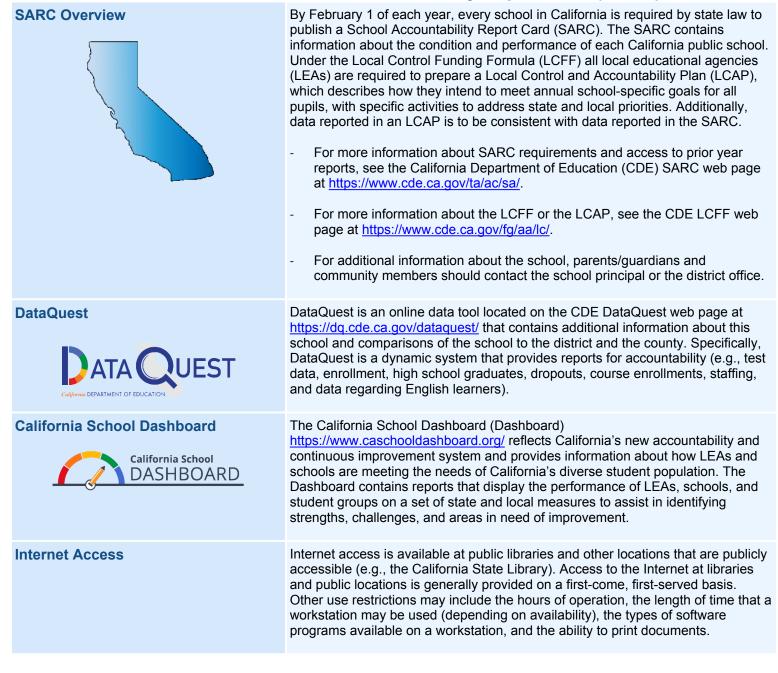# Upland High School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)

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

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 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 | Martin Gomez, Ph.D. |
| Email Address | martin_gomez@upland.k12.ca.us |
| School Website | https://uhs.upland.k12.ca.us/ |
| Grade Span | |
| County-District-School (CDS) Code | 36-75069-3637584 |

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

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, Dual Enrollment, U'College Dual Enrollment, Health, Engineering, Construction, 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

## 2024-25 School Description and Mission Statement

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 expected outcomes for the next 5 years include:
Goal 1: Safe and Positive Climate and Culture
1A: Staff and administration will work together to create cohesive and consistent school structures, policies and systems that all staff understand and know how to access.
1B: All staff will be held accountable to meet their professional responsibilities and site administration will commit to long-term, student-centered leadership.

Goal 2: High-Quality Instructional Programs and Practices
UHS teachers and administrators will work together to improve and ensure quality instructional strategies are used in the classroom everyday.

Goal 3: Data-Driven Collaborative Teams in our Professional Learning Community
All departments will develop common assessments and participate in at least one data cycle per quarter.

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

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| --- | --- |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
| --- | --- |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| 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/Incomplete/NA | | | | | | |
| 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| 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/Incomplete/NA | | | | | | |
| 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| 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/Incomplete/NA | | | | | | |
| 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | | | |
| Misassignments | | | |
| Vacant Positions | | | |
| Total Teachers Without Credentials and | | | |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | | | |
| Local Assignment Options | | | |
| Total Out-of-Field Teachers | | | |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **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) | | | |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Upland Unified School District students are provided with adopted textbooks and instructional materials in good condition and aligned to the Common Core State Standards. The district ensures that all students have access to these materials both at home and at school.

| Year and month in which the data were collected | November 2023 |
|---|---|

| 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 | Yes | 0 |

| | Pearson- MacGruder's American Government<br>Pearson- Economics: Principal's in Action<br>Houghton Mifflin- American History<br>McGraw-Hill - Street Law<br>McGraw-Hill- Honors World History: Traditions and Encounters: A Global Perspective of the Past<br>McGraw-Hill- Understanding Psychology<br>McGraw-Hill- Sociology and You<br>McGraw-Hill- AP Economics<br>Cengage- AP World History: The Earth and Its Peoples<br>Cengage- AP European History: Western Civilization<br>Cengage- AP United States History: American Pageant | | |
| **Foreign Language** | Adoption Year: 2017<br>McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016<br>McGraw-Hill - Spanish for Spanish Speakers - El Espanol Para Nosotros, 2016<br>Vista Higher Learning - AP Spanish - Temas 2014<br>Vista Higher Learning - French I, II, III - D'accord!, 2015<br>Vista Higher Learning - AP French - Thème, 2016Adoption Year: 2020Pearson - Chinese - Link Levels 1, 2, 3, 2011 | Yes | 0 |

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

## 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 (Zendesk) 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 | September 2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|:---:|:---:|:---:|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | Since our last inspection in June 2023, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter. |
| **Interior:**<br>Interior Surfaces | X | | | A new wash sink was installed in J210 for the ASB classroom The remaining interior surfaces of the school were determined to be in good condition and do not require additional repairs at this time. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | The overall cleanliness of the campus was determined to be in good standing and not requiring additional attention since our last inspection in June 2023; Annual red ant treatments of all grounds and fields will continue. Pest control inspections will continue on a monthly basis. |
| **Electrical** | X | | | Since our last inspection in June 2023, there have been no improvements since the inspection indicated no repairs were needed. We will continue to monitor as we conduct ongoing facility checks every quarter. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | Since our last inspection in June 2023, drinking fountain water pressure was adjusted throughout the |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | site as necessary. We will continue to monitor as we conduct ongoing facility checks every quarter. |
| **Safety:** Fire Safety, Hazardous Materials | X | | The annual fire inspection was conducted in November of 2023. The site passed indicating there were no deficiencies. Cloth furniture and cloth light covers in classrooms are required to possess fire-retardant literature. All chemicals are contained in a fire-retardant locked cabinet away from student use. |
| **Structural:** Structural Damage, Roofs | X | | All roof leaks that were discovered during our last inspection in June 2023 were repaired. Damaged ceiling tiles in classrooms and offices were replaced. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | All gates, fences. and doors are secure and fully operational. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | | | | | | |
| **Mathematics** (grades 3-8 and 11) | | | | | | |

