

University Preparatory Academy Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Daniel Ordaz, Executive Director

Principal, University Preparatory Academy Charter

About Our School

Executive Director's Message:

As Executive Director and on behalf of the University Preparatory Academy staff, I welcome you to the University Preparatory Academy. Our school is a public charter school now in its 8th year of operation. Over the years, the University Preparatory Academy has achieved high API scores and high academic rankings in the state. The Students, parents and staff work as a team to ensure the academic achievement of our students. As a school community we also works very hard to maintain a friendly and very safe environment for students to learn.

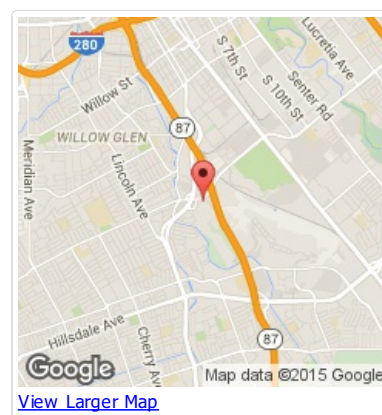
Please take a few moments to review our School Accountability report card and explore our website. We are proud of the school's accomplishments and the success of the students. I welcome you to visit our school. This truly is a "small school that works."

Daniel Ordaz
Executive Director

Contact

2315 Canoas Garden Ave.
San Jose, CA 95125-2005

Phone: 408-723-1839
E-mail: ordazdan@gmail.com



About This School

Contact Information - Most Recent Year

School	
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	Daniel Ordaz, Executive Director
E-mail Address	ordazdan@gmail.com
Web Site	www.upasv.org
County-District-School (CDS) Code	43104390113431

District	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Web Site	http://www.sccoe.org
Superintendent First Name	Jon
Superintendent Last Name	Gundry
E-mail Address	jon_gundry@sccoe.org

Last updated: 1/31/2015

School Description and Mission Statement (Most Recent Year)

School Mission:

The mission of University Preparatory Academy is to prepare students to enter and excel in the best colleges and universities in the nation.

School Description:

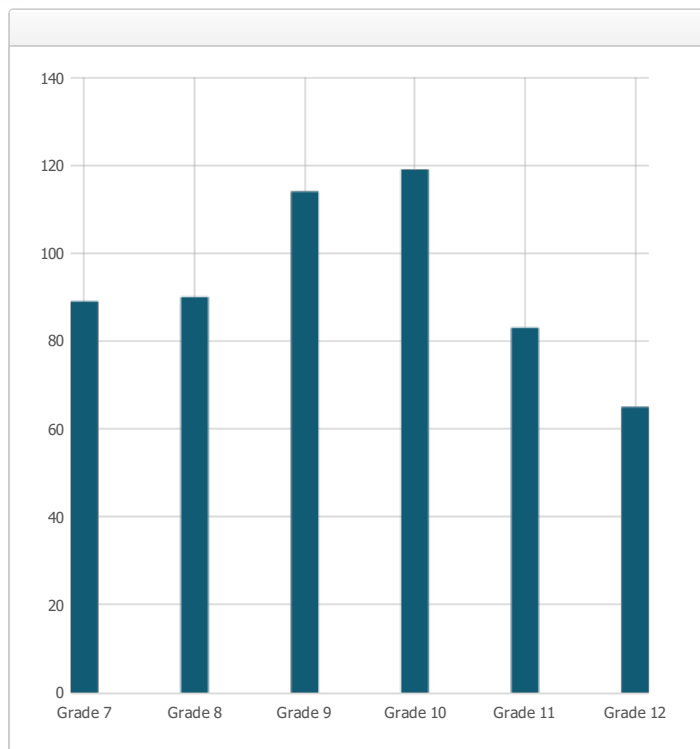
University Preparatory Academy (UPA) campus is located at 2315 Canoas Garden Avenue in San Jose on the 13.4-acre site of the Cathedral of Faith Church serving approximately 500 students in grades 7 through 12. The school utilizes three classroom wings, a gym, a theatre, a computer center and an office complex. This modern, safe and secure environment provides parents and staff the comfort and confidence of knowing that students can focus on learning. The campus is easily accessible by mass transit being located just off Highway 87 at Curtner Avenue in San Jose, CA and across the street from a light rail station and local county transit bus station.

