

University Preparatory High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	University Preparatory High School
Street	915 South Mooney Blvd., Mariposa Bldg.
City, State, Zip	Visalia, Ca,
Phone Number	559-730-2529
Principal	Mr. Eric Thiessen
E-mail Address	erict@tcoe.org
Web Site	www.tcoe.org/uphs/index.shtm
CDS Code	54105460119602

District Contact Information	
District Name	Tulare County Office of Education
Phone Number	(559) 733-6300
Superintendent	Jim Vidak
E-mail Address	jimv@tcoe.org
Web Site	www.tcoe.org

School Description and Mission Statement (School Year 2017-18)

University Preparatory High School (UPHS) is a full-service, WASC accredited "Early College" high school, serving students in grades 9-12, located on the campus of the College of the Sequoias (COS) in Visalia, California. Students attend up to all four years of high school on the college campus and have the opportunity to earn a significant number of college credits while they are still in high school. This is accomplished through an early-college approach in which students complete an intensive college-preparatory high school program while also taking college classes at COS. The UPHS mission is to provide all students with a college preparation program leading to college readiness, in-depth experience in college classes and accumulation of college credits, in addition to meeting the requirements of high school graduation. Additionally, the mission of UPHS is to provide multiple opportunities for students to participate in community service, service-learning, leadership, and a robust visual and performing arts program. Working hand-in-hand with COS, UPHS offers students a unique experience in which they acquire the college classroom experience necessary to become highly focused, confident, self-motivated students who are well prepared for the academic rigors of college. Moreover, they develop many skills leading to college and career success, such as how to navigate what can be confusing aspects of college registration, matriculation requirements, how to use college-level technology in an academic setting, how to effectively develop and implement an academic college plan, how to seek academic support when needed, and how to successfully approach particularly challenging college classes. While UPHS students can meet most of their University of California/California State University (UC/CSU) "A through G" requirements in high school classes, they also have the option of meeting those same requirements in college classes, thereby simultaneously earning high school graduation credit, college credit, and UC/CSU eligibility. Significantly, the entire menu of college classes available at COS are open to UPHS students, providing them with many options for developing, planning, and implementing a personal plan leading to a successful college experience and career readiness.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	66
Grade 10	60
Grade 11	62
Grade 12	50
Total Enrollment	238

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	5
Filipino	1.7
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	1.3
White	45
Two or More Races	1.7
Socioeconomically Disadvantaged	37.4
English Learners	2.1
Students with Disabilities	3.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	13	13	182
Without Full Credential	1	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, McDougle Littell, 2008 (9th grade) Literature, McDougle Littell, 2008 (10th grade) Literature American Literature, McDougle Littell, 2008 (11th grade) Literature British Literature, McDougle Littell, 2008 (12th grade)	No	0.0 %
Mathematics	Eureka Math Algebra 1, Great Minds, 2015 Geometry, Holt McDougall, 2011 Algebra 2, Holt McDougall, 2011	No	0.0 %
Science	Biology, Holt McDougal, 2010 Modern Chemistry, Holt, Reinhart and Winston, 2006 Essentials of Human Anatomy, Person, 2012 Physical Science, Holt, 2008	No	0.0 %
History-Social Science	Civics in Practice, Holt, Reinhart and Windston, 2009 Economics Concepts and Choices, Holt McDougal, Geography, Holt McDougal, 2012 The Americans, McDougal Littell, 2009 Modern World Histroy, McDougal Littell, 2006 The Americans, McDougal Littell, 2009	No	0.0 %
Foreign Language			0.0 %
Health	Lifetime Health, Holt, 2009	No	0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)	Biology, Holt McDougal, 2010 Modern Chemistry, Holt, Reinhart and Winston, 2006 Essentials of Human Anatomy, Person, 2012 Physical Science, Holt, 2008	No	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

