University Preparatory Academy Charter
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	University Preparatory Academy Charter
Street	2315 Canoas Garden Ave.
City, State, Zip	San Jose, CA 95125-2005
Phone Number	(408) 723-1839
Principal	David Porter
Email Address	dporter@gmail.com
Website	www.upasv.org
County-District-School (CDS) Code	43 10439 0113431

Entity	Contact Information
District Name	University Preparatory Academy Charter
Phone Number	(408) 723-1839
Superintendent	David Porter
Email Address	dporter@upatoday.com
Website	upasv.org

School Description and Mission Statement (School Year 2019-20)

Our Mission

The mission of University Preparatory Academy is to prepare students to enroll and excel in the best colleges and universities in the nation. UPA serves a diverse population of 7th through 12th-grade students, most of whom reside in Santa Clara County. UPA's campus is easily accessible, located off Highway 87 at Curtner Avenue. The campus is located across the street from a light rail station and local bus station. This strategic location enables UPA to draw students from school districts throughout Santa Clara County. UPA is a college preparatory alternative for those students who are not performing to their potential and get lost in traditional large middle and high school settings.

UPA provides a strong, supportive, small school environment for students to excel academically. Students demonstrating the desire and drive to make college a reality will find a home at UPA. The curriculum and pacing, along with the expected learning outcomes, are designed to challenge students. In conjunction with high expectations, UPA offers supportive learning environments in every classroom as well as a full complement of support classes for Math Support, English Support, and Intensive English Language Learner support. Students attending UPA will find both the challenge and support necessary to keep college and university within reach.

Our Educational Program

UPA offers an intensive college preparatory program, integrating challenging academics with leadership/citizenship skills, technology, and an expansive visual and performing arts program to actualize the unique skills and talents of each student. UPA supports students by prioritizing the "three R's" as described by the Bill and Melinda Gates Foundation Model: Rigorous academic coursework, Relationships, and Relevant learning opportunities. UPA provides rigorous academic coursework providing a breadth of coursework, including AP courses in all core subject areas. The staff and students establish meaningful and supportive relationships that are extended through advisory or seminar, and personalized learning plans. The curriculum implemented at UPA is designed to connect to real-world experiences and can lead toward mentoring, internship and community partnerships.

UPA is built on the commitment to hold its students accountable within a demanding program, while at the same time providing a supportive learning environment in which they can excel. UPA's instructional approach is characterized by the following fundamental tenets:

- Rigorous, standards-based curriculum. Meet the California academic content standards and ensure that core high school courses meet the University of California's "a-g" requirements. For graduation, 250 credits are required, including a minimum of two Advanced Placement classes.
- Personalized learning approach. Teachers support students' long-term growth through advisory or seminar courses. Advisory or seminar serve all students grades 7-12. Starting in 9th grade, counselors assist students as they begin to develop a 4-year academic plan that guides them through high school and on to college. Students identified as "students of promise" are supported through the development and implementation of a personalized learning plan. The student's PLP outcomes align with all learning approaches to keep the doors of opportunity to college and university open.
- Educational support. Students are enrolled in school for 184 days, and a 6 and 7 period day. Students are also offered math, English, and English Language support classes as needed. Additional supplemental support such as mentoring, and after school tutoring, are available to each student.

- Small school environment. With a maximum enrollment of 700 students, our school provides students and teachers with the opportunity to develop supportive long-term relationships that are conducive for increased student achievement.
- Integrated technology across the curriculum. Technology is integrated across the instructional program to ensure students have the skills to enable them to compete for admission to the best colleges and universities in the nation.
- Visual and performing arts. Students are encouraged to develop as well-rounded individuals through exploration of the visual and performing arts. Students are exposed to Art, Drawing and Painting, Music, Drama, Dance, and Multimedia courses to help foster their talents.
- World Language. Students at UPA are required to take three years of Spanish.

