Program aims to identify strengths and weaknesses to improve student learning. 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 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 begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 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 the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf).

### API Ranks

API Ranks	Three-Year Data Comparison		
	2009	2010	2011
Statewide API Rank	5	4	4
Similar Schools API Rank	2	1	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 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2012 Growth API and Three-Year Data Comparison							
	Group	2012 Growth API				University Preparation – Actual API Change		
		University Preparation Number of Students	Growth API	California Number of Students	Growth API	09-10	10-11	11-12
All Students	313	764	4,664,264	788	-17	5	-14	
Black or African American	6	■	313,201	710	■	■	■	
American Indian or Alaska Native	7	■	31,606	742	■	■	■	
Asian	10	■	404,670	905	■	■	■	
Filipino	5	■	124,824	869	■	■	■	
Hispanic or Latino	209	713	2,425,230	740	-8	11	-17	
Native Hawaiian or Pacific Islander	0	■	26,563	775	■	■	■	
White	72	885	1,221,860	853	-11	6	-1	
Two or More Races	4	■	88,428	849	■	■	■	
Socioeconomically Disadvantaged	161	674	2,779,680	737	-11	29	-13	
English Learners	99	703	1,530,297	716	-41	57	28	
Students with Disabilities	35	558	530,935	607	■	■	■	

■ Data are reported only for numerically significant groups.

### 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 met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria			2011-12 School Year
	University Preparation		
Met Overall AYP	No		
AYP Criteria	English-Language Arts	Mathematics	
Participation Rate	Yes	Yes	
Percent Proficient	No	No	
API	Yes		
Graduation Rate	✘		

### 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 website. All students are assigned textbooks for all relevant subjects and may request a book for use at home.

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

Textbooks and Instructional Materials List			2012-13 School Year
Subject	Textbook	Adopted	
English-Language Arts	Houghton-Mifflin	2002	
Mathematics	Envisions	2009	
Science	Harcourt	2000	
History-Social Science	Harcourt	2000	

### Currency of Textbook Data

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

Currency of Textbook Data		2012-13 School Year
Data Collection Date	6/2012	

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

### Quality of Textbooks

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

Quality of Textbooks	
2012-13 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



### 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	
2012-13 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%



## 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 2012-13 Program Improvement status for the school. For more information, please visit [www.cde.ca.gov/ta/ac/av/](http://www.cde.ca.gov/ta/ac/av/).

Federal Intervention Program		2012-13 School Year
		University Preparation
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 5

## Financial Data

The financial data displayed in the SARC is from the 2010-11 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](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://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		2010-11 Fiscal Year
		University Preparation
Total Expenditures Per Pupil		\$6,900
Expenditures Per Pupil From Restricted Sources		\$373
Expenditures Per Pupil From Unrestricted Sources		\$6,527
Annual Average Teacher Salary		\$63,507

## 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			2010-11 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
University Preparation	\$6,527	\$63,507	
California	\$5,455	\$69,404	
School and California — Percent Difference	+16.4%	-9.2%	

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](http://www.ed-data.k12.ca.us/Pages/Home.aspx). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.



## 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

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