UPA offers an intensive college preparatory program, integrating rigorous academics with leadership/citizenship skills and technology, and a visual and performing arts program to actualize the unique skills and talents of each student. UPA is built on the commitment to hold its students accountable for a demanding program, but also to give them a supportive learning environment in which to excel. UPA's instructional approach is characterized by the following fundamental tenets:

- Rigorous, standards-based curriculum
- Personalized-learning approach
- Educational support
- Small school environment
- Leadership/Student Advisory
- Integrated technology across the curriculum, including math, engineering and medical science program
- Visual and performing arts
- Foreign Language
- Advanced Placement Classes
- Athletics program
- Very active student government program and activities program including clubs.

Student Enrollment by Grade Level (School Year 2013-14)

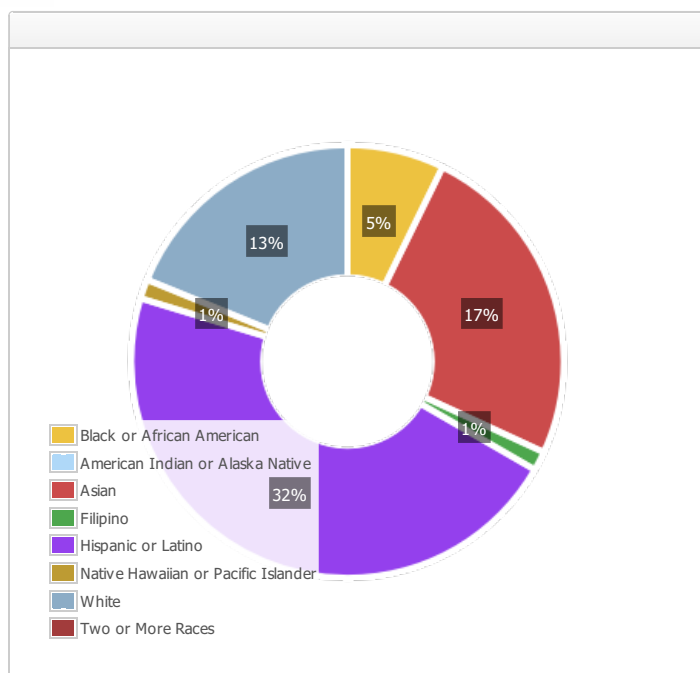
Grade Level	Number of Students
Grade 7	89
Grade 8	90
Grade 9	114
Grade 10	119
Grade 11	83
Grade 12	65
Total Enrollment	560



Last updated: 1/31/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	0.0
Asian	17.1
Filipino	1.4
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	1.1
White	13.9
Two or More Races	0.0
Socioeconomically Disadvantaged	14.3
English Learners	10.7
Students with Disabilities	2.7



Last updated: 1/31/2015

A. Conditions of Learning

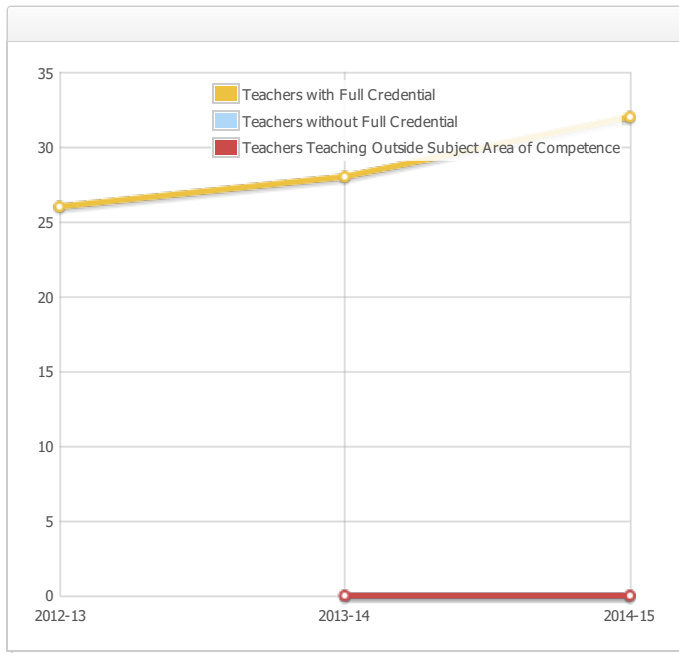
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

