

University Preparatory Academy Charter

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

School 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	Daniel Ordaz
E-mail Address	ordazdan@gmail.com
Web Site	www.upasv.org
CDS Code	43 10439 0113431

District Contact Information	
District Name	University Preparatory Academy Charter
Phone Number	(408) 723-1839
Superintendent	Daniel Ordaz
E-mail Address	dordaz@upatoday.com
Web Site	upasv.org

School Description and Mission Statement (School Year 2018-19)

Mission Statement

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

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. UPA serves approximately 500 students in grades 7 through 12. The school utilizes three classroom wings, a gym, a theater, 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 as it is located just off Highway 87 at Curtner Avenue and is 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
- 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 2017-18)

Grade Level	Number of Students
Grade 7	117
Grade 8	116
Grade 9	114
Grade 10	117
Grade 11	99
Grade 12	93
Total Enrollment	656

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.0
Asian	40.1
Filipino	5.5
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0.2
White	15.2
Socioeconomically Disadvantaged	27.3
English Learners	5.5
Students with Disabilities	2.1
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	33	34		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Yes	0.0
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 Patterson Flynn Fisher Scientific	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Life 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: December 15, 2017		
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 15, 2017	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	79.0	46.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	68.0	69.0	45.0	52.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	323	99.38	79.26
Male	153	152	99.35	78.29
Female	172	171	99.42	80.12
Black or African American	31	31	100.00	77.42
Asian	131	131	100.00	89.31
Filipino	18	18	100.00	77.78
Hispanic or Latino	93	92	98.92	57.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	43	97.73	93.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	82	100.00	59.76
English Learners	48	46	95.83	43.48
Students with Disabilities	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	322	99.08	68.94
Male	153	152	99.35	73.68
Female	172	170	98.84	64.71
Black or African American	31	31	100	54.84
Asian	131	131	100	90.08
Filipino	18	18	100	61.11
Hispanic or Latino	93	90	96.77	36.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100	81.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	81	98.78	44.44
English Learners	48	46	95.83	34.78
Students with Disabilities	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	189
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	66.9
2016–17 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.8	35.8	30.2
9	26.6	31.2	18.8

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.

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 2018-19)

Contact Person Name: Daniel Ordaz

Email: dordaz@upatoday.com

Contact Person Phone Number: 408.723.1839

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

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.4	2.3	2.3	40.5	36.1	27.1	10.7	9.7	9.1
Graduation Rate	95.6	94.3	93.0	21.2	19.4	45.8	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	92.1	56.5	88.7
Black or African American	81.8	57.6	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	89.3	68.6	94.9
Filipino	100.0	71.4	93.5
Hispanic or Latino	93.3	52.2	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	66.7	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	58.8	88.6
English Learners	0.0	25.0	56.7
Students with Disabilities	33.3	31.2	67.1
Foster Youth	0.0	57.6	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.5	0.3	3.7	3.1	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

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	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	10	15	2	23.0	11	18	1	25.0	5	21	1
Mathematics	22.0	10	11		26.0	3	12	2	25.0	6	19	2
Science	25.0	6	21	2	23.0	13	18		26.0	9	19	2
Social Science	26.0	8	11	5	26.0	7	17	1	27.0	4	20	2

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	375.0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	.2	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	4.0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,799	82.00	8,717	68,544
District	N/A	N/A	-	
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	28.0	

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

Types of Services Funded (Fiscal Year 2017-18)

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 an 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.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	4	N/A
All courses	11	27.1

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)

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
- Embed 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 Standards
- 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 teams
- 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