

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

University Preparatory School

Address: 2200 Eureka Way , Redding CA 96001
Principal: Erin Stuart

Phone: 530-245-2790
Grade Span: 6 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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

Student Enrollment

Group	Percent
African American	0.89 %
American Indian or Alaska Native	1.03 %
Asian	4.14 %
Filipino	0.59 %
Hispanic or Latino	2.51 %
Pacific Islander	0.44 %
White (not Hispanic)	83.01 %
Multiple or No Response	7.39 %
Socioeconomically Disadvantaged	22.00 %
English Learners	%
Students with Disabilities	2.00 %
Total Number of Students	677

Teachers

Indicator	Teachers
Teachers with full credential	32
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	79%
Mathematics	48%
Science	81%
History-Social Science	68%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	873
Statewide Rank (from 2008 Base API Report)	10
2009-10 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

University Prep is housed in the renovated Shasta Learning Center, a beautiful Mission Revival style school built in 1927. The facility includes the shared use of three gymnasiums, athletic fields, an 1100 seat auditorium, as well as classrooms and offices. The well-kept grounds and buildings are staffed by Shasta Union High School District custodial and maintenance personnel, a security guard is on campus during the school day, and a surveillance and alarm system is also in use. An inspection of 74 areas indicates the school is in exemplary condition.

Repairs Needed

No repairs are needed.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Visual and Performing Arts	0 %
Science Laboratory Equipment (grades 9-12)	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	7,016
District	8,670
State	\$5,512

School Completion

Indicator	Result
Graduation Rate 2007-08	97.4 %

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	72 %

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	N/A
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251

Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	72%
Achievement Level - Proficient	30%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	59%
Achievement Level - Proficient	23%
Achievement Level - Advanced	5%

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University Preparatory School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

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

School Description and Mission Statement (School Year 2008-09)

University Preparatory School was born of the stakeholders' common goal to make a small, college prep public school uniquely available in Shasta County. U-Prep will add 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 a small, grades 6-12, college preparatory school committed to university level preparation in fine arts, literature, languages, history, mathematics, science, and philosophy. Working together, University Preparatory School staff, parents and community will offer students learning experiences needed to achieve their leadership and academic potential, to become creative thinkers, compassionate human beings, and ethical participants in a multi-cultural, democratic society. Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported by a close-knit community of teacher/advisors, which will enable them to choose any course of post-secondary education.

Opportunities for Parental Involvement (School Year 2008-09)

Each family at U-Prep has a 10 hour annual participation requirement. 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, develop service projects (e.g., Leadership U-Prep), volunteer in classrooms and the office, and serve on parent organizations (Athletic Boosters, Music Boosters, Panther Parent Club, Theatre Arts Boosters). Parent involvement in student learning is extremely important at U-Prep. We have held Parent University seminars on Internet Safety, Cornell Note Taking, College Admission, and other topics. Parents connect us to the community, organize and put on significant fundraisers such as the annual auction/dinner, and provide student transportation for games, competitions, and field trips. Parents also volunteer for on-site activities such as Campus Clean Up Day, Career Day (as speakers and volunteers), Scrip coordination, ticket sales, and athletic concessions.

Student Enrollment by Grade Level (School Year 2008-09)

Grade Level	Number of Students
Grade 6	123
Grade 7	126
Grade 8	96
Grade 9	93
Grade 10	81
Grade 11	97
Grade 12	61
Total Enrollment	677

Student Enrollment by Group (School Year 2008-09)

Group	Percent of Total Enrollment
African American	0.89 %
American Indian or Alaska Native	1.03 %
Asian	4.14 %
Filipino	0.59 %
Hispanic or Latino	2.51 %
Pacific Islander	0.44 %
White (not Hispanic)	83.01 %
Multiple or No Response	7.39 %
Socioeconomically Disadvantaged	22.00 %

English Learners	%
Students with Disabilities	2.00 %

Average Class Size and Class Size Distribution (Secondary)

Subject	2006-07				2007-08				2008-09			
	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	24.0	6	8		24.4	7	17	1	24.1	11	24	
Mathematics	21.4	11	6		21.0	15	7		23.2	10	16	
Science	24.3	3	6		25.1	6	14	1	22.8	11	17	
Social Science	22.9	5	5	2	25.7	5	15	2	24.0	11	24	

III. School Climate

School Safety Plan (School Year 2008-09)

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

Suspensions and Expulsions

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0.0	2.7	0.6	6.0	5.7	7.6
Expulsions	0.0	0.2	0.0	.64	0.5	.48

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 (School Year 2009-10)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			
Overall Rating	Exemplary				N/A

