

University Preparatory School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	University Preparatory School
Street	2200 Eureka Way
City, State, Zip	Redding, CA, 96001
Phone Number	530-245-2790
Principal	Shelle Peterson
E-mail Address	speterson@suhsd.net
Web Site	www.uprep.net
CDS Code	45-70136-0106013

District Contact Information	
District Name	Shasta Union High School District
Phone Number	530-245-2790
Superintendent	Shelle Peterson
E-mail Address	speterson@suhds.net
Web Site	www.uprep.net

School Description and Mission Statement (School Year 2016-17)

University Preparatory School, a grades 6-12 charter of the SUHSD, was approved in November 2003 and granted a charter by the state of California in March 2004. The charter was renewed by SUHSD in 2008 and again in 2013. U-Prep's purpose is twofold: first to provide a small, comprehensive high school alternative for area students, and second to support the academic mission of the school and prepare students with its middle school (grades 6-8). University Preparatory School is a small college preparatory school committed to university level preparation in fine arts, literature, languages, history, mathematics, science, and philosophy. Working together, University Preparatory School staff, parents and community offer students learning experiences needed to achieve their leadership and academic potential, to become creative thinkers, compassionate human beings, and ethical participants in a multi-cultural, democratic society. Students are immersed in rigorous academics and meaningful extra-curricular activities and supported by a close-knit community of teacher/advisors, which enables them to choose any course of post-secondary education. U-Prep is an educational community committed to developing confident, capable, and compassionate citizens.

University Preparatory School was born of the stakeholders' common goal to make a small, college prep public school uniquely available in Shasta County. Beginning with 6th through 9th grade, U-Prep added one grade level per year, graduating its first class of 12th graders in June 2008. U-Prep meets the following statutory purposes for charter schools identified in Education Code Section 46601, including

- Improving pupil learning,
- Encouraging the use of different and innovative teaching methods,
- Providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system, and
- Being accountable for meeting measurable pupil outcomes.

Mission Statement

'University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens.'

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	156
Grade 7	156
Grade 8	156
Grade 9	150
Grade 10	122
Grade 11	123
Grade 12	104
Total Enrollment	967

