Upland High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Upland High School
Street	565 W. 11th Street
City, State, Zip	Upland, CA 91785
Phone Number	(909) 949-7880
Principal	Jerry Adams
Email Address	jerry_adams@upland.k12.ca.us
School Website	https://uhs.upland.k12.ca.us/
County-District-School (CDS) Code	053586

2021-22 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day
Email Address	LCarmenDay@upland.k12.ca.us
District Website Address	https://www.upland.k12.ca.us/

2021-22 School Overview

Upland High School has something for everyone. From rigorous academics, and an award winning visual and performing arts program, to a strong athletic program, our students have opportunities to excel in all aspects of their high school experience. Our programs demonstrate our commitment to serve all of our students. Our educational programs include robust Advanced Placement courses, Health, Engineering, and Video Production pathways, the AVID program, a special education inclusion model, Career Technical Education courses, and APEX online classes. Through these programs, our primary focus is to assure that our students are career and college ready. Our school is a safe and friendly place for students to learn. Student safety and school climate are always a primary concern and our staff has worked to provide numerous programs that foster positive self expression, self discovery, and mutual respect that are at the foundation of school safety. Our staff, students, and families are proud of the work we do and the achievements of our students.

Our three year goals are:
Enhance the capacity of staff to support a diverse group of learners.
Increase awareness of and preparation for post-secondary opportunities and career readiness.
Enhance communication between and among students, staff and parents.
Increase campus safety and security.

Vision: Upland High School will prepare all students to be life-long learners who are able to adapt to a changing world. Our graduates will be ready to transition to a college or career.
Mission: Upland High School prepares and inspires all students academically and socially to be responsible and productive members of a changing global society.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	802
Grade 10	844
Grade 11	822
Grade 12	730
Total Enrollment	3,198

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.1
Asian	5.5
Black or African American	8.1
Filipino	1.9
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.7
White	22.2
English Learners	6.2
Foster Youth	0.6
Homeless	3.5
Socioeconomically Disadvantaged	55.3
Students with Disabilities	13.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2020 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adoption Year: 2017 McGraw-Hill Study Sync 2015Adoption Year: 2006Scholastic - Read 180 (Grades 4-12)SRA - Kaleidoscope (SDC)Adoption Year: 2011ELD (9-12) - National Geographic School Publishing and Hampton Brown - Inside - Language, Literacy and Content	Yes	0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Algebra I, 2015 Houghton Mifflin - Geometry, 2015 Houghton Mifflin - Algebra II, 2015	Yes	0
Science	Adoption Year: 2021 CK-12 - Biology, Earth Space Science, Chemistry, Physics,, Vet Science, Oceanography Gizmos - Biology, Earth Space Science, Chemistry, Physics, Oceanography McGraw Hill - AP Chemistry: AP Chemistry Savvas - AP Environmental Science: The Science Behind the Stories Savvas - AP Biology: Campbell Biology 12th Edition Savvas - AP Physics 1: College Physics: Explore and Apply 2nd Edition Cengage Learning - AP Physics C: AP College Physics S Level 4 McGraw Hill - Anatomy and Physiology: Welsh Holes Essentials Human Anatomy Physiology High School Edition	Yes	0
History-Social Science	Adoption Year: May 2019 Pearson - World History, the Modern World: CA Edition Pearson- MacGruder's American Government Pearson- Economics: Principal's in Action Houghton Mifflin- American History McGraw-Hill - Street Law McGraw-Hill- Honors World History: Traditions and Encounters: A Global Perspective of the Past McGraw-Hill- Understanding Psychology McGraw-Hill- Sociology and You McGraw-Hill- AP Economics Cengage- AP World History: The Earth and Its Peoples Cengage- AP European History: Western Civilization Cengage- AP United States History: American Pageant	Yes	0
Foreign Language	Adoption Year: 2017 McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016 McGraw-Hill - Spanish for Spanish Speakers - El Espanol Para Nosotros, 2016 Vista Higher Learning - AP Spanish - Temas 2014 Vista Higher Learning - French I, II, III - D'accord!, 2015 Vista Higher Learning - AP French - Thème, 2016 Adoption Year: 2020Pearson - Chinese - Link Levels 1, 2, 3, 2011	Yes	0