V. Teachers

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	24	28	32	267
Without Full Credential	1	2	2	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	96.0	4.0
All Schools in District	97.8	2.2
High-Poverty Schools in District		
Low-Poverty Schools in District	97.4	2.6

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	323
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	State approved texts	0
Mathematics	State approved texts	0
Science	State approved texts	0
History-Social Science	State approved texts	0
Foreign Language	State approved texts	0
Health	State approved texts	0
Visual and Performing Arts	State approved texts	0
Science Laboratory Equipment (grades 9-12)	State approved texts	0

VIII. School Finances

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	7,016	N/A	6,751	51,923
District	8,670		5,938	\$63,137
Percent Difference – School Site and District	-19.1%	N/A	+13.7	-17.8%
State	N/A		\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	22.5	-24%

Types of Services Funded (Fiscal Year 2008-09)

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

N/A

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,514	\$42,810
Mid-Range Teacher Salary	\$60,938	\$69,375
Highest Teacher Salary	\$79,206	\$89,104
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$120,314
Average Principal Salary (High)	\$103,747	\$126,901
Superintendent Salary	\$202,395	\$198,563
Percent of Budget for Teacher Salaries	34.20 %	37.30 %
Percent of Budget for Administrative Salaries	5.60 %	5.20 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	78	78	79	57	59	62	43	46	50
Mathematics	56	45	48	31	34	38	40	43	46
Science	69	73	81	52	55	61	38	46	50
History-Social Science	71	69	68	42	45	49	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	69	65	*	67
Filipino	*	*	*	*
Hispanic or Latino	88	38	*	*
Pacific Islander	*	*		
White (not Hispanic)	80	48	84	70
Male	78	51	81	73
Female	80	44	80	64
Economically Disadvantaged	74	42	71	67
English Learners				
Students with Disabilities	42	18	*	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	85	92	89	66.0	64.6	68.9	48.6	52.9	52.0
Mathematics	86	78	92	59.5	61.6	67.5	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	12.2	32.9	54.8	8.2	35.4	38.4
Male	19.4	36.1	44.4	8.3	50.0	41.7
Female	5.4	29.7	64.9	8.1	56.8	35.1
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	9.8	36.1	54.1	6.6	54.1	39.3
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	15.4	46.2	38.5	7.7	69.2	23.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	93.5	83.9	49.2
9	95.5	88.6	65.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	7	8	8

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	15	-1	2	873
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				

White (not Hispanic)	17	-2	6	879
Socioeconomically Disadvantaged	44	-2	15	853
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.
 "***" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the [CDE Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria
 "No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		N/a	0.7	1.2	2.7	2.3	3.3	4.2	3.9
Graduation Rate	N/A	N/A	97.4	94.2	91.6	91.6	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	100	1116	N/A
African American		17	N/A
American Indian or Alaska Native		31	N/A
Asian		37	N/A
Filipino		4	N/A
Hispanic or Latino		52	N/A
Pacific Islander		3	N/A
White (not Hispanic)	100	952	N/A
Socioeconomically Disadvantaged	100	234	N/A
English Learners		3	N/A
Students with Disabilities		83	N/A

Career Technical Education Programs (School Year 2008-09)

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

Students at U-Prep may access ROP classes in various fields; in 2008-09, four students enrolled in course that have been articulated with the local community college.

Career Technical Education Participation (School Year 2008-09)

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	4
Percent of the school's pupils completing a CTE program and earning a high school diploma	4
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

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

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

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	58.4
Graduates Who Completed All Courses Required for UC/CSU Admission	Not available

Advanced Placement Courses (School Year 2008-09)

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

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	42%
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	6%
Science	2	8%
Social Science	4	81%
All courses	9	72%

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

U-Prep dedicates three days to professional staff development on topics including safety, curriculum development, instructional methodology, data analysis, assessment, and school climate and culture. Staff also has four hours of meeting time monthly, at least half of which deals with the same topics. Staff members, individually and in groups attend various trainings, conferences, and classes throughout the year. As a result, clerical staff is current on using the school information system (Aeries), attendance procedures and reports, ASB rules and regulations, and ASB software (Blue Bear), among other areas. Faculty, new to the teaching profession, participates in a two year induction program (BTSA) and is informally mentored by experienced staff. In 2008-09 teachers received training in differentiated instruction, AP curriculum, best practices by subject area, class management, grading, formative/summative assessment, and formal discourse, among other topics.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	72	30	5
Mathematics 2009, Grade 8	270	282	59	23	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2007) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74.25	93.29	65.60	80.00
Reading 2007, Grade 8	77.66	92.10	65.60	77.30
Mathematics 2007, Grade 4	79.00	96.00	84.00	94.00
Mathematics 2007, Grade 8	85.00	96.00	78.00	92.00