

# University Preparatory School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2022-23 School Contact Information

<b>School Name</b>	University Preparatory School
<b>Street</b>	2200 Eureka Way
<b>City, State, Zip</b>	Redding, CA, 96001
<b>Phone Number</b>	530-245-2790
<b>Principal</b>	Rochelle Angley
<b>Email Address</b>	rangley@suhsd.net
<b>School Website</b>	www.uprep.net
<b>County-District-School (CDS) Code</b>	45-70136-0106013

## 2022-23 District Contact Information

<b>District Name</b>	University Preparatory School
<b>Phone Number</b>	530-245-2790
<b>Superintendent</b>	Rochelle Angley
<b>Email Address</b>	rangley@suhsd.net
<b>District Website Address</b>	www.uprep.net

## 2022-23 School Overview

University Preparatory School is a public charter school of the Shasta Union High School District. It was granted a charter in March 2004 with the goal of creating an alternative educational experience for secondary students in Shasta County and contiguous counties. U-Prep was born of the stakeholders' common goal to make a classical, college prep public school uniquely available to north state students. 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 for an academically rigorous high school experience with its middle school curriculum. University Preparatory School delivers on the following Four Promises, all of which reflect the school mission:

1) U-Prep prepares students for university-level admissions through offering a challenging academic program. Students may design a course trajectory, 6th grade through 12th grade, unique to their abilities and skill sets which allows them to excel at a rate commensurate with their interests and goals. Junior high students have access to high school courses. All high school students are immersed in college preparatory courses (Honors, Advanced Placement, Dual Enrollment).

2) U-Prep provides academic and relational supports within a close-knit community of faculty and advisors. As a small school, faculty are able to build caring and supportive working relationships with students. All U-Prep faculty serve as coaches and/or advisors to school programs, which enable them to build rapport with students outside of the classroom. Academic support programs include a Tutorial/Advisory period for students in 6th through 8th grades, Study Hall courses for junior high and high school, BRIDGE courses for junior high students, and Math Support courses for junior high and high school students. High school may access faculty Monday through Friday during Office Hours for individualized assistance. Senior students meet weekly with their counselor in Senior Transition, a course designed to address their post-secondary plans. Three school counselors are on staff to assist students in achieving their goals.

3) We strive to build positive working relationships with students and families. Providing a small school, family-like environment strongly connected to our parents and community is essential to the ongoing support and development of each student. With strong relationships intact, young adults have the freedom to discover and enjoy the process of reaching their fullest potential. Research overwhelmingly supports the power of schools, families, and community groups working together to support student learning. Results show that students tend to do better in school, stay in school longer, and like school more when this partnership exists. Additionally, volunteering in one of the Booster or school organizations is a wonderful way to contribute to your child's school. Staying in touch with school happenings is made user-friendly through the U-Prep Panthers school app, the

## 2022-23 School Overview

school website, the U-Prep Marquee, the Panther Pride monthly newsletter, teacher websites, and Parent Square. Fall and spring Academic Conferences allow a team approach to addressing student progress.

4) U-Prep empowers students to develop their unlimited potential through offering new challenges, and engagement in leadership opportunities, the visual and performing arts programs, athletics, and rigorous academics. As a student-centered learning community, students have the opportunity to explore their interests and develop or contribute to new courses, programs, clubs, and/or school initiatives. Many of those currently in place are manifestations of student contribution and collaboration with staff.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	159
Grade 7	161
Grade 8	159
Grade 9	141
Grade 10	134
Grade 11	131
Grade 12	107
Total Enrollment	992



## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.0
Male	48.9
American Indian or Alaska Native	1.0
Asian	6.6
Black or African American	0.9
Filipino	0.4
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.2
White	70.7
English Learners	1.0
Foster Youth	0.3
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	24.4
Students with Disabilities	2.7