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	5.2
Filipino	0.3
Hispanic or Latino	10.2
Native Hawaiian or Pacific Islander	0.2
White	71.9
Two or More Races	10.9
Socioeconomically Disadvantaged	14.9
English Learners	0.4
Students with Disabilities	2
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	44	42	42	
Without Full Credential	0	2	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 01/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Copper Literature Grade 6 (Prentice Hall) © 2002 Bronze Literature Grade 7 (Prentice Hall) © 2002 Silver Literature Grade 8 (Prentice Hall) © 2002 Gold Literature Grade 9 (Prentice Hall) © 2002 Platinum Literature Grade 10 (Prentice Hall) © 2002 Grammar Handbook - 7th (Prentice Hall) Grammar Handbook (Prentice Hall) Intro to Fiction, Poetry & Drama (Pearson) © 2005 Mythology (Warner Bros) © 1999 Writing & Grammar Handbook (Prentice Hall) The Language of Composition, Publisher: Bedford S. Martin's © 2015 Piloting adoption underway for new ELA program (My Perspectives). Will be adopted 2017-18 Various novels according to grade level	No	0%
Mathematics	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 Core Connections Integrated 1 © 2013 10th grade CPM Educational Program Core Connections Integrated 2 © 2013 11th grade CPM Educational Program Core Connections Integrated 3 © 2013 Precalculus Enhanced with Graphing Utilities, 4th edition, Publisher: Pearson Prentice Hall Calculus, 8th Edition (Houghton Mifflin) © 2006 The Practice of Statistics 4th Edition, W. H. Freeman 2010	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	6th: CPO SCIENCE: Earth Science© 2012 7th: CPO Science: Life Science © 2012 8th: CPO Science: Physical Science © 2012 Biology (Pearson) © 2014 Conceptual Physics , Pearson Prentice Hall © 2006 Essentials of Anatomy and Physiology (Pearson) © 2008 Modern Chemistry (Holt) © 2005 Biology AP 9th Edition (Pearson) © 2011 Environmental Science of AP (W. H. Freeman) 2017 Physical Geology 14th Edition (McGraw Hill) 2012 Explorations: An Introduction to Astronomy 7th Edition (McGraw Hill) 2014 Physics Principles with Application Sixth Edition (Pearson Prentice Hall) ©2005	Yes	0%
History-Social Science	History Alive! The Ancient World; published by Teachers' Curriculum Institute (TCI) © 2011 History Alive: The Medieval World and Beyond by Teachers' Curriculum Institute (TCI) © 2011 History Alive. The United States Through Industrialism by Teachers' Curriculum Institute (TCI) ©2011 The Cultural Landscape published by Pearson© 2017 Traditions and Encounters, A Global Perspective on the Past, McGraw Hill © 2011 America's History, Bedford St. Martin's, 2014 American Government and Politics Today 2015-2016 Edition, AP Edition Cengage learning © 2016, 2014, 2012 Principles of Economics 7th Edition, Cengage Learning © 2015,2012	Yes	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops) Discovering French Today, Holt McDougal, © 2013 The New Raconte-Moi Encore, TPRS Publishing, Inc. © 2006 Easy Steps to Chinese -- Beijing Language and Culture University Press (July 1, 2006); Integrated Chinese (Cheng and Tsui Co., Boston) © 2016 Latin for Americans (Glencoe/McGraw Hill) © 2003 Oxford Latin Course (Oxford University Press) © 1997	Yes	0%
Health	Glencoe Health (McGraw Hill) © 2004		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Shasta Learning Center facility is in excellent condition; no improvements are planned at this time. Restrooms in the 400 building were updated in spring 2009.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09-06-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Repairs/improvements will be made as budget permits
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09-06-16				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	78	77	70	68	44	48
Mathematics	65	67	42	48	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	158	157	99.4	73.3
	7	157	156	99.4	75.6
	8	156	154	98.7	75.3
	11	121	120	99.2	84.2
Male	6	66	65	98.5	64.6
	7	69	69	100.0	72.5
	8	76	76	100.0	67.1
	11	56	56	100.0	73.2
Female	6	92	92	100.0	79.3
	7	88	87	98.9	78.2
	8	80	78	97.5	83.3
	11	65	64	98.5	93.8
Black or African American	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	12	12	100.0	83.3
	11	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	6	21	21	100.0	61.9
	7	19	19	100.0	79.0
	8	15	15	100.0	80.0
	11	--	--	--	--
White	6	112	111	99.1	77.5
	7	111	110	99.1	76.4
	8	111	109	98.2	73.4
	11	91	90	98.9	86.7
Two or More Races	6	15	15	100.0	60.0
	7	16	16	100.0	62.5
	8	16	16	100.0	75.0
	11	13	13	100.0	84.6
Socioeconomically Disadvantaged	6	31	31	100.0	61.3
	7	27	27	100.0	70.4
	8	30	30	100.0	60.0
	11	20	20	100.0	80.0
English Learners	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	158	157	99.4	58.6
	7	157	156	99.4	75.6
	8	156	154	98.7	70.8
	11	121	120	99.2	60.0
Male	6	66	65	98.5	58.5
	7	69	69	100.0	75.4
	8	76	76	100.0	75.0
	11	56	56	100.0	64.3
Female	6	92	92	100.0	58.7
	7	88	87	98.9	75.9
	8	80	78	97.5	66.7
	11	65	64	98.5	56.3
Black or African American	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	83.3
	11	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	6	21	21	100.0	57.1
	7	19	19	100.0	63.2
	8	15	15	100.0	60.0
	11	--	--	--	--
White	6	112	111	99.1	59.5
	7	111	110	99.1	80.9
	8	111	109	98.2	73.4
	11	91	90	98.9	61.1
Two or More Races	6	15	15	100.0	60.0
	7	16	16	100.0	56.3
	8	16	16	100.0	50.0
	11	13	13	100.0	61.5
Socioeconomically Disadvantaged	6	31	31	100.0	48.4
	7	27	27	100.0	77.8
	8	30	30	100.0	60.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	11	20	20	100.0	60.0
English Learners	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 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.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	87	84	69	72	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	276	275	99.6	84.4
Male	146	146	100.0	91.1
Female	130	129	99.2	76.7
Asian	16	16	100.0	87.5
Hispanic or Latino	30	30	100.0	80.0
White	196	195	99.5	85.6
Two or More Races	32	32	100.0	78.1
Socioeconomically Disadvantaged	46	46	100.0	78.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

Students at U-Prep may access CTE classes in various fields; in 2014-15, one student in grade 11 was enrolled in CTE courses offered by SUHSD.