University Preparatory High School classes take place in rooms that are located at and leased from the College of the Sequoias. As such, they are routinely inspected by the college itself and meet all state, federal, and ADA requirements. The Tulare County Office of Education conducted a FIT report in September of 2015. In that inspection the final overall school rating was “Exemplary.” The College of the Sequoias provides safe, clean, up-to-date facilities for University Preparatory High School.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			TCOE is currently working to repolace the HVAC in the office using Prop 39 monies. All other classrooms and restrooms are owned and maintained by COS.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	66	80	29	29	48	48
Mathematics (grades 3-8 and 11)	26	49	16	20	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100	80.33
Male	28	28	100	71.43
Female	33	33	100	87.88
Asian	--	--	--	--
Hispanic or Latino	27	27	100	74.07
White	27	27	100	85.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100	72.73
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100	49.18
Male	28	28	100	46.43
Female	33	33	100	51.52
Asian	--	--	--	--
Hispanic or Latino	27	27	100	37.04
White	27	27	100	59.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100	31.82
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	74	62	32	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

UPHS is a college-preparation program. As such, it does not offer a Career Technical Education (CTE) pathway, but rather offers various comprehensive elements of CTE skills within a federally approved program called Career Explorations. Numerous UPHS faculty have been trained in this program and it is taught as Career Explorations. Career Explorations teaches multiple components of college and career preparation, including a ten-year plan that covers high school, four years of higher education and two additional years following college. Students learn in depth about a variety of higher education and career options, the skills that are required for each, and the financial planning necessary to successfully matriculate to higher education and enter the workforce with appropriate skills. Additionally, UPHS students have multiple opportunities to take a similar college-level course, HD 100, which is offered both at the College of the Sequoias as a regular college class, and at UPHS in a class that receives articulated college credit. HD 100 provides students with multiple skills for college and career success. It is the gateway course for UPHS students at the college level, giving them the experience they need for college and career success.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	93.25
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	61.4

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.6	32.3	27.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents have multiple opportunities for involvement at UPHS. Parents are represented on the School Site Board of Directors (SSBD), which oversees the local operation of the school. Parents also participate in the UPHS School Site Council (SSC), which oversees implementation of Title I funds as well as the Western Association of Schools and Colleges (WASC) continuous improvement plan and the Single Plan for Student Achievement (SPSA). Additionally, parents have organized the UPHS Parent Support Organization (PSO), a non-profit organization that engages in fundraising for a variety of school activities, including student events, dances, sports, teacher support and student scholarships. UPHS parents regularly volunteer to assist in the office and classrooms and to chaperon student events, including college trips. Parents and community members interested in finding ways to be involved at UPHS may contact Principal Eric Thiessen at the school office (559) 730-2529. Parents who wish to have information about the PSO may contact Ms. Helen Milliorn-Feller at 559-730-2529.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	0	1.8	41.6	33.5	31.8	11.5	10.7	9.7
Graduation Rate	100	100	98.25	29.18	34.36	41.38	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.28	46.99	87.11
Black or African American	100	57.14	79.19
American Indian or Alaska Native	100	50	80.17
Asian	100	75	94.42
Filipino	0	33.33	93.76
Hispanic or Latino	100	40.57	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	90.91	63.08	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	100	47.47	85.45
English Learners	0	16.67	55.44
Students with Disabilities	100	10.34	63.9
Foster Youth	0	0	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	7.6	8.0	5.0	5.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