### A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.60	87.42	211.60	81.13	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.21	1.60	0.61	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	5.17	6.20	2.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	4.48	29.40	11.28	12115.80	4.41
Unknown	0.30	0.68	11.80	4.55	18854.30	6.86
<b>Total Teaching Positions</b>	<b>45.30</b>	<b>100.00</b>	<b>260.80</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.60	88.47	212.70	82.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	2.16	1.90	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	2.77	5.30	2.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	5.19	28.10	10.93	11953.10	4.28
Unknown	0.60	1.37	8.90	3.46	15831.90	5.67
<b>Total Teaching Positions</b>	<b>45.80</b>	<b>100.00</b>	<b>257.10</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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



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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	0.00
Misassignments	1.40	1.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.30</b>	<b>1.20</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	2.00	2.10
<b>Total Out-of-Field Teachers</b>	<b>2.00</b>	<b>2.30</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	1.70
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	0.00

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

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

Year and month in which the data were collected		01/2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Intro to Fiction, Poetry & Drama (Pearson) © 2005 The Language of Composition, Publisher: Bedford S. Martin's © 2015 Grades 6,7,8 - My Perspectives ( Pearson) 2016 Approaching Great Ideas (Bedford/st. martin's) 2016 The Little Brown Handbook (Pearson) 2016 Advanced Language & Literature (bfw publishers) 2016 Monsters, 2nd Edition (Macmillan Learning) 2020 Various novels according to grade level	Yes	0%



<b>Mathematics</b>	6th grade: CPM Educational Program Core Connections course 1 © 2013 7th grade: CPM Educational Program Core Connections course 2 © 2013 8th grade: CPM Educational Program Core Connections course 3 © 2013 9th grade: CPM Educational Program Algebra © 2013 10th grade: CPM Educational Program Core Connections Geometry © 2013 11th grade: Algebra 2 Student Edition, Publisher: Pearson © 2015. Precalculus Enhanced with Graphing Utilities, 4th edition, Publisher: Pearson Prentice Hall Calculus, 8th Edition (Houghton Mifflin) © 2006 AP Statistics: The Practice of Statistics 6th Edition, W. H. Freeman 2020	Yes	0%
<b>Science</b>	6th: CPO SCIENCE: Earth Science© 2012 and Amplify Science Middle School: Earth & Space Science Kits 2019. 7th: CPO Science: Life Science © 2012and Amplify Science Middle School: Earth & Space Science Kits 2019. 8th: CPO Science: Physical Science © 2012 Biology (Pearson) © 2014 and Amplify Science Middle School: Earth & Space Science Kits 2019. Conceptual Physics Pearson Prentice Hall © 2006 Essentials of Anatomy and Physiology (Pearson) © 2008 Modern Chemistry (Holt) © 2005 Biology in Focus, AP, 3rd Edition (Campbell) © 2020 Environmental Science of AP (W. H. Freeman) 2017 Earth Planetary Science: Physical Geology 14th Edition (McGraw Hill) 2012 and Explorations: An Introduction to Astronomy 7th Edition (McGraw Hill) 2014 Physics Principles with Application Sixth Edition ( Pearson Prentice Hall) ©2005 AP Biology Investigative Labs: An Inquiry-based approach manuel (AP College Board)	Yes	0%
<b>History-Social Science</b>	6th: History Alive! The Ancient World; published by Teachers' Curriculum Institute (TCI) © Online 2023 7th: History Alive: The Medieval World and Beyond by Teachers' Curriculum Institute (TCI) © Online 2017 8th: History Alive. The United States Through Industrialism by Teachers' Curriculum Institute (TCI) Online 2023 9th:The Cultural Landscape published by Pearson© 2017 10th: Earth and Its Peoples, AP Update; 7th Edition, Cengage Learning 11th: America's History, Bedford St. Martin's, 2014 12th: Presidential Election Update American Government: Stories of a Nation published by Bedford, Freeman & Worth. 12th: Principles of Economics AP, 9th Edition published by Cengage Learning 10th-12th: Myers Psychology for AP 3rd Edition (MPS) 2019.	Yes	0%
<b>Foreign Language</b>	Spanish, French, Mandarin: TPRS Instructional Materials (Blaine Ray Workshops) French: Discovering French Today, Holt McDougal, © 2013 and The New Raconte-Moi Encore, TPRS Publishing, Inc. © 2006	Yes	0%



