

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

## Executive Summary School Accountability Report Card, 2007-08

# University Preparatory School

Address: 2200 Eureka Way , Redding CA 96001

Phone: (530) 245-2790

Principal: Erin Stuart

Grade Span: 6 - 12

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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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

University Preparatory School, a grades 6-12 charter of the SUHSD, was approved in November 2003 and renewed November 2008 by SUHSD and granted a charter by the state of California in March 2004. Its purpose is twofold: first to provide a small, comprehensive high school alternative for area students, and second to support the academic mission of the school and prepare students with its middle school (grades 6-8). University Preparatory School is a small, grades 6-12, college preparatory school committed to university level preparation in fine arts, literature, languages, history, mathematics, science, and philosophy. Working together, University Preparatory School staff, parents and community will offer students learning experiences needed to achieve their leadership and academic potential, to become creative thinkers, compassionate human beings, and ethical participants in a multi-cultural, democratic society. Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported by a close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.

## Student Enrollment

Group	Percent
African American	1.26 %
American Indian or Alaska Native	0.36 %
Asian	1.97 %
Filipino	0.72 %
Hispanic or Latino	2.15 %
Pacific Islander	0.36 %
White (not Hispanic)	85.64 %
Multiple or No Response	7.54 %
Socioeconomically Disadvantaged	22 %
English Learners	%
Students with Disabilities	2 %
<b>Total Number of students</b>	<b>557</b>

## Teachers

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

University Prep is housed in the newly renovated Shasta Learning Center, a beautiful Mission Revival style school built in 1927. The facility includes the shared use of two gymnasiums, athletic fields, an 1100 seat auditorium, as well as classrooms and offices. The well kept grounds and buildings are staffed by Shasta Union High School District custodial and maintenance personnel, security guards are on campus during the school day, and surveillance and alarm system is also in use.

## 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
Science Laboratory Equipment (grades 9-12)	0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 5,471
District	\$ 5,471
State	\$5,300

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	77.8 %
Mathematics	45.2 %
Science	73.0 %
History-Social Science	69.5 %

## Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	872
Statewide Rank (from 2007 Base API Report)	10
2008-09 Program Improvement Status (PI Year)	

## School Completion

Indicator	Result
Graduation Rate	97%

## Postsecondary Preparation

Measures	Percent of Graduates
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	81%

## 2007-08 School Accountability Report Card Report (SARC)

# University Preparatory School

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 at the [SARC](#) Web site. 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 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 2008-09)

This section provides the schools contact information.

School		District	
School Name	University Preparatory	District Name	Shasta Union High
Street	2200 Eureka Way	Phone Number	(530) 241-3261
City, State, Zip	Redding , CA 96001	Web Site	www.suhsd.net
Phone Number	(530) 245-2790	Superintendent	Jim Cloney
Principal	Erin Stuart	E-mail Address	
E-mail Address	estuart@suhsd.net	CDS Code	45-70136-0106013

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

***Our Mission: U-Prep is an educational community invested in developing confident, capable, and compassionate citizens.***

University Preparatory School was born of the stakeholders' common goal to make a small, college prep public school uniquely available in Shasta County. U-Prep graduated its first class of 12<sup>th</sup> graders in June 2008. U-Prep meets the following statutory purposes for charter schools identified in Education Code Section 46601, including:

Improving pupil learning,  
Encouraging the use of different and innovative teaching methods

Providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system  
 Being accountable for meeting measurable pupil outcomes.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parent leaders co-sponsor clubs with teachers (e.g. Mock Trial), take on important projects (e.g., fundraising, eighth grade graduation, and coaching), help with recruitment, lead outreach efforts, pair up with new parents, develop service projects (e.g., Leadership U-Prep), volunteer in classrooms and the office, and serve on parent organizations (Athletic Boosters, Music Boosters, Panther Parent Club, Theatre Arts Boosters, Foundation Committee). Parent involvement in student learning is extremely important at U-Prep. We have held Parent University seminars on Internet Safety, Cornell Note Taking, College Admission, and other topics. Parents connect us to the community, organize and put on significant fundraisers such as the annual golf tournament, and provide student transportation for games, competitions, and field trips. Parents also volunteer for on-site activities such as Campus Clean Up Day, Career Day (as speakers and volunteers), Scrip coordination, ticket sales, and athletic concessions. In 2007-08 the School Board of U-Prep instituted a Family Participation Requirement of 10 hours per family per year, which will begin during the 2008-09 school year.

## Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Grade 6	104
Grade 7	86
Grade 8	87
Grade 9	84
Grade 10	92
Grade 11	59
Grade 12	45
Total Enrollment	557

## Student Enrollment by Group (School Year 2007-08)

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	1.26 %
American Indian or Alaska Native	0.36 %
Asian	1.97 %
Filipino	0.72 %
Hispanic or Latino	2.15 %

Pacific Islander	0.36 %
White (not Hispanic)	85.64 %
Multiple or No Response	7.54 %
Socioeconomically Disadvantaged	22 %
English Learners	%
Students with Disabilities	2 %

### 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	2005-06			2006-07			2007-08					
	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	21.0	5	5		24.0	6	8		24.4	7	17	1
Mathematics	20.4	8	6		21.4	11	6		21.0	15	7	
Science	20.3	3	3		24.3	3	6		25.1	6	14	1
Social Science	22.0	4	9		22.9	5	5	2	25.7	5	15	2

## III. School Climate

### School Safety Plan (School Year 2007-08)

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

U-Prep has developed a comprehensive school safety plan that includes a crisis response team, a partnership with local law enforcement and yearly training for staff and teachers. The school has monthly fire drills as well as lockdown drills at least twice yearly. U-Prep's automatic phone contact system allows school personnel to notify parents/guardians in the event of an emergency. As part of the facilities safety committee, U-Prep administration works closely with SUHSD personnel to develop and revise emergency plans. Emergency exit plans are posted in all classrooms. SUHSD installed a Public Address system and a bell system to support student safety. A security guard is on campus daily to patrol grounds and regulate traffic during pick up and drop off times.

### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	3.0	1.67	2.4	8.0	7.5	5.7
Expulsions	0.0	0.0	0.2	0.9	0.7	0.5

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

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 is housed in the newly renovated Shasta Learning Center, a beautiful Mission Revival style school built in 1927. The facility includes the shared use of two gymnasiums, athletic fields, including an all-weather turf stadium with seating for approximately 1000 spectators, an 1100 seat auditorium, as well as classrooms and offices. Four classrooms (410, 402, 403, and 404) were renovated during summer 2006. A third gym, the Activity Gym, has been renovated for use as a practice and PE facility. The well-kept grounds and buildings are staffed by SUHSD custodial and maintenance personnel; a security guard is on campus during the school day, and surveillance and alarm systems are also in use.

### School Facility Good Repair Status (School Year 2008-09)

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	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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	EXEMPLARY			

## 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 at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	20	24	28	278
Without Full Credential	3	1	2	6
Teaching Outside Subject Area of Competence	0	0	0	N/A

### 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	2006-07	2007-08	2008-09
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 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.9	5.1
All Schools in District	96.9	3.1
High-Poverty Schools in District	50.0	50.0
Low-Poverty Schools in District	97.5	2.5

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

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	1	272
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1	N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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	State adopted text	0%
Mathematics	State adopted text	0%
Science	State adopted text	0%
History-Social Science	State adopted text	0%
Foreign Language	State adopted text	0%
Health	State adopted text	0%
Visual and Performing Arts	n/a	0%
Science Laboratory Equipment (grades 9-12)	Well supplied science labs	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,895	\$5,471	\$60,451
District	N/A	\$5,471	\$60,451
Percent Difference – School Site and District	N/A	0%	0%
State	N/A	\$5300	\$65,574
Percent Difference – School Site and State	N/A	3.2%	-7.8%