		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

Year and month of the most recent FIT report	JUNE 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	753	2	0.27	99.73	--
Female	382	0	0	100	--
Male	371	2	0.54	99.46	--
American Indian or Alaska Native	0	0	0	0	0
Asian	51	0	0	100	--
Black or African American	65	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	420	1	0.24	99.76	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	0	0	100	--
White	177	1	0.56	99.44	--
English Learners	47	0	0	100	--
Foster Youth	--	--	--	--	--
Homeless	40	0	0	100	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	2	2.08	97.92	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	753	2	0.27	99.73	--
Female	382	0	0.00	100.00	--
Male	371	2	0.54	99.46	--
American Indian or Alaska Native	0	0	0	0	0
Asian	51	0	0.00	100.00	--
Black or African American	65	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	420	1	0.24	99.76	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	0	0.00	100.00	--
White	177	1	0.56	99.44	--
English Learners	47	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	40	0	0.00	100.00	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	388	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	2	2.08	97.92	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	770	470	61	39	15
Female	387	385	99%	1%	18
Male	382	380	100%	0%	12
American Indian or Alaska Native	39	37	94%	6%	0
Asian	79	79	100%	0%	26

Black or African American	71	70	98%	2%	3
Hispanic or Latino	423	401	95%	5%	11
White	369	362	98%	2%	18
English Learners	46	44	95%	5%	3
Students with Disabilities	95	90	95%	5%	2

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	770	481	62%	18%	6
Female	253	253	100%	0%	3%
Male	229	229	100%	0	3%
American Indian or Alaska Native	25	25	100%	0%	4%
Asian	59	59	100%	0	38%
Black or African American	40	39	98%	2	3%
Hispanic or Latino	479	468	98%	2%	3%
White	236	218	92%	8%	45%
English Learners	27	26	99%	1	0%
Students with Disabilities	42	42	99%	1	0%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	689	NT	NT	NT	NT
Female	362	NT	NT	NT	NT
Male	327	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	46	NT	NT	NT	NT
Black or African American	54	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	391	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	160	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	368	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Upland High School offers a full range of CTE courses in the following industry sectors: Arts, Media, & Entertainment, Building Trades, Engineering, Fashion, Hospitality, Marketing Services, and Transportation. Articulation agreements with the community college and the California State University are reviewed and renewed each year. These courses are offered in conjunction with our regular curriculum, Regional Occupation Program, Project Lead the Way, and the National Academy Foundation. Grants and a local bond measure have provided equipment and infrastructure upgrades to support and enhance the programs. Several courses such as video production, multimedia design, and Introduction to Engineering Design meet the UC/CSU VPA requirement and several others meet the elective requirement. A Pathways Advisory Council meets at least twice a year to review the courses, provide technical guidance and industry tours, and offer internships and hands-on opportunities.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,145
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	13.3

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.25
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	64.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents are actively involved in Upland High School. Parents participate in and attend school events and support booster organizations for athletics and performing arts. Participants provided advice and governance through participation in advisory councils such as the School Site Council, English Language Learners Advisory Committee, Parent Teacher Student

2021-22 Opportunities for Parental Involvement

Association, and the Highlander Education Foundation. The school website serves as a source of information for parents, students, and the community to learn more about the school and opportunities for involvement and assistance. The school uses direct mail and Aeries Communication messaging to inform parents about school activities, and the school newspaper is distributed monthly to parents, community members, staff, and students. Parent emails are available to staff through Aeries, and teachers and parents communicate by phone or email when there is a question or concern. Many staff members maintain web pages with specific information about their courses and programs. Parent volunteers actively participate in registration, Back-to-School Night, freshman orientation, testing, and other workshops like Coffee with Student Services. We are creating a Parent Resource Center this year that will provide workshops with topics ranging from how to access Aeries and how to create an email, to how to support your high achieving student and other parenting topics. PLEASE NOTE: Due to the COVID-19 impact, volunteer protocols are subject to change as safety guidelines evolve.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.8	2.8	2.7	6.2	4.2	4.0	9.0	8.9	9.4
Graduation Rate	95.5	97.1	95.2	92.3	95.3	93.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	706	672	95.2
Female	368	351	95.4
Male	338	321	95.0
American Indian or Alaska Native	--	--	--
Asian	48	44	91.7
Black or African American	54	50	92.6
Filipino	16	16	100.0
Hispanic or Latino	402	382	95.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	163	158	96.9