UPA is open to all students, and its motivational strategies encourage students to take personal responsibility for their education and become committed to academic outcomes that will prepare them for college and careers. UPA provides quality instruction and guidance, curricular and extracurricular support, and resource materials to support academic progress toward achievement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	121
Grade 8	119
Grade 9	119
Grade 10	115
Grade 11	111
Grade 12	99
Total Enrollment	684

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.1
Asian	41.2
Filipino	5.1
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.1
White	13.7
Two or More Races	2.8
Socioeconomically Disadvantaged	19.7
English Learners	3.8
Students with Disabilities	2.2
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	35	35	35
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw, Hill Novels – Follett Vocabulary – Sadlier	Yes	0.0
Mathematics	Pearson, adopted 2014 Cengage, adopted 2017 Bedford, adopted 2017	Yes	0.0
Science	Pearson, adopted 2018 Houghton Mifflin Harcourt, adopted 2010 Holt Rhineheart, adopted 2009 Stemscopes Science adopted 2019	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	McGraw Hill, adopted 2015 Houghton Mifflin, adopted 2018 Pearson, adopted 2016 TCI, adopted 2018	Yes	0.0
Foreign Language	Vista Higher Learning, adopted 2013 Wayside Publishing, adopted 2012	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Carolina Biological BioRad Pasco Nasco Paxton Patterson0.0 Flynn Fisher Scientific	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES CONDITIONS AND
Safety and facility inspections are conducted by school administration, City of San Jose Fire Marshal, Santa Clara County EPA, and CharterSafe (Liability Insurance Carrier).
UPA's campus is located at 2315 Canoas Garden Avenue in San Jose on the 13.4-acre site of the Cathedral of Faith, across the street from light rail facilities and near to the entrance to all major highways. The school site provides ample space for student outdoor recreation, outdoor eating facilities, and physical education tasks. The school utilizes three classroom wings, a gym, a theater, two computer centers and an office complex. In addition, the school site includes a Media Center, a student run school store, a book depository, and art gallery, as well as access to a professional dance studio, and aerobics & weightlifting facility. Classrooms feature ergonomic chairs and desks for students, high speed wireless internet access, video projection, and dedicated computer resources for each classroom. This modern, safe and secure environment provides parents and staff the comfort and confidence of knowing that students can focus on learning. Our students take pride in their campus; parent surveys conclude that parents feel as though the facilities are well above standard, they are safe, and that they prompt students to do their best
academic work. UPA plans for long term leasing of these school facilities.

SCHOOL FACILITIES, TYPICAL USE AND DESCRIPTION
Classrooms: Academic and after school programs. Classrooms are spacious and nicely appointed; they feature all of the amenities noted above, and are safe, clean, well
maintained, and inspiring to students and teachers.

Gym Physical: Education courses, student activities, and athletics. UPA's gymnasium is a large facility with appropriate storage, lighting, safety equipment, drop down room division, sound system, score boards, portable bleachers, and six basketball courts, as well as infrastructure for volleyball, indoor soccer, and numerous other sports and activities. The gym features an inscription of our school athletic mascot, the Golden Eagle.

Computer Labs: Used for teaching technology-related courses such as computer science, digital media and design, and digital cultural studies. UPA has two computer labs: the first is equipped with Apple desktop and laptop computers. The second is our newest computer lab and is equipped with high-end Windows 10 desktop computers. These facilities, and the instruction that goes on in the computer labs, were designed to facilitate learning in the areas of software design principles, innovative technology-based research, and multi-media editing & design. We encourage students to employ technology as an important tool for creativity, problem solving, and productivity.

Horton Youth Center: This facility serves as a morning homework center, a lunch facility, a special event auditorium, and a fine arts performance venue. The Horton Youth Center features a state-of-the art sound and projection system that includes three large projection screens, three projectors, professional audio and lighting systems, a rock-climbing wall, and space and seating for 400 plus. Seating arrangements may take the form of tables or auditorium setting, depending on the event. Students make use of this space for working on homework, taking advantage of tutoring services, lunch and break, and for special events including weekly lunchtime activities, assemblies, and fine arts performances and presentations. The Horton Youth Center also houses our art gallery, book depository, and the ASB-run student store.

