

# School Accountability Report Card Reported for School Year 2009-2010 Published During 2010-2011

## Executive Summary School Accountability Report Card, 2009-10

### University Preparatory High School

Administrator:	John Kelly	Grade Span:	9-11
Address:	915 S. Mooney, Visalia, CA 93277	Phone:	559-730-2529
Principal:	John Kelly	Grade Span:	9 - 11
Address:	915 S. Mooney, Visalia, CA 93277	Phone:	(559) 782-4748

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

#### School Mission Statement

The mission of the University Preparatory High School is to create a high performance "Early College" high school on the campus of the College of the Sequoias in Visalia, California that will provide all students in grades 9-12 with extensive learning opportunities via the benefits of a high school experience and concurrent enrollment opportunities that are embedded in an "Early College" program.

#### Community and School Profile

University Preparatory High School (UPHS) is located in Visalia, California, a diverse community located in the Southern San Joaquin Valley, near the foothills of the Sierra Nevada Mountains. The community itself is a rapidly expanding rural city as well as the county seat. It is an area comprised of light industry, goods and services, and a strong foundation of agricultural production and processing. UPHS serves students residing in cities of Tulare County, as well as, cities of adjacent counties (grades nine to eleven). This school was designed to meet the diverse needs of students committed to leadership, college-readiness, and community service.

#### Ethnicities:

White: 27.0%  
Black, African American: 1.4%  
Asian: 5.4%  
American Indian: 4.1%  
Hispanic, Latino: 62.2%  
Pacific Islander: 0%  
Other Pacific Islander: 0%  
Other: 0%

## Student Enrollment

Group	Percent
African American	1.4 %
American Indian or Alaska Native	4.1%
Asian	5.4%
Filipino	0 %
Hispanic or Latino	62.2 %
Pacific Islander	0.0%
White (not Hispanic)	27.0 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	50.00 %
English Learners	0.0 %
Students with Disabilities	0.0 %
<b>Total Number of Students</b>	<b>74</b>

### Enrollment by Grade University Prep High School, 2009-10

	Enrollment
<b>Grade 9</b>	48
<b>Grade 10</b>	26
<b>Grade 11</b>	0
<b>Grade 12</b>	0
<b>Total</b>	<b>74</b>

## Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Mis-assignments of Teachers of English Learners	0
Total Teacher Mis-assignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	72%
Mathematics	21%
Science	38%
History-Social Science	31%

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	792
Statewide Rank (from 2008 Base API Report)	N/A
2009-10 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

The University Preparatory High School provides safe and clean environments for their staff and students. The College of Sequoia site includes multiple classrooms that support the core curriculum, as well as, facilities for physical education classes. College of Sequoia's custodial and maintenance services maintain the facilities to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

### Repairs Needed

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

## Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		<i>Good</i>		

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Visual and Performing Arts	0 %

  

School Technology	
University Preparatory High School, 2009-10	
	<b>Number</b>
<b>Computers</b>	120
<b>Students per Computer</b>	1
<b>Classrooms with Internet</b>	8

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ LEA Provided
District	\$ LEA Provided
State	\$5,809.00

## School Completion

Graduation Rate				Result
School	Sch. Code	Grade 12 Enrollment	Graduates	
University Prep High School	54-10546-0119602	0	0	0%
<a href="#">District Total</a>		0	0	0%
<a href="#">County Total</a>		6480	4899	76%
<a href="#">State Total</a>		468,281	376,393	80%

## School Accountability Report Card Reported for School Year 2009-010 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office..

### I. Data and Access

#### [DataQuest](#)

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### [Internet Access](#)

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

## II. About This School

### Contact Information (School Year 2009-10)

School		District	
<b>School Name</b>	University Preparatory High School	<b>District Name</b>	Tulare County Office of Education
<b>Street</b>	915 S. Mooney, Visalia, CA 93277	<b>Phone Number</b>	(559) 733-6300
<b>City, State, Zip</b>	Visalia CA 93292-2349	<b>Web Site</b>	www.tcoe.net
<b>Phone Number</b>	559-730-2529	<b>Superintendent</b>	Jim Vidak
<b>Principal</b>	John Kelly	<b>E-mail Address</b>	jvidak@tcoe.org
<b>E-mail Address</b>	johnk@tcoe.org	<b>CDS Code</b>	54-10546-0119602

### School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

#### School Mission Statement

The mission of the University Preparatory High School is to create a high performance "Early College" high school on the campus of the College of the Sequoias in Visalia, California that will provide all students in grades 9-12 with extensive learning opportunities via the benefits of a high school experience and concurrent enrollment opportunities that are embedded in an "Early College" program.

#### Community and School Profile

University Preparatory High School (UPHS) is located in Visalia, California, a diverse community located in the Southern San Joaquin Valley, near the foothills of the Sierra Nevada Mountains. The community itself is a rapidly expanding rural city as well as the county seat. It is an area comprised of light industry, goods and services, and a strong foundation of agricultural production and processing. UPHS serves students residing in cities of Tulare County, as well as, cities of adjacent counties in grades nine to eleven. This school was designed to meet the diverse needs of students committed to leadership, college-readiness, and community service.