English Learners	52	48	92.3
Foster Youth	--	--	--
Homeless	51	47	92.2
Socioeconomically Disadvantaged	486	458	94.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	89	74	83.1

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3293	3258	1186	36.4
Female	1626	1613	526	32.6
Male	1666	1644	660	40.1
American Indian or Alaska Native	4	4	2	50.0
Asian	178	178	38	21.3
Black or African American	279	272	151	55.5
Filipino	60	60	10	16.7
Hispanic or Latino	1941	1920	754	39.3
Native Hawaiian or Pacific Islander	22	22	16	72.7
Two or More Races	57	56	14	25.0
White	721	715	190	26.6
English Learners	208	205	108	52.7
Foster Youth	31	30	20	66.7
Homeless	129	126	75	59.5
Socioeconomically Disadvantaged	1863	1839	786	42.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	450	441	219	49.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.31	0.15	4.50	0.11	3.47	0.20
Expulsions	0.18	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.84	3.16	2.45
Expulsions	0.21	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.06	0.00
Male	0.24	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.08	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.14	0.00
English Learners	0.00	0.00
Foster Youth	6.45	0.00
Homeless	0.78	0.00
Socioeconomically Disadvantaged	0.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.89	0.00

2021-22 School Safety Plan

Providing a safe learning environment is a priority for Upland High School faculty, staff, parents, students, and school community members. Upland High School is a closed campus. All visitors must adhere to sign in/sign out procedures as well as ingress and egress via the Administration Building. Students may not leave the campus without a parent/guardian or emergency contact coming to the school and signing the student out for an approved reason. If the parent/guardian is not able to pick up the student, students must bring a note from the parent/guardian in order to leave campus during the school day. A phone number where the parent/guardian can be reached should be written on the note to enable the school to verify the note with the parent/guardian. Students may trust safe and confidential disclosure of any incidents of harassment/bullying or abuse(i.e. sexual, physical, emotional and/or electronic(cyber) to any faculty or staff member as all staff must complete their Mandated Child Abuse Reporting certification yearly. The parent-student handbook as well as the student conduct handbook outline appropriate reporting procedures and other pertinent district and school policy on student dress code.

The high school staff responds immediately to parent and/or community safety concerns. Efforts to maintain a safe campus environment are evidenced by the strategic placement and maintenance of surveillance cameras, the presence of a School Resource Officer and Probation Officer on campus, 6 full time and 2 part time visible Campus Proctors also referred to as Campus Safety Supervisors, Upland High School administration and staff. Upland High School completes 6 yearly disaster drill exercises in an effort to provide ongoing training for students and staff in emergency preparedness as well as comply with district safety guidelines. The Comprehensive Safety Plan was shared with the entire school community. UHS follows both penal and California Education Code strictly when utilizing discipline policy for drugs and weapons while still working within a progressive intervention-based framework that includes Positive Behavioral Intervention and Support (PBIS), Capturing Kids' Hearts(CKH) and Restorative Justice practices. Aeries Communication provides families and staff with up-to-date announcements and information. Additionally, all teachers have access to the REMIND application--an electronic alert system that may be accessed via a computer or cellphone that provides another useful electronic resource along with school email for notifying teachers of situations on campus. Clear procedures and policies are documented in the Emergency Preparedness Plan as well as the Comprehensive Safety Plan, both of which are available at the school site and online.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	23	27	63
Mathematics	32	9	21	62
Science	31	6	31	45
Social Science	29	14	24	43

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	19	19	73
Mathematics	33	19	26	64
Science	33	8	24	55
Social Science	30	14	20	51