### Types of Services Funded (Fiscal Year 2007-08)

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

U-Prep receives categorical funding for supplemental counseling, from which the school provides additional guidance counseling services. The school also receives the Arts and Music Block Grant, which has been used to purchase instruments for music classes, instructional materials for drama classes, and printers and software for the art classes. The High School Exit Exam grant provides funding for students who need tutorial assistance to pass the exams.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38740	\$41367
Mid-Range Teacher Salary	\$59743	\$66967
Highest Teacher Salary	\$77652	\$85877
Average Principal Salary (Middle)	\$0	\$112947
Average Principal Salary (High)	\$100858	\$123438
Superintendent Salary	\$174833	\$185780
Percent of Budget for Teacher Salaries	33.7 %	37.1 %
Percent of Budget for Administrative Salaries	5.5 %	5.1 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

## CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	70	78	78	52	57	59	42	43	46
Mathematics	51	56	45	30	31	34	40	40	43
Science	64	69	73	49	52	55	35	38	46
History-Social Science	72	71	69	40	42	45	33	33	36

*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.*

## CST Results by Student Group – Most Recent Year

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	93	71	*	*
Filipino	*	*		
Hispanic or Latino	73	20	*	*
Pacific Islander	*	*	*	*
White (not Hispanic)	78	46	75	71
Male	72	51	80	77
Female	82	41	70	66
Economically Disadvantaged	71	36	65	
English Learners				
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

*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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 [CAHSEE](#) Web site.

## CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	91.5	84.5	92.2	63.3	66.0	64.6	51.1	48.6	52.9
Mathematics	83.3	86.2	77.8	50.2	59.5	61.6	46.8	49.9	51.3

*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.*

## CAHSEE Results by Performance Level for Student Groups – Most Recent Year

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	7.8	56.7	35.6	22.2	50.0	27.8
Male	10.3	51.7	37.9	13.8	44.8	41.4
Female	6.6	59.0	34.4	26.2	52.5	21.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	6.7	58.7	34.7	18.7	53.3	28.0
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	16.0	44.0	40.0	20.0	52.0	28.0
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 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
7	31.6
9	47.8

*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.*

## 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 at the [API](#) Web page.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	8	7	8

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0106013

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

#### API Changes 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
	2005-06	2006-07	2007-08	2008
All Students at the School	10	15	-1	872
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	8	17	-2	874

Socioeconomically Disadvantaged		44	-2	838
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"\*\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## 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 English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

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	Yes	Yes
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	Yes
Percent Proficient – Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (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 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 [University of California](#) Web site.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [California State University](#) Web site.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is 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 [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)			0.9	1.4	1.2	2.7	3.1	3.5	4.4
Graduation Rate	N/A	N/A	97.3	94.2	94.2	90.6	85.0	83.0	79.5

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	36	1171	N/A
African American	2	8	N/A
American Indian or Alaska Native	1	48	N/A
Asian	1	53	N/A
Filipino	0	3	N/A
Hispanic or Latino	1	62	N/A
Pacific Islander	0	17	N/A
White (not Hispanic)	31	980	N/A
Socioeconomically Disadvantaged	6	285	N/A
English Learners	0	8	N/A
Students with Disabilities	0	84	N/A

## Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

U-Prep had no Career/Technical education programs although two Computer Application classes are offered for elective credit. In 2008-09 U-Prep will partner with the Regional Occupation Program to offer Advanced Placement Environmental Science.

## Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

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

## Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100%
Graduates Who Completed All Courses Required for UC/CSU Admission	81%

### Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		
English	2	22.12
Fine and Performing Arts		
Foreign Language		
Mathematics	1	2.95
Science	2	5.16
Social Science	4	42.33
All courses	9	72.57

## 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.

U-Prep dedicates three days to professional staff development on topics including safety, curriculum development, instructional methodology, data analysis, assessment, and school climate and culture. Staff also has four hours of meeting time monthly, at least half of which deals with the same topics. Staff members, individually and in groups attend various trainings, conferences, and classes throughout the year. As a result, clerical staff is current on using the school information system (Aeries), attendance procedures and reports, ASB rules and regulations, and ASB software (Blue Bear), among other areas. Faculty, new to the teaching profession, participates in a two year induction program (BTSA) and is informally mentored by experienced staff. In 2007-08 teachers received training in differentiated instruction, literacy techniques, CSU/UC admission requirements, autism, and AP curriculum, among other topics.

