

# University Preparatory High School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	University Preparatory High School
<b>Street</b>	915 S Mooney Blvd
<b>City, State, Zip</b>	Visalia, CA 93277
<b>Phone Number</b>	559-737-5450
<b>Principal</b>	Dr. Helen Milliorn-Feller, Ed.D.
<b>Email Address</b>	helenmf@tcoe.org
<b>School Website</b>	tcoe.org/uphs
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	54105460119602

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

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 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 in high school. This is accomplished through an early-college approach which consists of taking both high school and college classes concurrently. UPHS students participate in an intensive college-preparatory high school program which includes completing a minimum of 20 college credits at COS.

## 2024-25 School Description and Mission Statement

The UPHS mission is to provide all students with a college preparation program leading to college and career readiness, an in-depth experience through taking college classes; in addition, students meet the high school graduation requirements which are aligned to the California State University minimum academic expectations. Also, UPHS provides 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 as students have the opportunity to experience college classroom expectations which helps them learn what is necessary to become a highly focused, confident, and self-motivated student who is well prepared for the academic rigors of college. Moreover, they develop many skills leading to college and career success, such as how to navigate various aspects of college registration and matriculation requirements, how to use college-level technology in an academic setting, how to effectively develop and implement an academic college plan, seek academic support when needed, and how to successfully approach challenging college classes.

While UPHS students can meet all of the University of California/California State University (UC/CSU) "A through G" requirements through high school classes, they also have the option of meeting those same requirements through college classes at COS. Hence, they simultaneously earn high school graduation credit and college credit to meet UC/CSU eligibility expectations. Finally, the entire COS course catalogue is available to UPHS students (as long as they meet the prerequisites), providing them with many options for developing, planning, and implementing a personal learning plan which leads to students being able to successfully transition to their chosen college or career field.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	66
Grade 10	44
Grade 11	73
Grade 12	64
<b>Total Enrollment</b>	<b>247</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
Asian	1.6
Filipino	1.2
Hispanic or Latino	46.2
Two or More Races	4
White	30.4
English Learners	5.7
Foster Youth	0.8
Migrant	0.8
Socioeconomically Disadvantaged	79.4
Students with Disabilities	2.4

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.10	77.17	120.70	60.54	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.30	5.21	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.30	4.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	10.76	22.30	11.20	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.10	11.96	37.50	18.85	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.60	87.49	173.80	67.18	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	17.10	6.64	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	9.61	16.00	6.20	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	1.00	7.40	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.10	1.72	44.10	17.08	15831.90	5.67
<b>Total Teaching Positions</b>	11.00	100.00	258.70	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.60	87.37	169.90	65.02	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.60	6.97	23.70	9.09	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	5.56	17.00	6.53	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.40	1.69	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	46.10	17.67	14303.80	5.15
<b>Total Teaching Positions</b>	9.90	100.00	261.30	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.70	0
<b>Misassignments</b>	0.00	0.30	0.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00	0.5

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.80	0.10	0
<b>Local Assignment Options</b>	0.10	0.00	0
<b>Total Out-of-Field Teachers</b>	0.90	0.10	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.60	16.3	17.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	56.20	44.5	38.6

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Elements of Literature, Holt Elements of Literature, Grades 9-12, Holt	Yes	0.0 %
<b>Mathematics</b>	CPM Core Connections Algebra I Eureka Math Algebra II Eureka Geometry	Yes	0.0 %
<b>Science</b>	Biology, Miller & Levine, Pearson, 2019 Chemistry, Pearson, 2017 Earth Science, Pearson, 2017 Environmental Science, SAVVAS, 2022	Yes	0.0 %
<b>History-Social Science</b>	Modern History (McDougal Littell) US History (Holt) Geography (Holt) Civics (Holt) Economics (Holt)	Yes	0.0 %
<b>Foreign Language</b>	All foreign language classes are completed at COS.		0.0 %
<b>Health</b>			0.0 %
<b>Visual and Performing Arts</b>	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	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