Administrative Offices: The Family Life Center building houses our administration and counseling offices. There are 11 office spaces altogether, with additional offices in the Horton Youth Center building. The main UPA front desk is also housed in the Family Lifer Center building. Our Learning Center building houses the staff lounge, staff print center, and student print centers. Throughout our campus, we also have common spaces for students to use for studying or group work. Virtually all offices have a local printer, and also access to staff high-volume printers centrally located in our buildings. All staff are able to print to the high-volume copy machine located in the main staff print center in the Learning Center building. Most important are the human resources that guide the operations within these facilities - our staff is welcoming, accommodating, and resourceful in their work with our school community. All hardcopy information is housed at the main front desk and is kept up to date by office staff and parent volunteers.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 15, 2017

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	74	53	55	50	50
Mathematics (grades 3-8 and 11)	69	65	52	53	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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	339	98.55	1.45	74.34
Male	174	171	98.28	1.72	73.10
Female	170	168	98.82	1.18	75.60
Black or African American	32	32	100.00	0.00	62.50
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	136	135	99.26	0.74	92.59
Filipino	21	21	100.00	0.00	80.95
Hispanic or Latino	95	93	97.89	2.11	43.01
Native Hawaiian or Pacific Islander					
White	44	43	97.73	2.27	90.70
Two or More Races	15	14	93.33	6.67	71.43
Socioeconomically Disadvantaged	80	79	98.75	1.25	59.49
English Learners	35	35	100.00	0.00	22.86
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	344	339	98.55	1.45	64.60
Male	174	172	98.85	1.15	68.02
Female	170	167	98.24	1.76	61.08
Black or African American	32	32	100.00	0.00	56.25
American Indian or Alaska Native	--	--	--	--	--
Asian	136	135	99.26	0.74	85.93
Filipino	21	21	100.00	0.00	80.95
Hispanic or Latino	95	94	98.95	1.05	29.79
Native Hawaiian or Pacific Islander					
White	44	42	95.45	4.55	78.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	14	93.33	6.67	50.00
Socioeconomically Disadvantaged	80	79	98.75	1.25	48.10
English Learners	35	34	97.14	2.86	20.59
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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.

Career Technical Education Programs (School Year 2018-19)

Consistent
Consistent with our mission, UPA only offers a UC a-g college prep curriculum. UPA also offers many AP classes in various disciplines as well as engineering courses for the students to enroll. UPA does not have a career technical curriculum track for students. The participation statistics below reflect our Project Lead The Way (PLTW) program, an engineering pathway available to grades 7-12, and taught in partnership with San Jose State University.
As a result of staffing turnover at the end of the 14-15 school year, the PLTW program needed to rebuild the program with new teachers at various levels of training. As such, the program was scaled back. In the 16-17 year, the third year of both the Engineering sequence and the Biomedical Sciences sequence were scheduled. Class sizes in the upper courses in the sequence tend to be very small. UPA continues to seek ways to increase flexibility for student scheduling, but input from PLTW home office advises UPA focus on offering high-quality lower-level offerings, rather than attempt to offer each course in the sequence with numbers simply to complete the pathway.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	204
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	

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	72.95
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.8	28.0	37.3
9	17.2	31.0	31.0

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.

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)

UPA has a long history of active parental involvement. Parents can often be found participating in the monthly School Board Meetings, volunteering for classes or departments, or participating in school activities. A new tradition at UPA is the yearly PTSO BBQ, the gathering provides parents and staff a chance to get to know each other in a less formal and more familial setting and is highly attended.