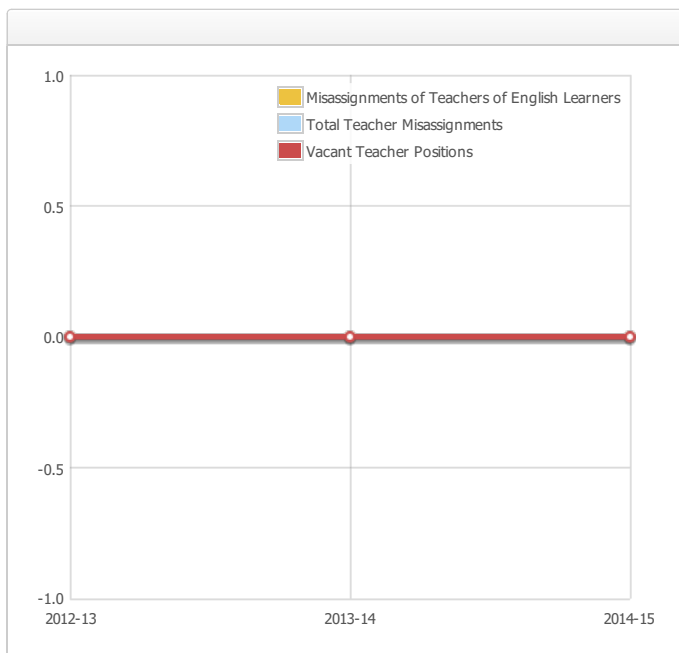
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	28	32	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 1/31/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/31/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	81	19
Low-Poverty Schools in District	98	2

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2010

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials McDougal Littell Novels – Follett Vocabulary – Sadlier Oxford	Yes	0.0
Mathematics	Pearson	Yes	0.0
Science	Pearson Cengage Houghton Mifflin Harcourt Curriculum Press Holt Prentice Hall	Yes	0.0
History-Social Science	McGraw Hill Houghton Mifflin Harcourt Pearson	Yes	0.0
Foreign Language	Vista Higher Learning Wayside Publishing Pearson Houghton Mifflin Harcourt	Yes	0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	Carolina Biological BioRad Pasco Nasco Paxton Patterson Flynn Fisher Scientific	Yes	0.0

Last updated: 1/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year

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 two classroom wings, a gym, a theatre, a computer center and an office complex. In addition, the school site includes a University Research Center, a student run school store, a book depository, and art gallery, as well as access to a professional dance studio and aerobics and weightlifting facility. Classrooms feature ergonomic chairs and desks for students, high speed Internet and server resources, and digital projection and laptop and desktop computer resources for each and every 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, including wireless technology services, and classrooms 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 Center: Used for teaching technology & other electives, and houses server resources. UPA's computer lab is a state of the art Apple facility that includes 40 desktop computers and laptop cart, fully loaded with web-based presentation, and academic software, made available to three levels of technology classes, multimedia classes, and academic classes alike. The facility, and the instruction that goes on in the computer lab embraces the Web 2.0 environment and encourages students to employ technology as an important tool and key to their success.

Horton Youth Center: This facility serves as a morning homework center, a lunch facility, a special event auditorium, a fine arts performance venue and tutoring center. The Horton Youth Center features a state of the art sound and projection system that includes three giant screens, three projectors, full sound and lighting boards, a rock climbing wall, and space and seating for 400 plus. Seating arrangements may take the form of table rounds 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 student government run, student store.

