

University Preparatory School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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	University Preparatory School
Phone Number	530-245-2790
Superintendent	Shelle Peterson
E-mail Address	speterson@suhsd.net
Web Site	www.uprep.net

School Description and Mission Statement (School Year 2017-18)

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 2016-17)

Grade Level	Number of Students
Grade 6	158
Grade 7	156
Grade 8	159
Grade 9	137
Grade 10	144
Grade 11	114
Grade 12	118
Total Enrollment	987

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	6.7
Filipino	0.4
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0
White	70.7
Two or More Races	9.6
Socioeconomically Disadvantaged	16.6
English Learners	0.5
Students with Disabilities	2.3
Foster Youth	0.1

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	42	42	43	43
Without Full Credential	2	3	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 01/2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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 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 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 CPM Educational Program Algebra © 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%
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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History Alive! The Ancient World; published by Teachers' Curriculum Institute (TCI) © Online 2017 History Alive: The Medieval World and Beyond by Teachers' Curriculum Institute (TCI) © Online 2017 History Alive. The United States Through Industrialism by Teachers' Curriculum Institute (TCI) Online 2017 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 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)	Yes	0%
Health	Through grade level science texts and supplemental materials		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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 07-19-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			boilers coming to end of life scheduling replacement
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			some existing bubblers were updated to cooled with bottle fill
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Stuart gym went through a extensive structural rebuild on the south wall and new roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 07-19-17				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	77	76	68	68	48	48
Mathematics (grades 3-8 and 11)	67	69	48	49	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	580	576	99.31	76.04
Male	287	286	99.65	74.13
Female	293	290	98.98	77.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	87.88
Hispanic or Latino	68	68	100	70.59
White	411	408	99.27	76.23
Two or More Races	58	58	100	75.86
Socioeconomically Disadvantaged	104	104	100	67.31
English Learners	--	--	--	--
Students with Disabilities	13	13	100	38.46

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	579	575	99.31	68.71
Male	286	285	99.65	70.16
Female	293	290	98.98	67.4
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	81.82
Hispanic or Latino	68	68	100	62.5
White	410	407	99.27	68.56
Two or More Races	58	58	100	70.37
Socioeconomically Disadvantaged	104	104	100	67.35
English Learners	--	--	--	--
Students with Disabilities	13	13	100	54.55

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	87	84	72	64	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	80.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	8.3	19.9	67.3
9	12.3	38.5	41.5

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 State priority: Parental Involvement (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 2017-18)

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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	0	0	4.9	5.2	2.7	11.5	10.7	9.7
Graduation Rate	100	100	100	91.45	92.42	94.86	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	89.79	87.11
Black or African American	0	86.67	79.19
American Indian or Alaska Native	0	85	80.17
Asian	100	92.31	94.42
Filipino	100	100	93.76
Hispanic or Latino	100	90.7	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	89.83	90.99
Two or More Races	100	92.65	90.59
Socioeconomically Disadvantaged	100	89.68	85.45
English Learners	0	40	55.44
Students with Disabilities	100	73.05	63.9
Foster Youth	0	72.73	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9	0.5	0.7	4.7	4.8	5.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.3	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. Two of U-Prep's staff members are certified ALICE (Active Shooter Response Training) instructors, and as of January 2018, 100% of the staff have earned their ALICE Safety Training Certification.

The school has monthly fire drills, a yearly earthquake drill, quarterly soundchecks (for the fire alarm and lockdown air raid), as well as lockdown drills at least twice yearly. U-Prep's automatic phone contact system and school app 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 plans are posted in all classrooms. SUHSD installed a Public Address system and a call system to support student safety. Two security guards are on campus daily to patrol grounds and regulate traffic during pick up and drop off times. The procedures for fire and lockdown drills were reviewed in September of 2016 and March of 2017. U-Prep's safety plan is reviewed, updated and approved by the school Board annually.

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 2017-18)

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	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	27	5	37	4	25	5	36	3	26	3	36	4

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	2014-15				2015-16				2016-17			
	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	7	30		24	11	28		23	19	29	
Mathematics	24	12	22		23	15	18	2	23	13	23	
Science	24	11	21		25	7	21	1	24	8	24	
Social Science	26	6	25		25	4	29		24	9	26	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	480
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	.5	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8218	589	7629	70,424
District	N/A	N/A	6591	\$70,471
Percent Difference: School Site and District	N/A	N/A	14.6	-0.1
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	14.9	-16.1

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

Types of Services Funded (Fiscal Year 2016-17)

U-Prep provides services for students in a variety of ways. U-Prep's high school curriculum is based on Advanced Placement and Honors Programs. In addition we provide a Senior Transition class to assist seniors with preparing for their post-secondary plans. We also offer after school and lunchtime peer tutoring for students who need additional academic support. Once a month an Academic Saturday School is available, with a credentialed teacher, for students that need extra time to complete work. There is also an Advisory/Tutorial period at the end of the day for students in grades 6-10 that addresses character development, college and career readiness and the opportunity to work on homework with teachers available to answer questions.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,606	\$50,221
Mid-Range Teacher Salary	\$67,248	\$83,072
Highest Teacher Salary	\$89,592	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	\$136,895	
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	1%	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 2016-17)

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	3	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	6	N/A
All courses	20	92.7

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 2015-16 teachers received training in Growth Mindset, Google classroom, Apple TV /Ipad, Effective Questioning and Academic Discourse, and Differentiated Instruction. Clerical staff received training in Aeries, attendance and data, ASB Works Accounting System for ASB, and finance. In 2016-17 professional development included formative and summative assessment, Advanced Placement Summer Institute, Learning and the Brain, and Socratic Seminars. This year, 2017-18 professional development opportunities have included technology training, Growth Mindset, leadership training, Advanced Placement workshops, CPM Math program training and Challenge Success. 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.