Career Technical Education Participation (School Year 2015-16)

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

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	83.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.1	19.9	63.5
9	11	21.2	63

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Families are encouraged to donate 10 hours of volunteer time each year. Parent leaders co-sponsor clubs with teachers, take on important projects (e.g., fundraising, eighth grade graduation, coaching), help with recruitment, lead outreach efforts, pair up with new parents, volunteer for grade level events, and serve on parent organizations (Athletic Boosters, Music Boosters, Theater Arts Boosters, U-Prep Foundation). Parent involvement in student learning is extremely important at U-Prep. In the past we have held Parent University seminars on Internet Safety, Cornell Note Taking, College Admission, Common Core, and other topics. Parents connect us to the community, organize and put on significant fundraisers such as the annual auction/dinner, and provide student transportation for games, competitions, and field trips. Parents also volunteer for on-site activities such as Career Day (as speakers and volunteers), Scrip coordination, ticket sales, and athletic concessions. For information about how to become involved contact Elizabeth Trayford at (530) 245-2790.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.00	0.00	3.60	4.90	5.20	11.40	11.50	10.70
Graduation Rate	98.75	100.00	100.00	93.44	91.45	92.42	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	87	86
Black or African American	100	88	78
American Indian or Alaska Native	0	78	78
Asian	100	90	93
Filipino	0	100	93
Hispanic or Latino	100	78	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	90	91
Two or More Races	100	85	89
Socioeconomically Disadvantaged	100	72	66
English Learners	0	67	54
Students with Disabilities	100	84	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	0.9	0.5	4.9	4.7	4.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

U-Prep has developed a comprehensive school safety plan that includes a crisis response team, a partnership with local law enforcement and yearly training for staff and teachers. The school has monthly fire drills as well as lock-down drills at least twice yearly. U-Prep's automatic phone contact system allows school personnel to notify parents/guardians in the event of an emergency. As part of the facilities safety committee, U-Prep administration works closely with SUHSD personnel to develop and revise emergency plans. Emergency exit plans are posted in all classrooms. SUHSD installed a Public Address system and a bell system to support student safety. A security guard is on campus daily to patrol grounds and regulate traffic during pick up and drop off times. The procedures for fire and lock-down drills were reviewed in September of 2015 and April of 2016.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	26	4	40	3	27	5	37	4	27	3	32	8

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25		30		25	7	30		25	4	16	
Mathematics	23	13	21		24	12	22		24	5	19	
Science	25	9	20	1	24	11	21		24	5	16	
Social Science	25	6	25		26	6	25		25	5	17	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	475
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8051	402	7649	69000
District	N/A	N/A	6591	\$69,606
Percent Difference: School Site and District	N/A	N/A	16.1	-0.9
State	N/A	N/A	10455	79043
Percent Difference: School Site and State	N/A	N/A	-26.8	-12.7

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

Types of Services Funded (Fiscal Year 2015-16)

N/A

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,336	\$46,184
Mid-Range Teacher Salary	\$65,290	\$75,179
Highest Teacher Salary	\$86,983	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$124,243
Average Principal Salary (High)	\$135,765	\$137,939
Superintendent Salary	\$156,695	\$217,637
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All courses	16	72.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

U-Prep dedicates three days to professional staff development on topics including safety, curriculum development, instructional methodology, data analysis, assessment, and school climate and culture. Staff also has four hours of meeting time monthly, at least half of which deals with the same topics. Staff members, individually and in groups attend various trainings, conferences, and classes throughout the year. As a result, clerical staff is current on using the school information system (Aeries), attendance procedures and reports, ASB rules and regulations, and ASB software (ASB Works), among other areas. Faculty, new to the teaching profession, participates in a two year induction program (Alliance for Teacher Excellence, formerly BTSA) and is informally mentored by experienced staff. In 2014 -15 teachers received training in the Organized Binder, Formative Assessment, Apple TV and iPad training, the i-Ready diagnostic software program, and A-G requirements for high school students. The focus for the beginning of the year was preparing for our WASC Self-Study that was completed in October of 2014. We received a six year clear accreditation. In 2015-16 teachers received training in Growth Mindset, Google classroom, Apple TV /Ipad, Effective Questioning and Academic Discourse and Differentiated Instruction. Staff is surveyed annually to determine areas of need and interest for professional development. Professional Learning Communities meet in Common Core implementation across the curriculum, AP testing/results and best practices, Advisory Curriculum, and Grade Level Issues, etc. meet monthly. Clerical staff received training in Aeries, attendance and data, ASB Works Accounting System for ASB, and finance.