Mandarin: Easy Steps to Chinese -- Beijing Language and Culture University Press (July 1, 2006);  
 Integrated Chinese (Cheng and Tsui Co., Boston) © 2016  
 Latin: Latin for Americans (Glencoe/McGraw Hill) © 2003;  
 Oxford Latin Course (Oxford University Press) © 1997  
 and Caesar: Selections from his Commentarii De Bello Gallico (English and Latin Edition  
 Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6 (English and Latin Edition)

<b>Health</b>	Offered through PE and science courses, texts and supplemental materials provided.	0%
<b>Visual and Performing Arts</b>	High-quality, arts-related equipment and materials are provided for all art forms.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0%

## School Facility Conditions and Planned Improvements

University Preparatory School is one of the most historic and beautiful buildings in Shasta County. Students and staff walk the halls and learn in classrooms once attended by our community's greatest leaders, the mover and shakers that made Shasta County the Polaris of the north state. Built in 1926 and architecturally spectacular, the campus is a reminder of our community's hopes and dreams for our young people. University Preparatory School hosts forty-two classrooms, a media center, an instrumental music room, a dedicated choir room, an Activity Gym, the Michael J. Stuart Gymnasium, the original Hoosier Gymnasium, a food court, a common quad area, a weight training room, an athletic room, a dance facility, a small theater, and the David Marr Auditorium. Two modernization projects have fueled site improvements in the past 15 years: energy efficient windows, replacement of the roofing (with tiles made by the company that supplied the original roofing tiles), installation of heating and air conditioning systems, exterior painting and a complete remodeling of the David Marr interior auditorium, and restoration efforts in classrooms many of which retained the original wood flooring. The SUHSD maintenance staff strives to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency or safety repairs are given the highest priority.

Year and month of the most recent FIT report

06/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Planned repairs include replacement of water stained ceiling tiles, repainting, and repairing carpet areas with trip hazards.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			



## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	69	N/A	64	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	59	N/A	45	N/A	33



## 2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	597	593	99.33	0.67	68.97
Female	301	300	99.67	0.33	73.33
Male	296	293	98.99	1.01	64.51
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	82.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	69	100.00	0.00	65.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	55	98.21	1.79	70.91
White	415	413	99.52	0.48	69.01
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	151	98.69	1.31	58.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	15	93.75	6.25	46.67



## 2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	597	591	98.99	1.01	59.05
Female	301	299	99.34	0.66	55.18
Male	296	292	98.65	1.35	63.01
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	69	68	98.55	1.45	48.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	54	96.43	3.57	70.37
White	415	413	99.52	0.48	59.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	151	98.69	1.31	50.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	13	81.25	18.75	53.85



## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	56.78	56.54	38.43	40.95	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	263	260	98.86	1.14	56.54
<b>Female</b>	142	140	98.59	1.41	53.57
<b>Male</b>	121	120	99.17	0.83	60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	16	100	0	50
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	31	31	100	0	58.06
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	32	30	93.75	6.25	73.33
<b>White</b>	181	180	99.45	0.55	54.44
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	78	75	96.15	3.85	44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs



## 2021-22 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	85.32

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.7%	100.0%	93.6%	98.7%	88.5%
Grade 9	95.8%	97.5%	84.2%	97.5%	98.3%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

The school staff, administration and Board are committed to working in partnership with parents in the governance of University Preparatory School. There are several avenues for involvement:



## 2022-23 Opportunities for Parental Involvement

**Advisory:** Membership on School Board, Educational Foundation Board, Parent Venture and parent boosters clubs; participation in surveys to provide input into school programs and practices

**Fundraising:** Working with school staff or Educational Foundation members to raise funds to support student and school programs

**Volunteer:** Sharing time and expertise in the classroom, on Career Day, etc., participation in school clubs or other activities, attending field trips, serving on parent committees, serving as mentors or providing internships

**Advocacy:** Communicating about U-Prep's program and needs to the public, educators and policy makers and advocate for necessary policies and resources

Contact information regarding organizational partnerships between families and the school can be found below:

**Educational Foundation:** The University Preparatory School Educational Foundation is a non-profit, tax exempt organization formed to raise funds to support the educational needs physical improvements and program enhancements of University Preparatory School through the collaboration within the community. Contact information and more details can be found on the school website or by calling the school office, (530) 245-2790.

