

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.

- 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/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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 91786
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	9-12
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
Grade 9	716
Grade 10	751
Grade 11	736
Grade 12	702
Total Enrollment	2,905

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.1
Non-Binary	0.3
Asian	5.3
Black or African American	7.5
Filipino	2.2
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.3
White	18
English Learners	4.9
Foster Youth	0.5
Homeless	5
Socioeconomically Disadvantaged	69.7
Students with Disabilities	13.5

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)	120.40	87.84	419.40	92.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.50	5.47	10.70	2.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	2.47	7.60	1.69	12115.80	4.41
Unknown/Incomplete/NA	5.70	4.22	16.00	3.54	18854.30	6.86
Total Teaching Positions	137.10	100.00	453.90	100.00	274759.10	100.00

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)	118.00	90.71	400.10	92.78	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.70	0.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.70	9.06	23.40	5.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.20	4.10	0.95	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.01	0.80	0.20	15831.90	5.67
Total Teaching Positions	130.10	100.00	431.20	100.00	279044.80	100.00

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)	114.10	88.79	379.50	90.30	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	1.60	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.40	9.72	21.90	5.23	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	1.05	6.10	1.47	11746.90	4.23
Unknown/Incomplete/NA	0.50	0.44	5.80	1.38	14303.80	5.15
Total Teaching Positions	128.50	100.00	420.20	100.00	277698	100

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	0.00	0.00	0
Misassignments	7.50	11.70	12.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.50	11.70	12.4

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	0.20	0.00	0.4
Local Assignment Options	3.10	0.20	0.9
Total Out-of-Field Teachers	3.30	0.20	1.3

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)	7.00	8.7	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	1.1	2.6

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 January 2025

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 2015 Adoption Year: 2006 Scholastic - Read 180 (Grades 4-12) SRA - Kaleidoscope (SDC) Adoption Year: 2011 ELD (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, 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 August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Since our last inspection in August 2024, 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. There are plans to upgrade the cameras throughout the site.
Interior: Interior Surfaces	X			The carpet was removed and replaced in K235, M245, and C106. The library was modernized, separating the upper library from the lower library with the addition of a wall. The interior of the library was painted. New furnishings are scheduled to arrive after the new year. A new eye wash station was installed in the metal shop.
Cleanliness: 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 August 2024; Annual red ant treatments of all grounds and fields will

School Facility Conditions and Planned Improvements

			continue. Pest control inspections will continue on a monthly basis.
Electrical	X		Since our last inspection in August 2024, an additional electrical panel was added in Randalman Court to provide more power to the Industrial Arts Building and the sports field renovation.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Since our last inspection in August 2024, drinking fountain water pressure was adjusted throughout the 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 October of 2024. The site failed due to an occupancy load sign missing and a pull station being blocked in a classroom. The items have since been remedied. The site is awaiting re-inspection. 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 August 2024 were repaired. Damaged ceiling tiles in classrooms and offices were replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Several areas with extremely cracked concrete have been removed and replaced. Numerous concrete panels at the pool have been removed and replaced. It has been noted, that the exterior of the building needs fresh paint. There is a plan to roll out an RFP for exterior painting. 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)	68	66	52	52	46	47
Mathematics (grades 3-8 and 11)	29	32	37	39	34	35

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	717	687	95.82	4.18	65.60
Female	336	324	96.43	3.57	70.06
Male	377	360	95.49	4.51	61.28
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	77.78
Black or African American	58	56	96.55	3.45	67.86
Filipino	15	15	100.00	0.00	93.33
Hispanic or Latino	451	433	96.01	3.99	60.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	73.91
White	129	120	93.02	6.98	74.79
English Learners	23	20	86.96	13.04	5.00
Foster Youth	--	--	--	--	--
Homeless	34	28	82.35	17.65	53.57
Military	41	41	100.00	0.00	41.46
Socioeconomically Disadvantaged	489	469	95.91	4.09	62.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	81	87.10	12.90	16.05

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	717	681	94.98	5.02	32.01
Female	336	320	95.24	4.76	30.31
Male	377	358	94.96	5.04	33.52
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	66.67
Black or African American	58	53	91.38	8.62	26.42
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	451	434	96.23	3.77	25.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	21	87.50	12.50	28.57
White	129	118	91.47	8.53	43.22
English Learners	23	22	95.65	4.35	4.55
Foster Youth	--	--	--	--	--
Homeless	34	28	82.35	17.65	10.71
Military	41	41	100.00	0.00	14.63
Socioeconomically Disadvantaged	489	465	95.09	4.91	27.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	80	86.02	13.98	7.50

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)	25.04	31.52	28.54	31.64	30.29	30.73

