



UPLAND HIGH SCHOOL

565 W. 11th Street • Upland, CA 91785 • (909) 949-7880 • Grades 9-12

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Upland Unified School District

390 North Euclid Ave.

Upland, CA 91786

(909) 985-1864

www.uplandusd.org

District Governing Board

Linda Angona, President

Wes Fifield, Vice-President

Mary Locke, Clerk

Robert Bennett, Member

Jack Young, Member

District Administration

Nancy Kelly, Ed.D.

Superintendent

Shinay Bowman

**Assistant Superintendent,
Elementary Education**

Pamela Salgado

**Assistant Superintendent,
Secondary Education**

Arik Avanesyans

**Assistant Superintendent, Business
Services**

Sergio Canal

**Assistant Superintendent, Human
Resources**

School Description

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

Our three year goals are:

Enhance the capacity of staff to support a diverse group of learners.

Increase awareness of and preparation for post-secondary opportunities and career readiness.

Enhance communication between and among students, staff and parents.

Increase campus safety and security.

Vision: Upland High School will prepare all students to be life-long learners who are able to adapt to a changing world. Our graduates will be ready to transition to a college or career.

Mission: Upland High School prepares and inspires all students academically and socially to be responsible and productive members of a changing global society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	841
Grade 10	768
Grade 11	822
Grade 12	764
Total Enrollment	3,195

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	0.5
Asian	5.9
Filipino	2.1
Hispanic or Latino	55.7
Native Hawaiian or Pacific Islander	0.6
White	24.4
Two or More Races	1.5
Socioeconomically Disadvantaged	54.1
English Learners	6.1
Students with Disabilities	13.1
Foster Youth	0.7
Homeless	2.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for UPLAND HIGH SCHOOL	17-18	18-19	19-20
With Full Credential	132	136	131
Without Full Credential	4	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Upland Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	493
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at UPLAND HIGH SCHOOL

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: 2017 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2017 McGraw-Hill Study Sync 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Algebra I, 2015 Houghton Mifflin - Geometry, 2015 Houghton Mifflin - Algebra II, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Prentice Hall - Biology Prentice Hall - Earth Science California Prentice Hall - Chemistry California Prentice Hall - Conceptual Physics Pearson - AP Edition Biology Houghton Mifflin - Chemistry 7th Edition Pearson-Addison Wesley - College Physics Thomson Learning - Living in the Environment McGraw Hill / Glencoe - Anatomy & Physiology Holt, Rinehart & Winston - Environmental Science Adoption Year: 2007 Thomson Del Mar Learning - Animal Agriculture Thomson Brooks/Cole - Oceanography McGraw Hill - Journey to the Cosmic Frontier Mountaineers Books - Mountaineering: Freedom of the Hills The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2001 Glencoe/McGraw-Hill - Economics Glencoe/McGraw-Hill - West's American Government Glencoe/McGraw-Hill - Street Law Worth Publishing - Exploring Psychology Worth Publishing - Psychology Prentice Hall - Essentials of Sociology: A Down to Earth Approach McDougal-Littell - The Americans: Reconstruction Through the 20th Century McDougal-Littell - Modern World History: Patterns of Interaction McDougal-Littell - The American Pageant: A History of the Republic McDougal-Littell - A History of Western Society McDougal-Littell - American Government: Institutions & Policies Holt, Rinehart - California Politics & Gov't Prentice Hall - American Government: Readings and Cases Adoption Year: 2006 Prentice Hall - Economics: Principles in Action Adoption Year: 2010 Holt-McDougal – The Earth & Its People, 5th Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Adoption Year: 2017 McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016 McGraw-Hill - Spanish for Spanish Speakers - El Espanol Para Nosotros, 2016 Vista Higher Learning - AP Spanish - Temas 2014 Vista Higher Learning - French I, II, III - D'accord!, 2015 Vista Higher Learning - AP French - Thème, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: May 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	56	53	53	50	50
Math	31	33	39	39	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

Career Technical Education Programs

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

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).

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	21.7	23.8	31.9

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	773	757	97.93	55.75
Male	394	389	98.73	44.73
Female	379	368	97.10	67.39
Black or African American	70	69	98.57	42.03
American Indian or Alaska Native	--	--	--	--
Asian	55	54	98.18	79.63
Filipino	19	19	100.00	73.68
Hispanic or Latino	420	416	99.05	49.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	189	179	94.71	65.36
Two or More Races	13	13	100.00	76.92
Socioeconomically Disadvantaged	394	391	99.24	46.80
English Learners	60	59	98.33	20.34
Students with Disabilities	82	80	97.56	7.50
Foster Youth	--	--	--	--
Homeless	15	14	93.33	6.67

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	773	747	96.64	32.53
Male	394	385	97.72	29.35
Female	379	362	95.51	35.91
Black or African American	70	67	95.71	17.91
American Indian or Alaska Native	--	--	--	--
Asian	55	54	98.18	64.81
Filipino	19	19	100.00	36.84
Hispanic or Latino	419	406	96.90	25.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	189	180	95.24	43.33
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	393	382	97.20	23.30
English Learners	60	59	98.33	10.17
Students with Disabilities	82	77	93.90	1.30
Foster Youth	--	--	--	--
Homeless	15	13	86.67	13.33

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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

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.