## Opportunities for Parental Involvement (School Year 2009-10)

For information about University Preparatory High School contact:  
John Kelly, Principal (559) 730-2529

Parents and the communities are very supportive and essential to the success of the educational programs at University Preparatory High School. Parents are invited to join the Parent Student Organization (PSO) at the site and additional opportunities for parental involvement exist at the district level. Contributions for numerous programs and activities are made by many community partners including but not limited to: Tulare County Office of Education, College of the Sequoias, Tulare County Arts Council, and Chamber of Commerce.

## Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	48
Grade 10	26
Grade 11	0
Grade 12	0
Total Enrollment	74

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.4 %
American Indian or Alaska Native	4.1%
Asian	5.4%
Filipino	0 %
Hispanic or Latino	62.2 %
Pacific Islander	0.0%
White (not Hispanic)	27.0 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	50.00 %
English Learners	0.0 %
Students with Disabilities	0.0 %

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.5											
Mathematics	18.5											
Science	18.5											
Social Science	18.5											

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Tulare County Office of Education makes the safety of students and staff a priority. The high schools are in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. Fire drills are held at least twice a year and disaster drills are conducted on a yearly basis. Our comprehensive school site safety plan includes steps for ensuring student and staff safety during a disaster. UPHS has an open campus for lunch. Visitors must check in at the front desk and receive proper authorization to be on the school site. Visitors will be provided with passes to display. School administration and the Tulare County Office of Education have placed a great emphasis on campus safety and security. Staff members supervise students on campus at all times and work closely with the campus police department here at the College of Sequoias. The comprehensive school site safety plan is revised by the staff at the individual sites each year to address their particular campus needs in order to ensure a safe and orderly learning environment. Components of the school site safety plan include the following:

- Child abuse reporting procedures
- Teacher notification of inappropriate student behavior procedures
- Disaster response procedures
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code policies.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-2010	2010-2011	2011-2012	2006-07	2007-08	2008-09
Suspensions	4.0	0.0	0.0	18.3	8.4	13.1
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

University Prep High School provides safe and clean environments for the staff and students. The College of Sequoia's sites includes multiple classrooms that support the core curriculum. College of the Sequoia's custodial services maintain the facilities. Tulare County Office of Education schedules regular maintenance checks to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	√			
<b>Interior:</b> Interior Surfaces	N/A	√			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	√			
<b>Electrical:</b> Electrical	N/A	√			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	√			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	√			
<b>Structural:</b> Structural Damage, Roofs	N/A	√			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	√			
<b>Overall Rating</b>	Good				N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School	District
	2009-10	2009-10
With Full Credential	8	118
Without Full Credential	1	9
Teaching Outside Subject Area of Competence	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator			2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	8	0
All Schools in District	94.2	5.8
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	74
Library Media Teacher (Librarian)		Provided by Tulare County Office of Education
Library Media Services Staff (paraprofessional)		Provided by Tulare County Office of Education
Psychologist		Provided by Tulare County Office of Education
Social Worker		Provided by Tulare County Office of Education
Nurse		Provided by Tulare County Office of Education
Speech/Language/Hearing Specialist		Provided by Tulare County Office of Education
Resource Specialist (non-teaching)		Provided by Tulare County Office of Education
Other		Provided by Tulare County Office of Education

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Mathematics	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Science	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
History-Social Science	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Foreign Language	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Health	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Visual and Performing Arts	All hands-on materials are available for student use.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				\$75,974
District				\$75,974
Percent Difference – School Site and District				
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State				

## Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Narrative LEA Provided

## Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,574	
Mid-Range Teacher Salary	61,276	
Highest Teacher Salary	87,145	
Average Principal Salary (High)	115,623	
Superintendent Salary	193,171	
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level,

including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	72			12	27	34	43	46	50
Mathematics	21			6	25	27	40	43	46
Science	36			7	14	26	38	46	50
History-Social Science	31			5	7	7	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*			*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	66	17	33	31
Pacific Islander	*	*	*	*
White (not Hispanic)	82	18	54	22
Male	72	22	57	45
Female	71	27	39	20
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced)

in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	100			24.1	30.5	40	48.6	52.9	79
Mathematics	91			17.0	18.1	39	49.9	51.3	80

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

Number of Grade 10 Answer Documents Processed: 32

Any column that exhibits **10 or less students** is not considered to be numerically significant and is not reported by the State of California.