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

## 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 November of 2024. 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

November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Classrooms are managed by COS. The office is managed by TCOE.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Student restrooms are maintained by the College of the Sequoias custodians and UPHS custodial staff.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			COS painted the exterior of the UPHS Office during the summer of 2023
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	84	81	29	31	46	47
<b>Mathematics</b> (grades 3-8 and 11)	62	58	18	20	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	70	69	98.57	1.43	81.16
Female	32	32	100.00	0.00	93.75
Male	38	37	97.37	2.63	70.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	78.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	80.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	76.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	70	69	98.57	1.43	57.97
<b>Female</b>	32	32	100.00	0.00	53.13
<b>Male</b>	38	37	97.37	2.63	62.16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	33	33	100.00	0.00	48.48
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	26	25	96.15	3.85	64.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	53.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	62.86	65.79	4.55	0.00	30.29	30.73

## 2023-24 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	118	114	96.61	3.39	65.79
Female	62	58	93.55	6.45	68.97
Male	56	56	100.00	0.00	62.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	55	54	98.18	1.82	55.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	43	93.48	6.52	76.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	59.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

University Preparatory High School is an early college preparation program. As such, UPHS does not offer a Career Technical Education (CTE) pathway but rather offers various comprehensive elements of CTE skills through HDEV 221, a college course at College of the Sequoias (COS). Additionally, COS offers a wide range of CTE pathways that UPHS students may enroll in and complete while attending UPHS. In the HDEV 221 classes, students learn about a variety of higher education and career options. This includes the skills required for each, and the financial planning necessary to successfully matriculate to higher education and enter the workforce with appropriate skills. Additionally, the HDEV 221 class is offered to all freshmen and students receive college credit once the class is completed. HDEV 221 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.

## 2023-24 Career Technical Education (CTE) Participation

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

## 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	83.33

## 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.

## 2023-24 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. The administration of the PFT requires only participation results 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.

## 2024-25 Opportunities for Parental Involvement

Parents have multiple opportunities to be involved at UPHS. Parents are represented on the School Site Advisory Board of Directors (SSAB), 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).

## 2024-25 Opportunities for Parental Involvement

Additionally, parents have organized the UPHS Parent Support Organization (PSO). This non-profit organization engages in fundraising for school activities, including student events, dances, teacher support, and student scholarships. UPHS parents can also volunteer to assist in the office, at rallies, and classrooms, and they also chaperone student events such as the yearly prom. Parents and community members interested in finding ways to be involved at UPHS may contact Principal Dr. Helen Milliorn-Feller at (559) 737-5451. Parents who wish to have information about the PSO may contact the PSO President at [ps0.president@uphsconnect.org](mailto:ps0.president@uphsconnect.org).

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	1.9	11.3	4.8	15.1	32.5	10.7	7.8	8.2	8.9
<b>Graduation Rate</b>	98.1	88.7	95.2	49.3	44.4	57.8	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	63	60	95.2
<b>Female</b>	37	35	94.6
<b>Male</b>	26	25	96.2
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	26	26	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	27	24	88.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	22	22	100.0
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	251	248	9	3.6
Female	133	131	7	5.3
Male	118	117	2	1.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	120	5	4.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	1	5.3
White	91	91	2	2.2
English Learners	15	14	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	84	82	5	6.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.09	0.4	0	3.39	3.25	2.79	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	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	0.00	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

University Preparatory High School has a Comprehensive 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,

## 2024-25 School Safety Plan

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 during the fall semester of the school year. Various safety drills and evacuation drills are carried out at least once during each school semester. UPHS also participates in any school-wide safety drills coordinated by the College of the Sequoias.

The current Safety Plan was approved by the TCOE Board in March 2024. It was reviewed with the staff in August 2024 and with our School Site Advisory Board in December 2024.