At UPA parent involvement is actively solicited and encouraged. Current opportunities for parental/community involvement include:

- Parent Teacher Student Association (PTSO)
- Executive Director's Advisory Committee (EDAC)
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Fine Arts Boosters Committee
- Curriculum / Instruction / Assessment Committee

Contact Person Name: David Porter

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State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2.3	2.3	0	36.1	27.1	49.3	9.7	9.1	9.6
Graduation Rate	94.3	93	100	19.4	45.8	45.3	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/.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.3	0.1	3.1	2.9	2.3	3.6	3.5	3.5
Expulsions	0.0	0.1	0.4	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

University Preparatory Academy has developed a comprehensive school safety plan that meets the requirements of Senate Bill 187 and is evaluated annually by The Santa Clara Office of Education Emergency Preparedness and Risk Management staff. Students, staff, and teachers practice and prepare for fire, earthquake and intruder incidents on a monthly basis. These drills are reviewed, and modifications and improvements are made on a regular basis. Professional development throughout the school year is committed to evolving the school safety plan to reflect relevant threats and the most recent developments in school safety and law enforcement protocol. UPA has adopted and implemented the Santa Clara County Sherriff's recommendation for "Run, Hide and Defend" where schools prepare to respond effectively to the risk of an intruder entering the campus. In advisory classes, students spend considerable time reviewing and rehearsing emergency response procedures and expectations for student behavior during emergencies. This information is also reviewed at the start of each school year, and at the start of second semester advisories as well. A physical copy of the yearly safety plan, including the schedule of safety drills can be found in the front office, the Director of Student Services' office, and the Executive Director's office.

UPA employs campus supervisors whose responsibility it is to monitor the campus, keep all outside doors locked with electronic key technology, and to fulfill specific roles assigned to them per the school safety plan. Roles and responsibilities have been assigned to all administrative staff that allows UPA to respond to any emergency effectively. UPA has adopted a cloud-based messaging system to improve emergency communications with parents and the community via text messaging and email. School building broadcast technology has been updated and now allows for strategic communications between campus supervisors, administration, and staff and students. Coordination between the school and the landlord around safety and emergency communications and response has been solidified to ensure a safe and secure campus. Appropriate and effective strategies for emergency response and prevention have been developed for power outages, rolling blackouts, bomb threats, medical emergencies, and many other emergency scenarios. Areas of the campus have been carefully designated as evacuation centers and safe passage pathways. These safety related policies and procedures are extended to all aspects of campus life, including athletic events, after school activities and field trips.

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	23	11	18	1	25	5	21	1	28	4	21	2
Mathematics	26	3	12	2	25	6	19	2	26	6	21	
Science	23	13	18		26	9	19	2	26	7	22	
Social Science	26	7	17	1	27	4	20	2	28	4	22	1

*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.

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

Title	Ratio
Academic Counselors*	570.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,799	82.00	8,717	68,544
District	N/A	N/A	-	68,544
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,506.64	
Percent Difference - School Site and State	N/A	N/A	20.1	

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.

Types of Services Funded (Fiscal Year 2018-19)

GATE
In addition to Honors and Advanced Placement classes in all core academic areas, UPA offers classes such as Visual and Performing Arts, as well as Math Competitions, Science Fairs and summer school options that include enrichment opportunities. (Removed Issues and Debate, Yearbook from classes.

SPECIAL EDUCATION
UPA contracts with SCCOE to provide a Resource Specialist Program (RSP) teacher who works with approximately 20-24 students in an inclusion program, and a speech language pathologist (SLP) for students with special needs and an Individual Education Plan (IEP). A resource room is available to these students for delivery of accommodations and services as needed. Parents, student, teachers and a facilitator meet at least once per year to update the plan and review each student's progress. Other services are available from the county as needed, such as vision therapist or adaptive physical education.

AT RISK STUDENTS
UPA takes a multi-pronged approach to At-Risk Students. Students who fail English 8 or Math 8 and test below grade level on the NWEA and SBAC are enrolled in an English or Math Support Class during the following school year. This course takes the place of one of their electives.

Students who fail more than one class are identified during the first 4 weeks of school and are enrolled in the Students of Promise program. In this program, students work alongside the academic counselors to create and individual learning and accountability plan. The goals of the plan is to keep the student organized as well as to help student work toward completing missing assignments.