**Athletic Boosters:** Athletics Boosters plan fundraising events, conduct membership drives, create athletic spirit gear, and determine how they can best support U-Prep athletes. Details regarding Athletics Boosters can be found on the school website (see Athletics). For information regarding the school's athletic program or athletic boosters, contact our Athletic Director (Mr. Schuster) at (530) 245-2790.

**Music Boosters:** Music Boosters provide volunteer and other support services to all U-Prep music programs. They work to raise money to enhance all music programs and the music experience for all U-Prep students. Music Boosters assists with the purchasing of performance uniform, musical instruments and other items. Contributions are also made to trips taken by various music groups. Membership is automatically extended to all U-Prep families participating in the music department. Music Boosters meet once a month. Please contact Mr. Fowers at (530) 245-2790, U-Prep Music Department Chair, for more information.

**Musical Foundation (Fall Musical/Theatre Arts):** Musical Foundation parents provide direct support to U-Prep's theatrical productions. Please contact Mrs. Reed in the Main Office for more information, (530) 245-2790.

**Sober Grad:** Funds raised by the Sober Grad Committee are used to hold a safe graduation celebration. Students are required to stay at the designated venue throughout the night. Graduation is celebrated with food, activities, and wonderful gifts donated by local businesses or donated by individuals. During each school's Sober Grad celebration, the name of one graduate in attendance is drawn. The names of those seniors are forwarded to the Chemical People and are placed in a county-wide drawing in which one senior receives \$3,000.00. All funding for this program is raised through donations. Please call the Main Office for more information on this year's Sober Grad Committee.

**Parent Venture:** Parent Venture is designed for parents interested in learning more about U-Prep's school programs and practices. Various topics and guest speakers are included (e.g. charter, school achievement data, accreditation and accountability, school budget, student support services, school safety, Local Control and Accountability Plan, school initiatives). Five or six meetings are held throughout the year. For more information on Parent Venture, contact Superintendent/Principal - Ms. Rochelle Angley.

## C. Engagement

### State Priority: Pupil Engagement

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

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



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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.9	0		4	4.5		8.9	7.8
Graduation Rate		99.1	99		90.8	92.9		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	103	102	99.0
Female	54	54	100.0
Male	49	48	98.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	12	12	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	11	11	100.0
White	74	73	98.6
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	44	43	97.7
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1024	1011	65	6.4
Female	528	518	42	8.1
Male	496	493	23	4.7
American Indian or Alaska Native	9	9	1	11.1
Asian	69	67	2	3.0
Black or African American	9	9	3	33.3
Filipino	6	5	0	0.0
Hispanic or Latino	113	111	7	6.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	97	95	10	10.5
White	716	710	42	5.9
English Learners	10	10	0	0.0
Foster Youth	5	5	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	308	304	33	10.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	5	17.2

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.11	4.20	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.20	1.27	2.10	5.61	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.27	0.00
<b>Female</b>	0.38	0.00
<b>Male</b>	2.22	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	1.45	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.88	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	1.03	0.00
<b>White</b>	1.40	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	2.27	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.45	0.00



## 2022-23 School Safety Plan

U-Prep has a School Safety Committee that reviews and updates the plan annually. U-Prep staff and campus security are appropriately trained to respond to the protocols and procedures outlined in the safety plan. Feedback regarding implementation is reviewed by the School Safety Committee at least quarterly during the school year. A School Safety Committee member also participates in the Shasta Union High School District Safety Committee to ensure shared communications and plan alignment to practices and policies. The following elements are included in school's safety plan:

### Assessments of School Safety

Appropriate sources of data have been reviewed to identify school safety issues (e.g., Climate Survey data, suspension/expulsion data, behavior referrals, and counseling referrals).