Administrative Offices: These offices serve as offices for administration and counseling. There are 10 offices, one lounge, and common spaces, which make up the administrative wing of the school site. In these areas, low & high technology as well as print resources are plentiful, and office related resources provide the staff with efficient and effective tools by which to serve students, parents and the community. 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. Hardcopy information is housed in this area and is kept up to date by office staff and parent volunteers.

Last updated: 1/31/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No action needed
Interior: Interior Surfaces	Good	No action needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No action needed
Electrical: Electrical	Good	No action needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No action needed
Safety: Fire Safety, Hazardous Materials	Good	No action needed
Structural: Structural Damage, Roofs	Good	No action needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No action needed

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/31/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	88	87	84	62	61	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/31/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	84
Male	83
Female	85
Black or African American	83
American Indian or Alaska Native	
Asian	92
Filipino	
Hispanic or Latino	69
Native Hawaiian or Pacific Islander	
White	95
Two or More Races	
Socioeconomically Disadvantaged	78
English Learners	64
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	86%	88%	83%	55%	58%	57%	54%	56%	55%
Mathematics	50%	48%	59%	55%	57%	58%	49%	50%	50%
History-Social Science	70%	78%	85%	30%	46%	44%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/31/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	4	6	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/31/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	20	16	-1
Black or African American			
American Indian or Alaska Native			
Asian	-6	5	9
Filipino			
Hispanic or Latino	41	12	-20
Native Hawaiian or Pacific Islander			
White	12	14	15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/31/2015

Career Technical Education Programs (School Year 2013-14)

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 program, an engineering pathway available to grades 7-12, and taught in partnership with San Jose State University. 2013-14 was our second year of PLTW implementation and we have plans to continue implementation until the pathway is complete.

The complete program pathway had not been fully implemented, as this was the first year of the program; therefore, all graduating seniors did not technically complete the program, but did earn a high school diploma.

Last updated: 1/31/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	182
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0

Last updated: 1/31/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	63.8
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

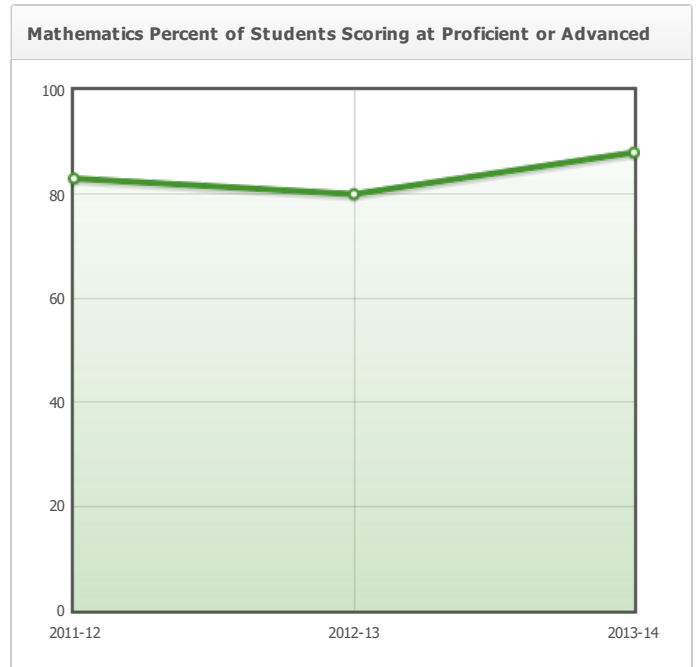
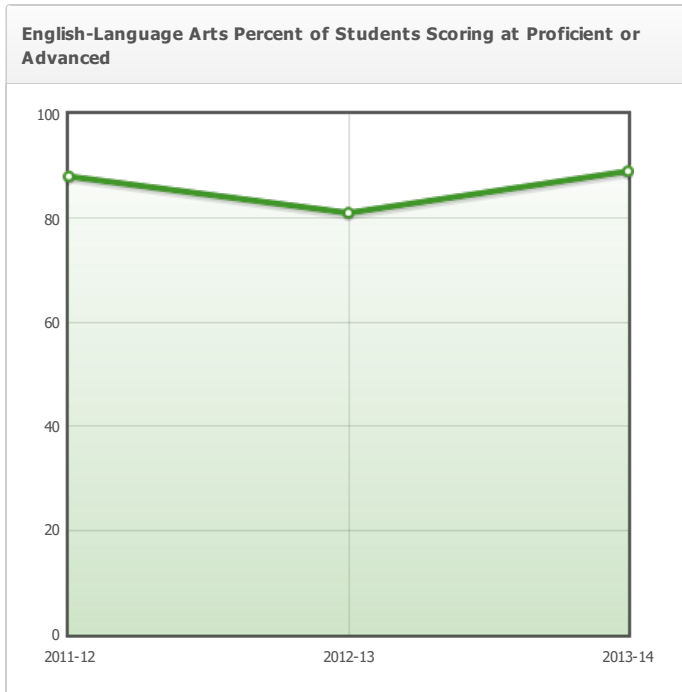
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	88%	81%	89%	39%	45%	28%	56%	57%	56%
Mathematics	83%	80%	88%	40%	47%	28%	58%	60%	62%