### All Students Tested

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
University Prep High School	# Tested	Math	32			5	14	17
	Passing	Math	29					
	# Tested	ELA	32			5	14	17
	Passing	ELA	32					

School	Tested or Passing	Subject	All Students	Female	Male	African American or Black (not of Hispanic origin)	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not of Hispanic origin)	Declined to state	Unknown
University Prep HS High	# Tested	Math	32	17	15	1				20		11		
University Prep HS High	Passing	Math	29							20		9		
University Prep HS High	# Tested	ELA	32	17	15	1				20		11		
University Prep HS High	Passing	ELA	32			1				20		11		

### All Students Tested CAHSEE Language Arts

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	32	32	100%	0	0%	403

### Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Tenth	32	32	100%	0	0%	403
Eleventh	--	--	--	--	--	--
Twelfth	--	--	--	--	--	--
Adult Students	--	--	--	--	--	--
Unknown	--	--	--	--	--	--

### Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Male	15	15	100 %	0	0%	396
Female	17	17	100%	0	0%	410
Unknown	--	--	--	--	--	--

### Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	20	20	100%	0	0%	401
African American or Black (not of Hispanic origin)	*	*	*	*	*	*
White (not of Hispanic origin)	11	11	100%	0	0%	406
Declined to state	--	--	--	--	--	--
Unknown	--	--	--	--	--	--

## Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	27	27	100%	0	0%	404
Initially Fluent English Proficient (IFEP)	--	--	--	--	--	--
Redesignated Fluent English Proficient (RFEP)	5	5	100%	0	0%	399
English Learner Students	--	--	--	--	--	--
Unknown	--	--	--	--	--	--

## Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Non-Economically Disadvantaged Students	17	17	100%	0	0%	411
Economically Disadvantaged Students	14	14	100%	0	0%	394
Unknown	*	*	*	*	*	*

## Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	--	--	--	--	--	--

## Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	--	--	--	--	--	--

## Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modification	--	--	--	--	--	--

## All Students Tested CAHSEE Mathematics

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested	32	29	91%	3	10%	392

## Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Tenth	32	29	91%	3	10%	392
Eleventh	--	--	--	--	--	--
Twelfth	--	--	--	--	--	--

## Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Male	15	13	87%	2	13%	397
Female	16	15	94%	1	6%	388

## Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
American Indian or Alaska Native						
Asian						
Pacific Islander						
Filipino						
Hispanic or Latino	19	18	95%	1	5%	392
African American or Black (not of Hispanic origin)						
White (not of Hispanic origin)	12	10	83%	2	17%	392
Declined to state						
Unknown						

## Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
English Only Students	27	25	93%	2	7%	393
Initially Fluent English Proficient (IFEP)						
Redesignated Fluent English Proficient (RFEP)	4	3	75%	1	25%	385
English Learner Students						
Unknown						

## Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Non-Economically Disadvantaged Students	17	17	100%	0	0%	400
Economically Disadvantaged Students	13	11	85%	2	15%	387
Unknown	*	*	*	*	*	*

## Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Receiving Services	N/A					

## Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Students Tested with Modification	N/A					

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	47.0	51.0	76.0	89.1	73.5	8.0
Male	72.0	34.6	0.0	35.0	67.0	20.0
Female	65.0	45.4	41.0	36.0	48.0	0.0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	77.1	22.9	0.0	87.1	12.9	0.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	50.0	50.0	0.0	88.2	5.9	5.9
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	79.5	20.5	0.0	90.0	10.0	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	TBD	TBD	TBD

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

## Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide			
Similar Schools			

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2009-10	2010-11	2011-12	2011
All Students at the School	792			
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

- State Accountability: Academic Performance Index (API) Top of Form

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups

792

Similar Schools	Median API
2011 Growth	2011 Base

## Subgroups

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	
African American (not of Hispanic origin)	1	No					
American Indian or Alaska Native	0	No					
Asian	2	No					
Filipino	1	No					
Hispanic or Latino	37	Yes					
Pacific Islander	0	No					
White (not of Hispanic origin)	20	Yes					
Socioeconomically Disadvantaged	35	Yes					
English Learners	1	No					
Students with Disabilities	0	No					

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

## Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	NA	NA
Participation Rate - English-Language Arts	NA	NA
Participation Rate - Mathematics	NA	NA
Percent Proficient - English-Language Arts	NA	NA
Percent Proficient - Mathematics	NA	NA
API	NA	NA
Graduation Rate	NA	NA

Met 2011 AYP Criteria

Did Not Meet 2011 AYP Criteria

### Met 2011 AYP Criteria

## GROUPS

### Schoolwide

	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander	--	--	--	--

White (not of Hispanic origin)	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

## XI. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	--	--	--	1.2	26.9	24.2	3.3	4.2	3.9
Graduation Rate	--	--	--	87.6	78.3	78.3	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2012		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, and other support personnel take part in these activities. We offered staff development half days throughout the school year. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies, standards-alignment, curriculum mapping, effective literacy practices, differentiation of instruction, technology integration, benchmark assessments, and data evaluation to drive instruction.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program. Training was provided for benchmarks, Life Plan (development of student goals, values, and career planning), PowerSchool and Edusoft.

#### **Cool Nights**

In partnership with the Tulare County Office of Education and College of the Sequoias, UPHS assists in hosting "Cool Nights". The event is a community-centered support effort that provides parents and students with helpful information about the individual school sites. Local community groups, the local police departments, university representatives, and the principals are available during the event to answer questions and provide information about school programs, as well as, opportunities within the community. One site is hosted here on the College of Sequoia's campus.