

# University Preparatory School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 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/fq/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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 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>	Monica Cabral
<b>Email Address</b>	mcabral@suhsd.net
<b>School Website</b>	<a href="http://www.uprep.net">www.uprep.net</a>
<b>Grade Span</b>	6-12
<b>County-District-School (CDS) Code</b>	45-70136-0106013

## 2025-26 District Contact Information

<b>District Name</b>	University Preparatory School
<b>Phone Number</b>	530-245-2790
<b>Superintendent</b>	Monica Cabral
<b>Email Address</b>	mcabral@suhsd.net
<b>District Website</b>	<a href="http://www.uprep.net">www.uprep.net</a>

## 2025-26 School Description and Mission Statement

University Preparatory School is a public charter school within the Shasta Union High School District. It was granted a charter in March 2004 with the vision of providing an alternative educational experience for secondary students in Shasta County and the surrounding areas. U-Prep was created through the shared goal of offering a classical, college-preparatory public school that is uniquely accessible to students in the north state. The school has two primary goals: to provide a smaller, comprehensive high school option for local students and to support their academic growth with a middle school curriculum designed to prepare them for an academically enriching high school experience. University Preparatory School is committed to fulfilling four key promises that align with its mission:

## 2025-26 School Description and Mission Statement

**Academic Preparation for University Admissions:** U-Prep offers a challenging academic program to help students prepare for university-level admissions. Students have the flexibility to design a personalized course trajectory from 6th through 12th grade, allowing them to excel at their own pace based on their interests and goals. Junior high students can access high school courses, and high school students are fully immersed in college preparatory courses, including Honors, Advanced Placement, and Dual Enrollment options.

**Academic and Relational Support:** U-Prep fosters a close-knit community where faculty members build strong, supportive relationships with students. As a small school, teachers are able to connect with students both in and outside the classroom. Faculty serve as coaches and advisors, further enriching these relationships. Students have access to various support programs, including a Tutorial/Advisory period for 6th-8th grade, Study Hall and BRIDGE courses for junior high, and Math Support for both junior high and high school students. High school students can meet with faculty during Office Hours for additional help, and seniors benefit from a dedicated Senior Transition course to assist with their post-secondary plans. Three school counselors are also available to guide students in achieving their goals.

**Building Strong Relationships with Students and Families:** At U-Prep, we prioritize creating a supportive, family-like atmosphere that fosters strong connections with both students and their families. We believe that when schools, families, and communities work together, students thrive academically and socially. Research shows that this partnership leads to improved school outcomes, increased school engagement, and a greater sense of belonging. Parents can stay informed through various communication tools, including the U-Prep Panthers app, the school website, the Marquee, the Panther Pride newsletter, Google Classrooms, and Parent Square. Regular Academic Conferences further strengthen the connection between students, families, and staff, ensuring a team approach to student progress.

**Empowering Student Potential:** U-Prep encourages students to explore their full potential by offering a range of challenges and leadership opportunities. Students can engage in the arts, athletics, and a variety of extracurricular activities, as well as take part in academic opportunities. The school fosters a student-centered learning environment, where students have the chance to shape and contribute to new courses, programs, clubs, and school initiatives, many of which are a result of student collaboration with staff.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	155
Grade 7	155
Grade 8	155
Grade 9	135
Grade 10	147
Grade 11	138
Grade 12	124
<b>Total Enrollment</b>	<b>1,009</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.2
Non-Binary	0.1
American Indian or Alaska Native	1.3
Asian	5.9
Black or African American	0.8
Filipino	0.7
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.9
White	68.5
English Learners	0.5
Foster Youth	0.1
Homeless	0.7
Socioeconomically Disadvantaged	31.7
Students with Disabilities	2.4

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

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	40.6	88.47	212.7	82.76	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.9	2.16	1.9	0.77	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.2	2.77	5.3	2.06	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.3	5.19	28.1	10.93	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	1.37	8.9	3.46	15831.9	5.67
<b>Total Teaching Positions</b>	45.8	100	257.1	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.9	90.3	203.9	78.92	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.6	1.42	5.1	2	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.3	0.77	12.4	4.82	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	3	6.5	27	10.47	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.4	0.97	9.7	3.77	14303.8	5.15
<b>Total Teaching Positions</b>	46.4	100	258.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.1	86.53	204.2	77.46	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.9	1.89	4.7	1.81	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.3	0.69	9.2	3.51	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.9	4.12	28.5	10.83	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.2	6.72	16.8	6.39	13705.8	4.91
<b>Total Teaching Positions</b>	47.6	100	263.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.20	0.3	0.3
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.20	0.3	0.3

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.20	0	0.8
<b>Local Assignment Options</b>	2.10	3	1.1
<b>Total Out-of-Field Teachers</b>	2.30	3	1.9