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

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

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

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

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | | | | |

## 2023-24 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2023-24 Career Technical Education Programs

Upland High School offers a full range of CTE courses in the following industry sectors: Arts, Media, & Entertainment, Building & Construction Trades, Engineering & Architecture, Health Science & Medical Technology, Information & Communications Technologies, and Transportation. Articulation agreements with the community college and 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. Grants and a local bond measure have provided equipment and infrastructure upgrades to support and enhance the programs. All CTE pathway courses meet the UC/CSU a-g requirements. A Pathways Advisory Council meets at least once a year to review the courses, provide technical guidance and industry tours, and offer internships and hands-on opportunities.

## 2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## 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 |
|---|---|
| **2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission** | |
| **2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission** | |

## 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.

## 2023-24 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|

## 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.

## 2024-25 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 Association, and the Highlander Education Foundation. There is also a monthly Chat with the Principal to discuss topics with the school administration. The school website serves as a source of information for parents, students, and the community to

## 2024-25 Opportunities for Parental Involvement

learn more about the school and opportunities for involvement and assistance. The school uses direct mail, Aeries Communication - Parent Square, and social media messaging to inform parents about school activities. Our social media account @upland.hs has over 5,500 followers. The school newspaper is distributed quarterly 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 or Google Classroom 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 the Principal which take place monthly. Upland Unified School District is 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. Upland High School is a community hub and there is always something going on that invites the community to see our sports, clubs, and artistic production.

## 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | | | | | |
| Graduation Rate | | | | | | | | | |

## 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | | | |
| Female | | | |
| Male | | | |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Black or African American | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian or Pacific Islander | | | |
| Two or More Races | | | |
| White | | | |
| English Learners | | | |
| Foster Youth | | | |
| Homeless | | | |
| Socioeconomically Disadvantaged | | | |
| Students Receiving Migrant Education Services | | | |
| Students with Disabilities | | | |

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

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | | | | |
| Female | | | | |
| Male | | | | |
| Non-Binary | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Black or African American | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| Two or More Races | | | | |
| White | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students Receiving Migrant Education Services | | | | |
| Students with Disabilities | | | | |

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

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | | | | | | | | | |
| Expulsions | | | | | | | | | |

## 2023-24 Suspensions and Expulsions by Student Group

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

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

## 2024-25 School Safety Plan

Providing a safe learning environment is a priority for Upland High School faculty, staff, parents, students, and school community members. In compliance with State law and Board policy, administrators, staff, and families at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crimeand safety data to develop reasonable safety goals relevant to the needs and resources of our campus. The following steps are included:identified our safety committeecreated a vision of a school as a safe place to learngathered and assessed school-related crime and safety dataidentified areas of desired changedeveloped strategies to maintain a safe and orderly environmentshared and adopted the plancommunity stakeholderscontinue to evaluate and revise the planThe plan is approved by the school site council prior to February 1st, and is adopted by the Upland Unified Board of Education in April. Upland High School is a closed campus. All visitors must present valid photo identification which is screened by school safety software before allowing entrance.  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, 9 full 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

## 2024-25 School Safety Plan

effort to provide ongoing training for students and staff in emergency preparedness as well as comply with district safety guidelines.   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.    Because we value instructional time, Upland High also implements Tardy Sweeps using School MInt in order to document students that are late and get them to class in an efficient manner. School Mint also calls and informs parents that their children are late to school.

## D. Other SARC Information

## Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|

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

This table displays the 2023-24 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|

## 2021-22 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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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

This table displays the 2021-22 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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

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

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

## 2023-24 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 | |

## 2023-24 Student Support Services Staff

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

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | 6749.33 | 42.69 | 6706.64 | 91427.58 |
| District | N/A | N/A | 9204.76 | |
| Percent Difference - School Site and District | N/A | N/A | -31.4 | 4.7 |
| State | N/A | N/A | | |
| Percent Difference - School Site and State | N/A | N/A | -12.6 | 4.5 |

## Fiscal Year 2023-24 Types of Services Funded

Upland High School receives categorical monies allocated from the district office in the areas of LCAP (state), Carl Perkins (federal), EIA-LEP (state), and Special Education. The School Site Council meets regularly (at least 6 times per year) to discuss ideas on how 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. UHS also has a Budget Committee composed of teachers, classified, and the principal that meets every month to provide an update on the school budget.

This year we will allocate funds to accomplish the following goals:
1. fostering an environment where students feel safe, connected and engaged;
2. academically prepare and empower students in ELA, math, and science as evidence by growth in state assessments and increased performance on the English Learner indicator;
3. ensure students are college and career equipped by increasing graduation rates, college and career readiness, participation

## Fiscal Year 2023-24 Types of Services Funded

in pathways, and increase in FAFSA completion. .

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

## 2023-24 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | |
|---|---|

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 | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered<br>Where there are student course enrollments of at least one student. | |

## 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, Structured Student Engagement, Writing Across the Curriculum, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, 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, Professional Learning Communities, Dual Enrollment, Technology Learning Labs, 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.   Also, the District has implemented voluntary Instructional rounds for English and Math departments.

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 | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 4 | |