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.



Last updated: 1/31/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	51%	18%	31%	47%	32%	22%
All Students at the School	11%	18%	71%	12%	39%	48%
Male	15%	30%	55%	15%	34%	51%
Female	8%	8%	84%	10%	44%	46%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	7%	13%	80%	7%	13%	80%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	22%	26%	52%	30%	52%	19%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	25%	75%	8%	58%	33%
Two or More Races	9%	13%	77%	6%	33%	61%
Socioeconomically Disadvantaged	18%	35%	47%	12%	65%	24%
English Learners	5%	26%	68%	5%	47%	47%
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/31/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	22.7%	23.9%	37.5%
9	16.7%	25.9%	41.7%

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.

Last updated: 1/31/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Contact Person Name: Daniel Ordaz
 Email: ordazdan@gmail.com
 Contact Person Phone Number: 408.723.1839 x 5115

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
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Fine Arts Boosters Committee
- Curriculum / Instruction / Assessment Committee
- Mentoring / Internship Development
- Extracurricular Programs/Activities
- University Preparatory Academy Foundation

Once a student is admitted to the school, his or her family is encouraged to sign up with one of the school's various parent action committees. It is by working on these committees that most parents will complete their recommended parent participation hours.

State Priority: Pupil Engagement

Last updated: 1/31/2015

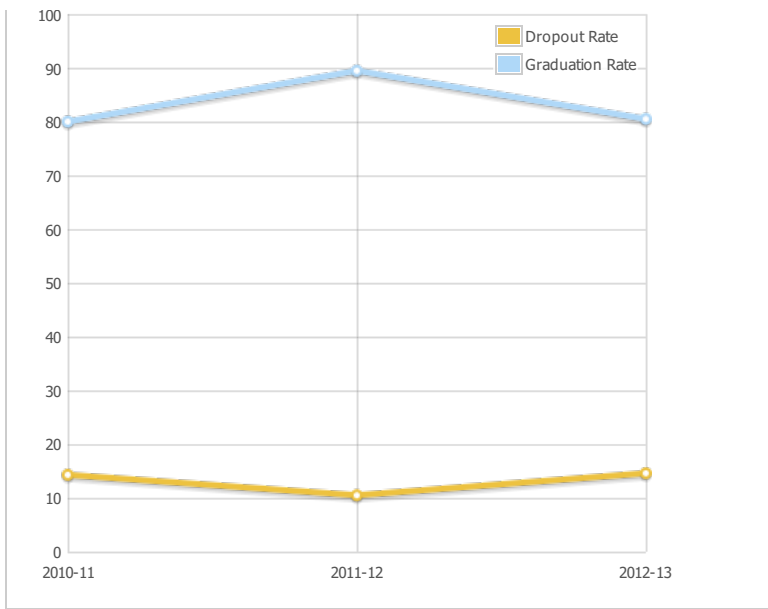
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	14.3	10.5	14.6	14.2	12.1	11.1	14.7	13.1	11.4
Graduation Rate	80	89.47	80.49	79.98	82.2	82.92	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/31/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	100	37	84
Black or African American	100	56	75
American Indian or Alaska Native		66	77
Asian	100	26	92
Filipino	100	40	92
Hispanic or Latino	100	38	80
Native Hawaiian or Pacific Islander			84
White	100	40	90
Two or More Races		16	89
Socioeconomically Disadvantaged	100	39	82
English Learners	100	33	53
Students with Disabilities	100	15	60

