

University Preparatory High School School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.tcoe.org/uphs
County-District-School (CDS) Code	54105460119602

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	67
Grade 10	55
Grade 11	55
Grade 12	57
Total Enrollment	234

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.7
Asian	3.8
Filipino	4.7
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	1.3
White	35.9
Two or More Races	3
Socioeconomically Disadvantaged	36.3
English Learners	4.7
Students with Disabilities	0.4
Foster Youth	0.4
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	8	8	179
Without Full Credential	0	0	0	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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			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 %

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 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.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Classrooms are managed by COS. Our office is managed by TCOE.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Student restrooms are maintained by the College of the Sequoias custodians and maintenance staff.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	82	N/A	29	N/A	50	N/A
Mathematics (grades 3-8 and 11)	67	N/A	20	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	66	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.15
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	71.43

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

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, 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 Dr. 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0	0	17.3	41.9	48.3	9.1	9.6	9
Graduation Rate	100	100	100	47.7	47.7	41	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	0.4	3.6	5.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 College of the Sequoias.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	20	9	6		13	18	2		14	20	4	
Mathematics	26	2	7	1	14	14	4	1	13	11	4	2
Science	21	5	6		18	7	6		23	5	4	
Social Science	21	4	1		13	8	1	1	10	9	3	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	130

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0

Title	Number of FTE* Assigned to School
Social Worker	0
Nurse	.6
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.5

*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 2018-2019)

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	\$7,750	
Percent Difference - School Site and State	N/A	N/A	32.9	

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

Types of Services Funded (Fiscal Year 2019-2020)

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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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		

Category	District Amount	State Average For Districts In Same Category
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 <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

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		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

UPHS uses benchmark tests, California Assessment Student Progress and Performance summative and Interim Comprehensive Assessment 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. Our Lead Teacher also works with teachers on curriculum and pedagogical methods. The principal and lead teacher meet with UPHS teachers individually and in 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 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.