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	1.5	0
<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)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	12/2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 - Actively Learn, 2025 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	0%
Mathematics	Junior High: CPM Inspiring Connections (Pilot Program 2025-2026) 6th grade: CPM Core Connections course 1 © 2013 7th grade: CPM Core Connections course 2 © 2013 8th grade: CPM Core Connections course 3 © 2013 Algebra I: CPM Core Connections Algebra I © 2013 Geometry: CPM Core Connections Geometry © 2013 Algebra II: Algebra II Student Edition, Publisher: Pearson © 2015. Trig/Precalculus: Precalculus, Sullivan and Sullivan - Enhanced with Graphing Utilities, 8th edition Calculus: Early Transcendentals, 8th Student Edition (Cengage) AP Calculus AB and BC: Calculus of a Single Variable, 8th Edition (Larson Hostetler Edwards) AP Statistics: The Practice of Statistics 6th Edition, W. H. Freeman 2020	0%
Science	BSA! Weather and Climate: Reference Text (TCI) BSA! Waves: Reference Text (TCI) BSA! Space: Reference Text (TCI) BSA! Planet Earth: Reference Text (TCI) BSA! Matter: Reference Text (TCI) BSA! Forces and Energy: Reference Text (TCI) BSA! Ecosystems: Reference Text (TCI)	0%

	<p>BSA! Cells and Genetics: Reference Text (TCI)          BSA! Adaptations: Reference Text (TCI)          Chemistry Digital Subscription (McGraw Hill: Aleks) 2014          Introduction to Chemistry, 6th Edition (McGraw Hill; Bauer) 2026          Conceptual Physics Pearson Prentice Hall © 2022          Physics, AP Edition, 12th Student Edition (Cengage)          Fast Tract to 5 college Physics, AP Edition (Cengage)          Essentials of Human Anatomy and Physiology 3rd Edition          (McGraw Hill; Welsh Holes) 2026          College Board - Pre AP Biology (The College Board)          Biology, Miller &amp; Levine © 2014          Biology in Focus, AP, 3rd Edition (Campbell) © 2020          Environmental Science for the AP Course (MPS) (Friedland, Relyea) 2023          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 manual (AP College Board)</p>	
<b>History-Social Science</b>	<p>6th: History Alive! The Ancient World; published by Teachers' Curriculum Institute (TCI)          7th: History Alive: The Medieval World and Beyond by Teachers' Curriculum Institute (TCI)          8th: History Alive. The United States Through Industrialism by Teachers' Curriculum Institute (TCI)          2023          9th: Human Geography; A Spatial Perspective AP Edition, Cengage Learning © 2025          10th: Earth and Its Peoples, AP Update; 7th Edition, Cengage Learning          11th: The American Pageant, AP 17th Edition, Cengage Learning          Advanced Placement United States History, 4th Edition, Perfection Learning          12th: Presidential Election Update American Government: Stories of a Nation published by Bedford, Freeman &amp; Worth © 2021.          12th: Principles of Economics AP, 9th Edition published by Cengage Learning © 2022.          10th-12th: Myers Psychology for AP 3rd Edition (MPS) 2019.</p>	0%
<b>Foreign Language</b>	<p>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          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); Fabulae ab Urbe Condita. 2nd ed. Geoffrey Steadman 2017; Ritchie's Fabulae Faciles. Geoffrey Steadman 2012.</p>	0%

<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%

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

## 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 in addition to it's 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, 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

9/18/2025

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		P-RM 299: 4. RUBBER MOLDING AT BASE OF WALL IS PEELING RM 104: 4. WALLPAPER IS PEELING. RM 122: 4. WATER STAIN CEILING TILES RM 128 MUSIC RM: 4. MULTIPLE LARGE HOLES IN WALL IN OFFICE STORAGE. 11. PAINT IS CHIPPING ON DOORS AND WALL IN HALLWAY RM 182: 4. CARPET HAS WAVES RM 183: 4. WATER STAIN CEILING TILES 10. EVACUATION MAP NOT POSTED RM 184: 4. WATER STAIN CEILING TILES RM 186: 4. WATER STAIN CEILING TILES RM 210/ THEATRE: 4. CEILING TILES HAVE WATER STAINS. RM 283: 4. CARPET HAS WAVES RM 284: 4. CARPET HAS WAVES/ WATER STAIN CEILING TILES IN HALLWAY RM 285: 4. CARPET HAS WAVES. CEILING TILES HAVE WATER STAINS AND ARE CRACKED RM 286: 4. CARPET HAS WAVES 10. EVACUATION MAP NOT POSTED RM 401: 4. WATER STAIN CEILING TILES RM 404:

## School Facility Conditions and Planned Improvements

		RM 405 PRINT RM: 4. WATER STAIN CEILING TILES TECH RM 400/ OFC: 4. CEILING TILES ARE BROKEN.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X	P-RM 135: 4. WALLPAPER IS TORN. RM 132: 5. UNSECURED ITEMS STORED TOO HIGH. RM 137: 4. TRIP HAZARD CARPET IS WAVEY.
<b>Electrical</b>	X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X	
<b>Safety:</b> Fire Safety, Hazardous Materials	X	P-RM 301: 10. EVACUATION MAP IS NOT POSTED RM 125: 10. EVACUATION MAP NOT POSTED 11. PLUG IN AIR FRESHNER RM 128 MUSIC RM: 4. MULTIPLE LARGE HOLES IN WALL IN OFFICE STORAGE. 11. PAINT IS CHIPPING ON DOORS AND WALL IN HALLWAY RM 130: 10. EVACUATION MAP NOT POSTED PROPERLY RM 138: 11. PLUG IN AIR FRESHNER 15. BLINDS ARE BROKEN RM 139: 10. EVACUATION MAP NOT POSTED PROPERLY RM 140: 11. PLUG IN AIR FRESHNER 14. FLOOR TILES ARE CRACKED IN HALLWAY 15. BLINDS ARE BROKEN RM 183: 4. WATER STAIN CEILING TILES 10. EVACUATION MAP NOT POSTED RM 203: 10. EVACUATION MAP NOT POSTED PROPERLY RM 204: 10. EVACUATION MAP NOT POSTED PROPERLY RM 205: 11. PLUG IN AIR FRESHNER RM 208: 11. PAINT IS CHIPPING ON BASE OF WALL RM 209: 10. EVACUATION MAP NOT POSTED PROPERLY RM 286: 4. CARPET HAS WAVES 10. EVACUATION MAP NOT POSTED
<b>Structural:</b> Structural Damage, Roofs	X	2ND FLOOR RM 200/ OFC: 12. STAIR TREAD IS TORN.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X	P-RM 302: 14 TRIP HAZARD AT RAMP ENTRY RM 138: 11. PLUG IN AIR FRESHNER 15. BLINDS ARE BROKEN RM 140: 11. PLUG IN AIR FRESHNER 14. FLOOR TILES ARE CRACKED IN HALLWAY 15. BLINDS ARE BROKEN RM 402: 14. UNEVEN CONCRETE ON WALKWAY/ TRIP HAZARD

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	67	78	64	65	47	48
Mathematics (grades 3-8 and 11)	55	57	45	47	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	592	589	99.49	0.51	78.44
Female	314	312	99.36	0.64	81.41
Male	277	276	99.64	0.36	75.36
American Indian or Alaska Native	--	--	--	--	--
Asian	37	36	97.30	2.70	83.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	82.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	66	66	100.00	0.00	78.79
White	403	401	99.50	0.50	78.30
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	201	100.00	0.00	74.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	56.25

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	592	590	99.66	0.34	56.78
<b>Female</b>	314	312	99.36	0.64	50.32
<b>Male</b>	277	277	100.00	0.00	64.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	37	36	97.30	2.70	75.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	68	68	100.00	0.00	64.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	66	66	100.00	0.00	45.45
<b>White</b>	403	402	99.75	0.25	56.47
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	201	201	100.00	0.00	44.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	16	100.00	0.00	37.50

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	56.41	58.52	39.34	40.09	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	405	99.51	0.49	58.52
Female	217	215	99.08	0.92	59.53
Male	190	190	100.00	0.00	57.37
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	70.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	56.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	44	44	100.00	0.00	63.64
White	276	274	99.28	0.72	56.93
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	125	124	99.20	0.80	45.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

### 2024-25 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	

## 2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	86.89

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	91.0%	94.2%	92.3%	93.5%	94.2%
Grade 9	97.0%	97.0%	129 97.7%	96.2%	91.7%

## 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.

## 2025-26 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:

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 during Career Week, participation in school clubs or other activities, attending field trips, serving on parent committees

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

## 2025-26 Opportunities for Parental Involvement

school website or by calling the school office, (530) 245-2790.

**Athletic Boosters:** Athletics Boosters plan fundraising events, conduct membership drives, operates our snack bar, 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, or by calling the school office, (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, U-Prep Music Department Chair, at (530) 245-2790 for more information.

**Musical Foundation (Fall Musical/Theatre Arts):** Musical Foundation parents provide direct support to U-Prep's theatrical productions. Please contact 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. All funding for this program is raised through donations. Please call the Main Office at (530) 245-2790 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. 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). For more information on Parent Venture please contact the Main Office (530) 245-2790.