## 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	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	9	27	2	
Mathematics	10	16	4	
Science	15	16	4	
Social Science	10	11	2	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	22	3	1
Mathematics	14	10	3	2
Science	14	17	5	
Social Science	7	18	1	

## 2023-24 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	247

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	11091	284	10807	81736
<b>District</b>	N/A	N/A	14,190.00	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.1	-7.8
<b>State</b>	N/A	N/A	\$10,771	
<b>Percent Difference - School Site and State</b>	N/A	N/A	0.3	

## Fiscal Year 2023-24 Types of Services Funded

Tulare County Office of Education (TCOE) is the Lead Educational Agency (LEA) for UPHS. TCOE offers a variety of supporting services for students attending UPHS. For example, the TCOE "CHOICES" program offers UPHS students educational 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 offers a College Night each year that gives UPHS students a chance to talk with college recruiters from all over the United States to learn about academic and financial expectations at various higher education institutions.

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. Additionally, TCOE provides nursing services to UPHS students. UPHS students benefit from TCOE Behavioral Health Services as TCOE provides a Social Worker two days a week to help students with social-emotional needs. TCOE is the California State headquarters of the Friday Night Live youth development program, whose services are provided to UPHS students.

Finally, TCOE provides UPHS students with the Character Counts program, a nationally recognized character development program. Academic programs sponsored by TCOE that UPHS students participate in each year include: Science Olympiad, College Night, Mock Trial, Step Up, Academic Decathlon, and History Day. UPHS students also participate in the FIRST Robotics program. 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	50,989	54,967
<b>Mid-Range Teacher Salary</b>	103,529	82,361
<b>Highest Teacher Salary</b>	122,681	109,755
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	322,190	
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

UPHS uses benchmark assessments (ECQs) to ensure students have mastered essential concepts (standards) in each subject area. Student participate in the California Assessment Student Progress and Performance (CAASPP) summative assessment. Furthermore, UPHS uses both formal and informal student assessments, interim semester grades, and faculty input to make decisions regarding professional development opportunities. University Preparatory has regular professional training opportunities for faculty and staff throughout the year. This training happens in several forms. The UPHS schedule is created with an early release scheduled for every Friday. These afternoons are used for weekly teacher and staff professional

## Professional Development

development. Because UPHS is a dependent charter, 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 state standards in the core subjects, mathematics, English, social studies, and science. Professional development also includes Health and Safety issues addressed by the district nurse. Finally, 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 Teacher on Special Assignment (TOSA) and the Lead Teacher also work with teachers on curriculum and pedagogy. The principal meets with UPHS teachers individually and in group settings to provide training, guidance, and support. The teaching faculty select key professional development themes that will be useful to all and often complete a shared reading which emphasizes these key professional development ideas. These ideas are addressed/discussed at the monthly Friday faculty meetings.

UPHS has a one-to-one ratio of computers to students. All students have access to a school-supplied computer/personal computer which they use to access their classes through Google Classroom, they use e-textbooks, and they communicate with their instructors through the school wide intranet system. This technology integration has required considerable training for all faculty and staff in order to implement using the technology to coordinate assignments, share information with students, and post student work. UPHS also integrates Google Sites to highlight student work including a school paper, a literary magazine, club information, lunch activity information, and much more. Additionally, UPHS uses a sophisticated student information system (PowerSchool), which requires continual 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 and integration of college and career readiness skills and due to COVID, students need more education to manage their social and emotional needs. UPHS addresses this type of education through their Homeroom classes.

Through the Tulare County Office of Education Educational Resource Services (TCOE ERS), UPHS teachers frequently attend workshops to address the special needs of significant portions of the UPHS student population. For example, ERS has provided workshops on how to empower students whose first language is not English to develop strong academic language which students need in all their academic classes. Other examples include 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. This last year the teaching staff participated in activities and professional development to develop a deeper understanding of Social-Emotional Health as it applies to high school students post COVID and English Language Learner pedagogy as it integrates into their subject area classes.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	7	5	5