### Discipline Policies and Practices

Existing school site discipline rules and procedures are regularly reviewed to ensure that they are being appropriately enforced and address student behavior problems and school safety issues. Student-Parent Handbooks are provided to students and parents. The Parent Student Handbook outlines prevention and intervention strategies, in-school options, and a progressive discipline matrix.

### Funding

Available sources are being targeted to address school safety issues and are included in the LCAP.

### Professional Development Activities

All school staff receive appropriate professional development that includes training on the implementation of a school safety plan including ALICE Training, safe school strategies, crisis response training, enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues (QPR Suicide Prevention Training). Trainings are designed to determine an appropriate first response.

### Counseling and Wellness Services

Effective counseling and wellness services are available to all U-Prep students. Counselors conduct outreach by visiting all classrooms and educating students on academic and student support services/resources. The Student/Parent Handbook articulates a Wellness policy that correlates to the Board approved Suicide Prevention Policy. School and community supports and services can be found on the school website (Student Support - Wellness).

### Collaborative Relationships

Students, parents, staff and law enforcement agencies are actively involved in activities that contribute to preventing violence and improving school safety. U Prep maintains partnerships with families, mental health professionals (i.e. grief counseling), Shasta County Mental Health, and other agencies focused on student mental health and wellness. Parent outreach occurs through surveys, booster and volunteer efforts, Parent Venture, Academic Conferences, Student Study Team meetings and various other venues.

### Safe Schools Programs and Strategies

Effective prevention/intervention programs and strategies are being used consistently to reinforce a safe and drug-free learning environment and to address school safety and violence prevention issues that may impact U-Prep's learning environment: Anti-stigma mental health and prevention strategies (i.e. Counselor led classroom lessons), Bullying Prevention, Conflict Management, Harassment/Intimidation/Discrimination/Bullying Policy, Cyber Safety, Peer Mentoring and Tutoring, and various other topics related to youth development.

### Campus Security

Procedures are in place to address visitors to campus. The use of campus supervisors, security personnel, security equipment (e.g., communication systems, surveillance cameras.) are appropriately utilized. There is one full-time and one part-time Security Officer dedicated to the school site.



## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	21	23	34	2

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	11	84	21	3

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	16	36	38	3

### 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	21	21	
Mathematics	20	18	22	
Science	25	8	24	
Social Science	21	16	24	



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	77	4	
Mathematics	9	82	1	
Science	11	67	3	
Social Science	11	76	5	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	29	21	
Mathematics	18	31	16	
Science	23	11	25	
Social Science	19	26	21	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	330.67



## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9942.04	3224.58	6717.45	85549.00
District	N/A	N/A	6591	\$80,958
Percent Difference - School Site and District	N/A	N/A	1.9	5.5
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	1.9	-9.5



## 2021-22 Types of Services Funded

**STUDENT SUPPORT SERVICES:** U-Prep's school counselors play a key role in contributing to the school's close-knit community experience. Their priority is tending to the academic, career and personal/social needs of our students. They provide educational guidance to students and their parents by assisting with schedule planning, recommending courses and determining educational supports and solutions, teaching courses related to career and college readiness (e.g. Senior Transition, Peer Mentoring, Peer Tutoring, Conflict Management), and hosting Parent University nights (e.g. College 101, Financial Aid Night). The U-Prep counselors also facilitate support systems for students based on their needs (e.g. Student Study Team meetings, referrals to community agencies).

**RESOURCE CENTER:** U-Prep's Resource Center was the product of a unified effort between the Educational Foundation, and school-community. The Resource Center is located near the Quad in a separate classroom, Room 299. Due to popularity and room capacity, priority access is given to high school students. The Resource Center houses many individual computer work stations, study tables, school textbooks, and other resources found useful in a college-like setting. Students make regular use of the college-like study atmosphere before school, during open periods in their schedule, during lunch, and after school. The Resource Center is staffed with a full-time Media Specialist.