School Safety Plan

Providing a safe learning environment is a priority for Upland High School faculty, staff, parents, students, and school community members. Upland High School is a closed campus operating from 7:30-4:00 PM. All visitors must adhere to sign in/sign out procedures as well as ingress and egress via the Administration Building. Students may not leave the campus without a parent/guardian or emergency contact coming to the school and signing the student out for an approved reason. If the parent/guardian is not able to pick up the student, students must bring a note from the parent/guardian in order to leave campus during the school day. A phone number where the parent/guardian can be reached should be written on the note to enable the school to verify the note with the parent/guardian. Students may trust safe and confidential disclosure of any incidents of harassment/bullying or abuse(i.e. sexual, physical, emotional and/or electronic(cyber) to any faculty or staff member as all staff must complete their Mandated Child Abuse Reporting certification yearly. The parent-student handbook as well as the student conduct handbook outline appropriate reporting procedures and other pertinent district and school policy on student dress code.

The high school staff responds immediately to parent and/or community safety concerns. Efforts to maintain a safe campus environment are evidenced by the strategic placement and maintenance of surveillance cameras, the presence of a School Resource Officer and Probation Officer on campus, 6 full time and 2 part time visible Campus Proctors also referred to as Campus Safety Supervisors, Upland High School administration and staff. Upland High School completes 6 yearly disaster drill exercises in an effort to provide ongoing training for students and staff in emergency preparedness as well as comply with district safety guidelines. The Comprehensive Safety Plan was last updated on October 11, 2018 and shared with the entire school community. UHS follows both penal and California Education Code strictly when utilizing discipline policy for drugs and weapons while still working within a progressive intervention-based framework that includes Positive Behavioral Intervention and Support(PBIS), Capturing Kids' Hearts(CKH) and Restorative Justice practices. Aeries Communication provides families and staff with up-to-date announcements and information. Additionally, all teachers have access to the REMIND application--an electronic alert system that may be accessed via a computer or cellphone that provides another useful electronic resource along with school email for notifying teachers of situations on campus. Clear procedures and policies are documented in the Emergency Preparedness Plan as well as the Comprehensive Safety Plan, both of which are available at the school site and online.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.7	6.3
Expulsions Rate	0.0	0.2	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.2	4.5
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	355.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	9.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.6
Other	.7

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	31	29	63	29	27	21	65	28	23	27	63
Mathematics	29	19	50	36	29	22	40	44	32	9	21	62
Science	30	12	38	41	31	12	21	51	31	6	31	45
Social Science	28	20	35	37	29	13	30	30	29	14	24	43

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The Upland Unified School District believes that high quality, research-based professional development is essential to continuous improvement of teaching skills and concepts. 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 development is aligned with the District Strategic Plan for Student Achievement and Board goals. Teachers, paraprofessionals and administrators participate in workshops, and conferences that allow them to grow professionally and provide opportunities for collegial sharing. Regular meetings of teacher leaders in literacy, mathematics, reading intervention and technology as well as follow-up coaching support full implementation of training. Additionally, each school provides time for teacher collaboration on student achievement data, curriculum development, and review of classroom-based performance measures. Examples of workshops and coaching implemented as the result of analysis of student achievement include: Effective Teaching Strategies, Classroom Management, Curriculum Alignment and Mapping, English Language Development, AVID, Thinking Maps, Positive Behavior Intervention Support, Social Emotional Learning, 21st Century Classroom Technology, Common Core State Standards, Next Generation Science Standards, Modeling Academic Language, Universal Design for Learning, and Parent Engagement. Staff members participate in professional development in all-day workshops, after-school workshops and meetings, individual coaching/mentoring, and off-site conferences. The Induction (formerly BTSAs) 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,457	\$51,374
Mid-Range Teacher Salary	\$76,801	\$80,151
Highest Teacher Salary	\$99,526	\$100,143
Average Principal Salary (ES)	\$120,328	\$126,896
Average Principal Salary (MS)	\$125,053	\$133,668
Average Principal Salary (HS)	\$143,664	\$143,746
Superintendent Salary	\$248,434	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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

Rate for UPLAND HIGH SCHOOL	2015-16	2016-17	2017-18
Dropout Rate	3.4	3.3	1.7
Graduation Rate	96.2	94.8	97

Rate for Upland Unified School District	2015-16	2016-17	2017-18
Dropout Rate	5.1	5.1	3.6
Graduation Rate	94	92.4	94.8

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	860
% of pupils completing a CTE program and earning a high school diploma	9.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	57%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11794.5	4951.64	6842.86	79676.5
District	N/A	N/A	6597.81	\$80,166.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.6	-0.6
School Site/ State	-9.3	-2.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.06
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	56.61

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	15	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	8	N/A
Social Science	20	N/A
All courses	61	26.1

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

*Where there are student course enrollments of at least one student.