## 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	0	0	0	4	4.8	3.6	8.2	8.9	8
<b>Graduation Rate</b>	99.2	99.2	100	90.8	91.6	93.7	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	122	122	100.0
<b>Female</b>	64	64	100.0
<b>Male</b>	58	58	100.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	16	16	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	86	86	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	55	55	100.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1021	1018	32	3.1
Female	539	537	23	4.3
Male	481	480	9	1.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	1	7.7
Asian	60	60	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	123	2	1.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	101	100	5	5.0
White	700	698	24	3.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	330	329	12	3.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	29	29	1	3.4

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.27	0.88	1.67	5.65	4.76	4.39	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.02	0.09	0.08	0.07	0.06

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0.00
Female	0.00	0.00
Male	3.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.98	0.00
White	2.14	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.45	0.00

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

## 2025-26 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 each month during the school year. A School Safety Committee member also participates in the Shasta Union High School District Safety Committee and Shasta County Office of Education 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 and Run/Hide/Fight safe school strategies, crisis response training, enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues (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, 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

U-Prep implements effective prevention and intervention strategies to maintain a safe, drug-free learning environment. These include mental health support, bullying and conflict prevention, policies regarding Harassment, Intimidation, Discrimination and Bullying, cyber safety, and peer mentoring. These programs are designed to address school safety and promote positive 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 are two full-time Security Officers dedicated to the school site.

### Communication

U-Prep will provide communication to all students, parents, faculty, staff, and other school community members through Parent Square or similar communication platform.

**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.

**2022-23 Elementary Average Class Size and Class Size Distribution**

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	22	20	33	4
Other	0	0	0	0

**2023-24 Elementary Average Class Size and Class Size Distribution**

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	22	19	37	3
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	18	36	3

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	19	25	0
Mathematics	21	16	23	0
Science	24	13	21	0
Social Science	21	18	25	0

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

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	29	
Mathematics	21	23	16	
Science	21	19	18	
Social Science	24	8	30	1

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24	12	26	
Mathematics	20	27	15	
Science	24	9	22	
Social Science	25	10	29	1

## 2024-25 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	338.67

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	12,805.53	353.04	12,452.49	98,018.31
<b>District</b>	N/A	N/A	12,452.49	\$88,313
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	9.2
<b>State</b>	N/A	N/A	\$11,146	\$100,016
<b>Percent Difference - School Site and State</b>	N/A	N/A	14.5	4.5

## Fiscal Year 2024-25 Types of Services Funded

University Preparatory School funds services in the following four priority areas:

Enhance teaching and learning through the systematic use of interim and summative performance data within a continuous improvement framework. Provides high-quality academic support services tailored to meet the needs of all students. These programs and services include department release time, assessments, leadership team collaboration, professional development, student support service for EL students, literacy and academic skills, math lab, study hall, support and resources for unduplicated students, Academic Saturday School, stie literacy coach, and Summer School.

Develop and reinforces a growth mindset within the school-community, aiming to support student success and achievement in a challenging academic environment that prepares them for university-level coursework. Equips students with the skills needed to sustain their efforts beyond graduation, enabling them to thrive in their chosen postsecondary endeavors. Programs and services include faculty and staff professional development, college and career activities and events, college and career exploration, student study skills and organization, technology, and instructional resources.

Involve students in cultivating critical thinking abilities by immersing them in challenging academic pursuits, as well as meaningful extra-curricular and co-curricular activities spanning grades 6 through 12. Programs and services include faculty and staff professional development, AP and Pre-AP program, Dual Enrollment, Summer School for advanced math, co-curricular and extracurricular activities.

Cultivate a positive school climate and culture that fosters academic success and healthy relationships, supported by a close-knit community of teachers, advisors, and staff. Deliver high-quality social-emotional support services to all students. Programs and services include Advisory program, school counselors, resource center, school safety, faculty and staff professional development, social emotional support, parent engagement, and WEB and Link Crew.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$51,221	\$59,531
Mid-Range Teacher Salary	\$86,051	\$95,178
Highest Teacher Salary	\$114,903	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$147,063	\$163,784
Superintendent Salary	\$205,423	\$227,673
Percent of Budget for Teacher Salaries	27.49%	26.91%
Percent of Budget for Administrative Salaries	4.15%	5.63%

## 2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	99.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	0
Fine and Performing Arts	6
Foreign Language	2
Mathematics	4
Science	4
Social Science	24
<b>Total AP Courses Offered</b>	<b>41</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.

## Professional Development

throughout the year in various forms:

- 1) Staff Development Days: Staff Development Days are embedded within the academic calendar. 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 include the following topics: educational research, pedagogy, data analysis, assessment practices, and trainings aligned to school/LCAP goals (e.g. AP Institutes, technology, social-emotional development, schools safety, and content related topics).
- 2) Collaboration: The Leadership Team and Administration meet annually in August to develop our yearly Collaboration Calendar which includes time for collaboration in Department, Grade Level, and Staff meetings. Department Chair meetings are scheduled the week prior 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: Faculty and support staff have been involved in continuous professional training. It is expected that staff share their learnings with their colleagues through collaboration.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2