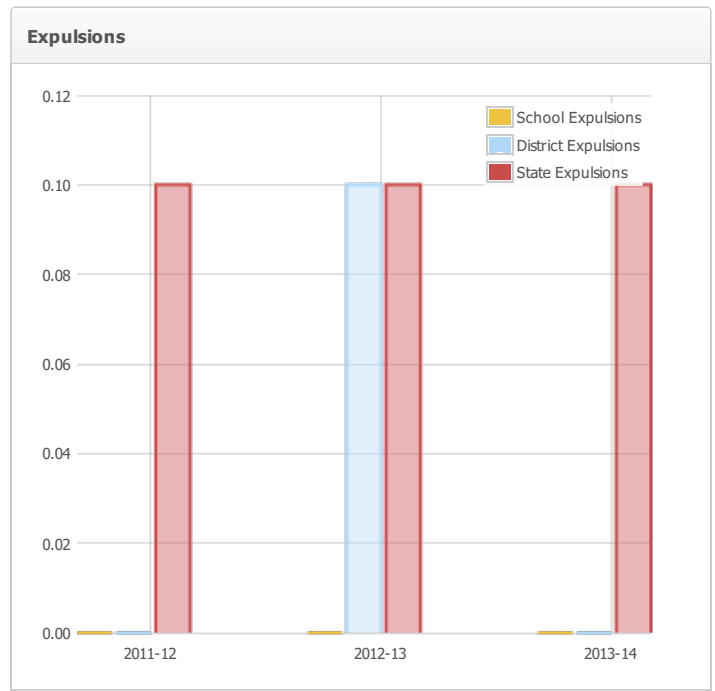
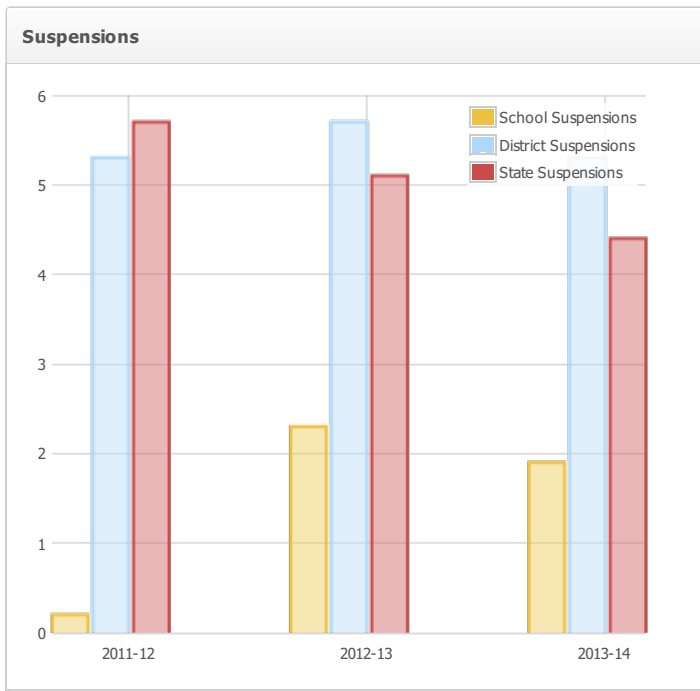
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.20	2.30	1.90	5.30	5.70	5.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.10	0.00	0.10	0.10	0.10