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	1419	1376	96.97	3.03	31.27
Female	693	669	96.54	3.46	28.70
Male	720	702	97.50	2.50	33.67
American Indian or Alaska Native	0	0	0	0	0
Asian	70	70	100.00	0.00	51.43
Black or African American	111	109	98.20	1.80	18.35
Filipino	30	29	96.67	3.33	75.86
Hispanic or Latino	892	862	96.64	3.36	24.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	44	43	97.73	2.27	39.53
White	263	255	96.96	3.04	47.24
English Learners	59	57	96.61	3.39	0.00
Foster Youth	--	--	--	--	--
Homeless	80	74	92.50	7.50	14.86
Military	71	69	97.18	2.82	14.49
Socioeconomically Disadvantaged	786	753	95.80	4.20	26.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	175	158	90.29	9.71	5.70

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	1021
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.8
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	98.24
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	60

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
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	28.8	27.7	27.8	28.2	28

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 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 6,400 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 opportunities, such as WatchDOGS campus safety program. 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	2.2	3.7	3.6	2.9	4.8	4.7	7.8	8.2	8.9
Graduation Rate	96.3	95.9	95.3	95.5	94.8	94.5	87.0	86.2	86.4

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	687	655	95.3
Female	351	339	96.6
Male	334	314	94.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	36	35	97.2
Black or African American	51	46	90.2
Filipino	15	14	93.3
Hispanic or Latino	429	407	94.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	15	93.8
White	131	129	98.5
English Learners	50	45	90.0
Foster Youth	--	--	--
Homeless	66	58	87.9
Socioeconomically Disadvantaged	501	475	94.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	87	71	81.6

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	3091	3030	830	27.4
Female	1455	1429	408	28.6
Male	1625	1590	418	26.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	159	158	20	12.7
Black or African American	251	241	72	29.9
Filipino	65	65	7	10.8
Hispanic or Latino	1977	1935	572	29.6
Native Hawaiian or Pacific Islander	14	14	7	50.0
Two or More Races	71	71	17	23.9
White	538	530	132	24.9
English Learners	176	171	64	37.4
Foster Youth	27	20	15	75.0
Homeless	187	182	87	47.8
Socioeconomically Disadvantaged	2184	2135	684	32.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	435	420	137	32.6

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 data.

Suspensions								
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
7.41	5.65	4.56	4.85	4.16	3.2	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0.29	0.21	0.1	0.12	0.08	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.56	0.10
Female	3.85	0.07
Male	5.17	0.12
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.14	0.00
Black or African American	12.35	0.40
Filipino	0.00	0.00
Hispanic or Latino	4.20	0.05
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.63	0.00
White	3.35	0.19
English Learners	4.55	0.57
Foster Youth	25.93	0.00
Homeless	6.95	0.00
Socioeconomically Disadvantaged	5.49	0.09
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.13	0.23

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

2024-25 School Safety Plan

planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data to develop reasonable safety goals relevant to the needs and resources of our campus. The following steps are included:

- identified our safety committee
- created a vision of a school as a safe place to learn
- gathered and assessed school-related crime and safety data
- identified areas of desired change
- developed strategies to maintain a safe and orderly environment
- shared and adopted the plan
- community stakeholders
- continue to evaluate and revise the plan

The 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 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.

2021-22 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	21	65	51	37
Mathematics	23	46	51	30
Science	25	36	34	39
Social Science	21	46	39	21

2022-23 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	20	80	56	44
Mathematics	20	76	58	30
Science	22	52	47	37
Social Science	19	72	53	18

2023-24 Secondary 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 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	20	70	48	31
Mathematics	21	57	46	25
Science	21	53	33	35
Social Science	19	51	44	14

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	242.08

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)	12
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	12.5

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	7,549.38	2,486.18	5,063.20	87,934.93
District	N/A	N/A	4,427.33	\$92,541
Percent Difference - School Site and District	N/A	N/A	13.4	-5.1
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-72.1	-7.4

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;

Fiscal Year 2023-24 Types of Services Funded

3. ensure students are college and career equipped by increasing graduation rates, college and career readiness, participation 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	\$55,681	\$58,855
Mid-Range Teacher Salary	\$88,248	\$92,519
Highest Teacher Salary	\$114,362	\$114,665
Average Principal Salary (Elementary)	\$132,011	\$142,791
Average Principal Salary (Middle)	\$139,354	\$151,078
Average Principal Salary (High)	\$171,686	\$167,094
Superintendent Salary	\$328,373	\$281,086
Percent of Budget for Teacher Salaries	31.57	30.99
Percent of Budget for Administrative Salaries	4.96	5.37

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	24.9
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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	14
Fine and Performing Arts	2
Foreign Language	5
Mathematics	4
Science	13
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	59

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	4