University Preparatory High School has a School Safety Plan that has been developed in compliance with the California Code of Regulation, Title V, Education, Section 560. The major goal of the plan is to assist in preparing for potential emergency situations. It has specific procedures for implementation during any of a number of potentially harmful situations, such as "Imminent Danger," "Evacuation," "Fire," "Earthquake," "Hostage Crisis," "Chemical Spill," "Civil Disorder," "Bomb Threat," "Workplace Violence," and "Civic Event Management." The safety plan is reviewed, updated, and discussed with faculty, staff, parents and students at the beginning of the school year, in August. Various safety drills and evacuation drills are carried out at least once during each school semester. In 2017-2018 UPHS will be participating in a school wide safety drill coordinated by College of the Sequoias.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2011-2012
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	2	9		27	1	7		30	1	7	2
Mathematics	23	5	4		26	3	5	1	28	2	7	1
Science	26	2	2	1	25	3	3	1	16	10	4	
Social Science	29		4	1	26	1	3		25	2	3	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	133.3
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,518.00	104.00	8,414.00	83,717.00
District	N/A	N/A	9,433.00	
Percent Difference: School Site and District	N/A	N/A	-11.4	7.4
State	N/A	N/A	\$6,574.00	
Percent Difference: School Site and State	N/A	N/A	24.6	

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

Because Tulare County Office of Education (TCOE) is its Lead Educational Agency (LEA), UPHS is able to offer a variety of supporting services to students. The TCOE "CHOICES" program offers UPHS students service opportunities, student activities and school assemblies in the area of prevention services, designed to engage students in pro-social, positive behaviors that lead to a drug-and-alcohol-free lifestyle. TCOE also provides the Theatre Company, which offers students the opportunity to participate in professional quality plays in which they interact with students with from other schools throughout Tulare County. The TCOE Special Services program and the Mild to Modearte program provide UPHS students and their families assistance with behavioral health and in meeting the requirements of Individual Education Plans and 504 plans. Also, TCOE provides nursing services to UPHS students. TCOE is the California State headquarters of the Friday Night Live youth development program, whose services are provided to UPHS students. Additionally, TCOE provides UPHS students with the Character Counts program, a nationally recognized program. Sponsored by TCOE as well are a variety of academic participation programs, such as Science Olympiad, College Night, Mock Trial, and Cyber Quest. UPHS provides students with academic tutoring through the College of Sequoias Tutoring Center. UPHS students have access to a variety of college clubs through COS.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

UPHS uses benchmark tests, California Assessment Student Progress and Performance scores, both formal and informal student assessments, interim semester grades and faculty input to make decisions about what professional development is offered. University Preparatory has regular professional training opportunities for staff throughout the year. This takes place in several forms. The UPHS schedule provides for early release on Fridays, which allows professional development to be offered. Because UPHS is a dependent charter that is authorized by the Tulare County Office of Education (TCOE), frequently professional development is offered by various curriculum coordinators at TCOE. It may include technology presentations from the Educational Resource Services (ERS) on how to integrate the ERS technology portal into lessons, support for implementation of Common Core, math, English, social studies, science professional development, or Health and Safety issues addressed by the district nurse. Additionally, faculty and staff regularly attend professional development training sessions that are sponsored by TCOE and other Lead Educational Agencies regionally and throughout the state of California. The principal does both formal and informal classroom assessments and mentors teachers individually. The staff selects key professional development themes that will be useful to all. These themes are taught at our Friday faculty meetings. For example, UPHS has a one-to-one ratio of computers to students. All students use school-supplied computers to access their classes, textbooks, and communication with their instructors. This technology advantage has required considerable training for all staff in order to implement the advantages of using a technology “cloud” to coordinate assignments, share information with students, post student work, including a school paper, a writer’s journal, club and sports information, and much more. Additionally, UPHS uses a sophisticated student information system, which requires continuing professional development for both faculty and staff. The major emphasis for professional development for the last two years and into the immediate future is implementation of the Common Core Standards. Through the Tulare County Office of Education Educational Resource Services UPHS teachers frequently attend workshops to address the special needs of significant portions of our student population. For example, ERS has provided workshops on how to empower students whose first language was not English to develop strong academic language writing skills. Other examples are workshops provided for critical thinking, close reading and analysis, writing for social studies, and writing to support a logical argument and stance. UPHS has an annual contract with ERS for one-on-one training with ERS consultants for math and English. The principal and lead teacher meet with UPHS teachers individually and in group settings to provide training, guidance and support.