Last updated: 1/31/2015

School Safety Plan - Most Recent Year

School Programs and Practices that Promote a Positive Learning Environment

UPA provides quality instruction and guidance, curricular support, and selected academic programming to ensure that students make appropriate progress toward achievement of UPA's school wide academic outcomes. All students and parents proudly own the UPA mission; the entire staff shares in a common mission of preparing students to attend and successfully complete a four-year university program. UPA teachers and support staff provide a warm and inviting environment where students are treated as individuals and where each and every student can feel safe and comfortable working toward the academic goals they establish for themselves. By creating and reinforcing an academic environment that demands individual responsibility, UPA is able to enforce the same level of responsibility and attentiveness from our students in social and behavioral circles.

School Safety Plan

University Preparatory Academy has developed a comprehensive school safety plan that meets the requirements of Senate Bill 187 and is evaluated annually by 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 had adopted the Santa Clara County Sheriff's recommendations and has implemented "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.

UPA has employed three campus supervisors whose responsibility it is to monitor the campus, keep all outside doors locked with electronic key technology, and to play specific roles assigned to them part and parcel to 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. 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.

Suspensions and Expulsions

The University Preparatory Academy has adopted student discipline policies that are substantially similar to policies in effect for the students attending the middle and high schools within Santa Clara County. These policies are updated and distributed every school year as part of the school's student/parent handbook and they clearly describe the school's expectations regarding academic achievement, attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and every parent are required to verify that they have reviewed and understand the policies prior to enrollment. The UPA Director of Student Services ensures that students and parents/guardians are notified of all discipline policies, rules, and of the procedures through the Student/Parent Handbook by including these policies in the published student planner, with posting these policies on the school's website, and by making available these policies to parents in the main office.

The UPA governing board reviews the student discipline policies at least annually, and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the UPA school community.

UPA regards suspensions and expulsions as a last resort and has adopted restorative justice practices where applicable. A whole view of the student's academic and behavioral context is assessed to best tailor punitive or constructive responses to a student's undesirable behavior and parents, staff and community resources are utilized on behalf of the student. Students who violate the school's discipline policies, who are serious disruptions to the education process, and/or who present a health or safety threat may be suspended for up to ten school days in a school year. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student.

Criteria for suspension and expulsion of students include appropriate due process, and are specific, clear and compliant with federal laws governing discipline of special needs students. The purpose of suspension and expulsion is to ensure a safe and effective learning environment. All related hearings conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records. The Board of Trustees has developed and approved suspension and expulsion procedures that conform to all applicable state and federal laws. UPA, in good faith, proceeds to ensure the appropriate placement of an expelled student.

Last updated: 1/31/2015

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.4	3	8	6	27.0	5	9	5	28.0	3	12	1
Mathematics	25.3	5	12	2	23.0	11	9	2	24.0	10	12	2
Science	27.1	4	7	6	28.0	6	9	4	23.0	11	11	1
Social Science	28.1	4	6	5	28.0	5	6	7	29.0		13	2

* 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.

Last updated: 1/31/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	320.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.8	N/A
Other		N/A

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

* 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.

Last updated: 1/31/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	-14.33%	N/A

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

Last updated: 1/31/2015

Types of Services Funded (Fiscal Year 2013-14)

GATE

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

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, a speech therapist, and a vision specialist 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.

At-Risk Students

each student being assigned a dedicated At-Risk Monitor – a staff member who acts as a case manager – with whom they and their parents meet at least twice in order to develop goals and strategies for student success. Three parent workshops are held for students in this program, and the assigned Monitor conducts frequent student check-ins. In addition, for each student on campus who drops below a 70% in their Math or English courses, they are assigned to the Academic Excellence Support Opportunity Program (AESOP), a mandatory tutoring session staff by a content area teacher that meets 4 days a week. Once students within the AESOP program raise their grade to above a 75%, they are released from the program, but monitored for continued success.

English Language Learners

UPA CELDT tests all incoming students who indicate a language other than English, and then based on the CELDT and other factors such as CST scores, class grades, and teacher observations, those students are assigned level of service ranging from dedicated English Language Development class to progress monitoring and individual plan-writing. 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).