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	327	8	
Mathematics	10	283		
Science	10	263		
Social Science	11	229		

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	355.3

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11794.5	4951.64	6842.86	79676.5
District	N/A	N/A	6597.81	$82,389
Percent Difference - School Site and District	N/A	N/A	3.6	-3.3
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-20.9	-8.1

2020-21 Types of Services Funded

Upland High School receives categorical monies allocated from the district office in the areas of Carl Perkins (federal), EIA-LEP (state), and Special Education. The School Site Council meets regularly to allocate the available funds to programs and services to improve student performance. This year we will allocate funds to accomplish the following goals: 1) Implement a Multi-Tiered System of Supports that aligns programs and services to meet the academic, social, emotional and physical needs of students, 2) Ensure equitable access and use of innovative technology, 3) Improve consistency and equity in teaching and rigorous learning experiences, and 4) Improve parent and community engagement. Some of the services are reading and math interventions, professional development, instructional aides, and enrichment programs.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,525	$52,562
Mid-Range Teacher Salary	$78,494	$83,575
Highest Teacher Salary	$101,720	$104,166
Average Principal Salary (Elementary)	$117,021	$131,875
Average Principal Salary (Middle)	$123,949	$137,852
Average Principal Salary (High)	$141,366	$150,626
Superintendent Salary	$266,230	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	24.2

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

Subject	Number of AP Courses Offered
Computer Science	0
English	34
Fine and Performing Arts	2
Foreign Language	12
Mathematics	6
Science	25
Social Science	40
Total AP Courses Offered	123

Professional Development

The Upland Unified School District believes that high quality, evidenced-based professional learning for all is essential to continuous improvement of teaching skills and concepts to improve student achievement. The District provides or coordinates on-going training based on needs identified through student performance indicators, including results of the California Assessment of Student Performance and Progress, the English Language Proficiency Assessments for California, District iReady benchmark assessments, and input from sites regarding specific needs. Professional learning is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals, child care providers, substitutes, clerical staff and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional learning in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences, both in person and virtually. The Induction program provides support to new teachers. The Peer Assistance and Review Program is available to provide support to teachers in the areas of content knowledge and teaching strategies. Currently, the District calendar includes a collaboration day schedule each week to allow for on-going teacher dialogue and collaboration to meet student needs.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Upland Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Upland Unified School District
Phone Number	(909) 985-1864
Superintendent	Lynn Carmen Day
Email Address	LCarmenDay@upland.k12.ca.us
District Website Address	https://www.upland.k12.ca.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5556	24	0.43	99.57	8.33
Female	2625	7	0.27	99.73	--
Male	2931	17	0.58	99.42	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	296	2	0.68	99.32	--
Black or African American	434	0	0.00	100.00	--
Filipino	82	0	0.00	100.00	--
Hispanic or Latino	3254	15	0.46	99.54	6.67
Native Hawaiian or Pacific Islander	30	0	0.00	100.00	--
Two or More Races	201	2	1.00	99.00	--
White	1250	5	0.40	99.60	--
English Learners	359	0	0.00	100.00	--
Foster Youth	42	0	0.00	100.00	--
Homeless	470	2	0.43	99.57	--
Military	37	0	0.00	100.00	--
Socioeconomically Disadvantaged	3262	11	0.34	99.66	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	826	24	2.91	97.09	8.33

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5556	24	0.43	99.57	0.00
Female	2625	7	0.27	99.73	--
Male	2931	17	0.58	99.42	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	296	2	0.68	99.32	--
Black or African American	434	0	0.00	100.00	--
Filipino	82	0	0.00	100.00	--
Hispanic or Latino	3254	15	0.46	99.54	0.00
Native Hawaiian or Pacific Islander	30	0	0.00	100.00	--
Two or More Races	201	2	1.00	99.00	--
White	1250	5	0.40		--
English Learners	359	0	0.00	100.00	--
Foster Youth	42	0	0.00	100.00	--
Homeless	470	2	0.43	99.57	--
Military	37	0	0.00	100.00	--
Socioeconomically Disadvantaged	3262	11	0.34	99.66	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	826	24	2.91	97.09	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.