**JUNIOR HIGH - ACADEMIC SUPPORT AND ADVISORY PROGRAM ("ASAP"):** The purpose of ASAP is to strengthen connectedness between adults and students as a means to foster academic achievement and success within a close-knit, supportive school culture. ASAP meets Monday through Thursday from 8:00 - 8:25. On Friday's students have a late start of 8:30. In lieu of ASAP, JH faculty host Friday Office Hours to provide individualized attention to students seeking support. ASAP is required for students grades six through eight.

**OFFICE HOURS:** Monday through Friday from 8:00-8:25, all high school students have personalized access to teacher support. Teachers are in their classrooms and available to support students. Usage of this time for students is for purposes similar to Tutorial.

**ACADEMIC INTERVENTIONS & SUPPORTS:** In Junior High, math (Math Lab), literacy/academic skill (BRIDGE; 7th and 8th), and Study Hall classes are offered. These resources are in addition to Tutorial and Office Hours. Students are referred to these supports using multiple measures of academic performance (e.g. grades, state and local assessments, teacher and parent input) with priority given to those in greatest need. These courses are held during the regular school day, included within a student's schedule, and assigned in lieu of an elective. In High School starting with 9th grade, student progress is monitored by counselors, administrators, and teachers through academic grades, local and state assessments, and PSAT score performance, among other measures. Academic Conferences, Student Study Teams, Study Hall class and Peer Tutoring represent some of the intervention mechanisms offered to high school students.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,620	\$55,947
<b>Mid-Range Teacher Salary</b>	\$74,961	\$90,080
<b>Highest Teacher Salary</b>	\$100,488	\$117,121
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		\$146,364
<b>Average Principal Salary (High)</b>	\$145,903	\$164,633
<b>Superintendent Salary</b>	\$172,585	\$261,984
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

97.5

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

Subject	Number of AP Courses Offered
Computer Science	1
English	9
Fine and Performing Arts	5
Foreign Language	2
Mathematics	5
Science	8
Social Science	23
<b>Total AP Courses Offered</b>	<b>53</b>

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



## Professional Development

A culture of continuous improvement is a key feature of the U-Prep school-community. School improvement efforts start small, require staff to learn fast and aim for quality. Equipping staff with the tools and resources necessary to support student achievement is at the heart of the school's approach to professional learning. Multiple sources of data are used to identify staff development needs. Survey data, Leadership Team/Department Chair input, school achievement data, and staff interest/need are used to prioritize and equalize access to staff development opportunities. Individual end-of-year meetings held with faculty/support staff with school administration also serves to inform needs and interests. Professional development is ongoing throughout the year in various forms:

- 1) **Staff Development Days:** There are three Staff Development Days embedded within the academic calendar. Staff Development Day agenda development is a collaborative effort between the Leadership Team/Department Chairs and administration. Following input received from faculty, the department chairs and administration plan the agenda. Agendas for each of the prior three years included the following topics: educational research (growth mindset), pedagogy, data analysis, assessment practices, and trainings aligned to school/LCAP goals (e.g. AP Institutes, technology, social-emotional development, schools safety, Next Generation Science Standards, and literacy and math supports).
- 2) **Collaboration:** Professional learning and development occurs throughout the process of department collaboration. During the 2016-2017, 2017-2018, and 2018-2019 school years, there were 8 minimum days dedicated to department collaboration. For the 2019-20 and 2020-21 school years, there will be twice as many opportunities for collaboration and internal professional development. Collaboration occurs in addition to monthly staff meetings. A portion of staff meeting minimum days is also periodically set aside for grade-level team collaboration. Department Chair/Leadership Team meetings are scheduled across the school year and held with administration. These meetings are scheduled the week prior to collaboration to allow for discussion regarding agenda planning. Collaboration agendas and minutes are shared with administration as a means to keep communication open with regard to department happenings, progress and needs.
- 3) **Conferences/Workshop Trainings:** In reviewing annual professional development/attendance, it is evident that all faculty and support staff have been involved in continuous professional training. Attendance at workshops and conferences is tracked annually to ensure all staff are equally engaged in meaningful outside professional development. A monthly report of these activities is shared with the U-Prep Board. It is expected that staff share their learnings with their colleagues; Staff Development Days, staff meetings, collaboration, and August trainings have served as opportunities for learnings to be shared.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	2