

University Preparatory High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	University Preparatory High School
Street	915 S Mooney Blvd
City, State, Zip	Visalia, Ca,
Phone Number	559-730-2529
Principal	Mr. Eric Thiessen
Email Address	erict@tcoe.org
School Website	tcoe.org/uphs
County-District-School (CDS) Code	54105460119602

2022-23 District Contact Information

District Name	University Preparatory High School
Phone Number	(559) 733-6300
Superintendent	Tim Hire
Email Address	tim.hire@tcoe.org
District Website Address	www.tcoe.org

2022-23 School Overview

University Preparatory High School 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 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 is 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	73
Grade 10	70
Grade 11	71
Grade 12	49
Total Enrollment	263

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.1
Male	44.9
American Indian or Alaska Native	0.4
Asian	4.2
Black or African American	0.4
Filipino	2.3
Hispanic or Latino	42.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.9
White	40.3
English Learners	3.8
Foster Youth	0.0
Homeless	0.0
Migrant	1.5
Socioeconomically Disadvantaged	24.0
Students with Disabilities	3.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.10	77.17	120.70	60.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.30	5.21	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	4.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	10.76	22.30	11.20	12115.80	4.41
Unknown	1.10	11.96	37.50	18.85	18854.30	6.86
Total Teaching Positions	9.20	100.00	199.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	
Local Assignment Options	0.10	
Total Out-of-Field Teachers	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	56.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Elements of Literature, Holt Elements of Literature, Grades 9-12, Holt	Yes	0.0 %
Mathematics	CPM Core Connections Algebra I Eureka Math Algebra II Eureka Geometry Pre-Calculus - Larson	Yes	0.0 %
Science	Biology, Miller & Levine, Pearson, 2019 Chemistry, Pearson, 2017 Earth Science, Pearson, 2017	Yes	0.0 %
History-Social Science	Modern History (McDougal Littell) US History (Holt) Geography (Holt) Civics (Holt) Economics (Holt)	Yes	0.0 %
Foreign Language	All foreign language classes are completed at COS.		0.0 %
Health			0.0 %
Visual and Performing Arts	Guitar Method, Book I & II (Hal Leonard) various books by Hal Leonard Ernie Ball Phase 1: How to Play Guitar The Christopher Parkening Guitar Method Volume 1	No	0.0 %
Science Laboratory Equipment (grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements

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 2018. 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.

Year and month of the most recent FIT report

September 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classrooms are managed by COS. Our office is managed by TCOE.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Student restrooms are maintained by the College of the Sequoias custodians and maintenance staff.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Some external repair required for our office.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
-------------------------------------------------------------------------------	---	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	86	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	68	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	65	100.00	0.00	86.15
Female	37	37	100.00	0.00	86.49
Male	28	28	100.00	0.00	85.71
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	85.71
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	88.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	65	100.00	0.00	67.69
Female	37	37	100.00	0.00	67.57
Male	28	28	100.00	0.00	67.86
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	64.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	65.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	54.46	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	114	112	98.25	1.75	54.46
Female	63	62	98.41	1.59	50
Male	51	50	98.04	1.96	60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	40.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	47	100	0	61.7
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	18.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

University Preparatory High School is a college-preparation program. As such, UPHS 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. Students do have the option to enroll in CTE courses offered by COS. 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	18.75

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are provided 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 the implementation of federal funds including Title 2, 3, and 4 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, teacher support, and student scholarships. UPHS parents regularly volunteer to assist in the office and classrooms and to chaperon student events. 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 Dr. Helen Milliorn-Feller at 559-730-2529.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	1.9		49.8	15.1		8.9	7.8
Graduation Rate		100	98.1		45	49.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	52	51	98.1
Female	28	27	96.4
Male	24	24	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	19	19	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.0
White	23	22	95.7
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	22	22	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	276	264	17	6.4
Female	152	145	12	8.3
Male	124	119	5	4.2
American Indian or Alaska Native	1	1	0	0.0
Asian	11	11	0	0.0
Black or African American	1	1	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	120	114	10	8.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	13	1	7.7
White	109	104	5	4.8
English Learners	13	12	1	8.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	71	66	8	12.1
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	8	8	1	12.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.46	2.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.09	0.20	3.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0.00
Female	0.66	0.00
Male	1.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.83	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 "Active Shooter," "Imminent Danger," "Evacuation," "Fire," "Earthquake," "Hostage Crisis," "Chemical Spill," "Civil Disorder," "Bomb Threat," "Workplace Violence," "Civic Event Management," and "Bullying." The safety plan is reviewed, updated, and discussed with faculty, staff, parents, and students at the beginning of the school year. Various safety drills and evacuation drills are carried out at least once during each school semester. Every year UPHS participates in a school-wide safety drill coordinated by the College of the Sequoias.

Our current Safety Plan was approved by the TCOE Board March 2022. It was reviewed with the staff in August 2022 and with our School Site Advisory Board in December 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	20	4	
Mathematics	13	11	4	2
Science	23	5	4	
Social Science	10	9	3	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	19	4	
Mathematics	11	17	5	1
Science	18	6	8	1
Social Science	7	20	3	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	26	5	
Mathematics	12	14	4	2
Science	16	12	9	
Social Science	10	11	3	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	263

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11091	284	10807	81736
District	N/A	N/A	14,190.00	
Percent Difference - School Site and District	N/A	N/A	-27.1	-7.8
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	48.4	

2021-22 Types of Services Funded

Tulare County Office of Education (TCOE) is the Lead Educational Agency (LEA) for UPHS which 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 from other schools throughout Tulare County. The TCOE Special Services program and the Mild to Moderate 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 such as MESA and SETA.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
------------------------------------------	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

UPHS uses benchmark tests, California Assessment Student Progress and Performance summative assessment, 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 technical presentations from the Educational Resource Services (ERS) on how to integrate the ERS technology portal into lessons, support for the 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. Our Lead Teacher also works with teachers on curriculum and pedagogical methods. The principal and lead teacher meet with UPHS teachers individually and in a group, settings to provide training, guidance, and support. The staff selects key professional development themes that will be useful to all. These themes are taught at our Friday faculty meetings.

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 the 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.

This last year our staff began to attend and participate in activities and professional development in Social-Emotional Health and English Language Learner pedagogy.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	7