Students who are failing more than 3 courses meet with the SOP Coordinator. During this meeting, the coordinator, parent, and student create a plan to help guide them back on track. Creating an afterschool teacher office hour schedule, exploring tutoring options, and enrolling in the SOP program are some strategies that have been suggested at meetings. The coordinator meets with the student throughout the semester to check the level of progress being made.

Seniors who are At-Risk are monitored by the Director of Student Services. Starting the first two weeks of school, seniors who are not on track to graduate are closely monitored and are assigned mandatory study sessions twice a week during the Seminar period. In addition, seniors must attend study sessions during lunch and after school five times a week. The Director of Student Services meets with each senior once a week to ensure they are making academic progress. If insufficient progress is made, a meeting with the senior counselor and parents are scheduled.

ENGLISH LEARNERS
UPA administers the Initial ELPAC all incoming students who indicate a language other than English on the Home Language Survey and have not been previously attended a California public school. The Summative ELPAC is used to gauge skill levels of incoming English Learners. Based primarily on the ELPAC and with consideration of other factors such as standardized test scores (either SBAC or NWEA depending on data available), class grades, and teacher observations, those students are assigned level of service ranging from dedicated English Language Development class to an individual language learner plan monitored by the ELD coordinator. A dedicated ELD coordinator oversees and conferences with all students identified as English Learners at all levels (EL 1, EL 2, EL 3, and RFEP). (Edited to reflect updates in CA's EL testing system.

STUDENTS WITH DISABILITIES
A dedicated 504 coordinator meets at least once a year with all families and students who qualify for 504 plans to develop comprehensive, appropriate accommodation plans to help those students find success. That coordinator also works with faculty to ensure that all students have access to their accommodations. The school's testing coordinator also serves as the Services for Students with Disabilities (SSD) contact with the College Board. The SSD contact works with the 504 coordinator and the resource specialist to ensure that students with disabilities who need supports and accommodations receive them on College Board exams, such as the SAT and AP Exams.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	4	N/A
All courses	17	26

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	12

University Preparatory Academy has implemented a Professional Development Plan w hose design is based on the belief that quality teaching makes the difference in student learning. UPA believes that the professional learning of teachers and administrators is a central factor in determining the quality of teaching.

UPA professional development is driven by a compelling vision of student learning and data-driven assessment of our school through standardized testing and parent, student, and staff surveys. Professional development supports the implementation of best practices as evidenced by research. In focusing on the suggestions of the National Council for Staff Development, UPA seeks to:
- Increase teachers' content know ledge and pedagogical skills
- Create opportunities for practice research and reflection
- Imbed professional development in educator's work determining often times for it to take place during the school day
- Sustain professional development over time
- Base professional development on a sense of collegiality and collaboration

During the 16-17 school year, UPA conducted 3 inservice days, and 8 scheduled professional development days. In the 17-18 school this was increased to 9 professional development days, including 2 "minimum day" schedules to allow for extended professional development time. For the 18-19 school year, professional development time has again been increased with 9 days inclusive of 6 minimum days, in order to allow for collaborative work time. Current areas of focus are on educational equity as a guiding principle, and the continued development of intervention strategies to support under-achieving and at-risk student populations. To give structure to these interventions, UPA's administrative team is attending trainings on the implementation of the Multi-Tiered Systems of Support (MTSS) framework. This approach will allow UPA to take stock of its various intervention and support programs and organize them in a way that will maximize student benefit. Finally, in addition to the main initiatives, some professional development time is also dedicated to ensuring that the recommended areas of follow-up from the most recent WASC accreditation, as well as actions committed to in LCAP are making progress. The current areas of emphasis for training include:
- Implementing Next Generation Science Stanbdards
- Defining 21st Century skills and creating rubrics to assess student attainment of these skills

- Review of student academic achievement data
- Continue teacher collaboration and student study teamns
- Study on equity and equality and the status of this at UPA
- Instructional techniques for teaching English Learners
- Strategies for assisting At-Risk students
- Technology training on the use of the school's new student data system
- School safety
- Child abuse reporting
- First Aid
- Suicide prevention