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.

Last updated: 1/31/2015

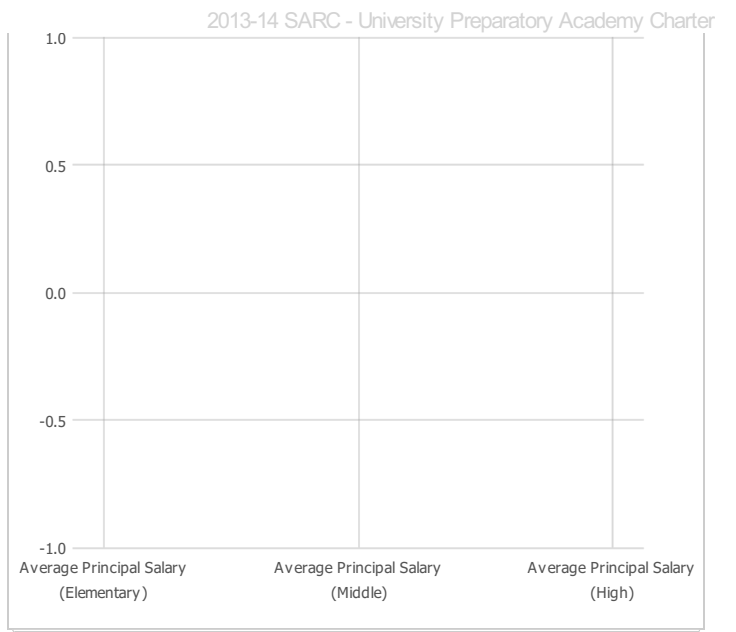
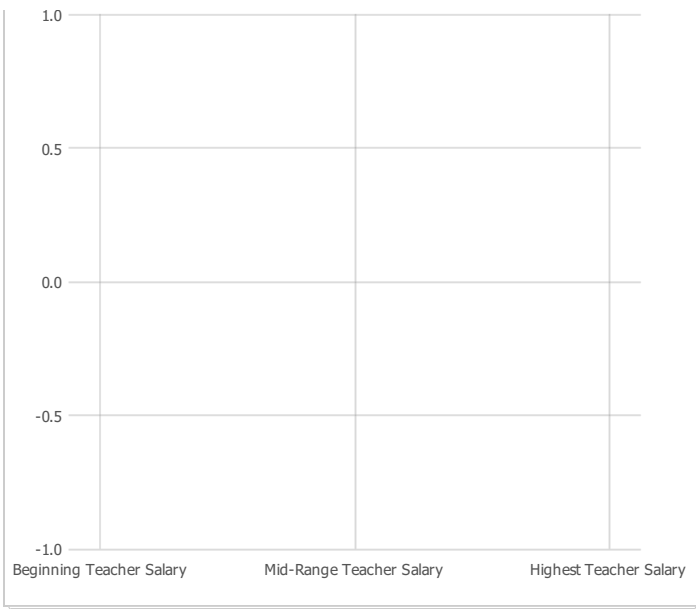
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	40.0%	%
Percent of Budget for Administrative Salaries	8.3%	%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2015

Advanced Placement Courses (School Year 2013-14)

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	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	14	1.7

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

*Where there are student course enrollments.

Last updated: 1/31/2015

Professional Development – Most Recent Three Years

University Preparatory Academy has implemented a Professional Development Plan whose 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 knowledge 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

All teachers have 4 inservice days of training, 12 minimum days of professional development during the school year and 12 minimum days for department collaboration. The current areas of emphasis for training include preparing for the implementation of the Common Core State Standards, creating a 21st Century learning environment on campus, implementation of AVID program (Advancement via Individual Determination) strategies school wide and addressing the recommendations of the WASC Action Plan as delivered by the visiting committee. Staff is trained on the new standards, assessments, and technologies that allow teaching and learning on campus to keep current on contemporary educational trends, policy, and techniques.

Last updated: 1/31/2015