University Preparatory Academy Charter
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 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	David Porter
Email Address	dporter@gmail.com
School Website	www.upasv.org
County-District-School (CDS) Code	43 10439 0113431

2021-22 District Contact Information

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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	124
Grade 8	129
Grade 9	115
Grade 10	125
Grade 11	115
Grade 12	94
Total Enrollment	702

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
American Indian or Alaska Native	0.1
Asian	39
Black or African American	13.8
Filipino	3.8
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7
White	10.4
English Learners	5.3
Foster Youth	0.1
Socioeconomically Disadvantaged	34
Students with Disabilities	3.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

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
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
Health	N/A		
Visual and Performing Arts	N/A		
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

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.

Year and month of the most recent FIT report				December 15, 2017
System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	367	106	28.88	71.12	86.67
Female	192	62	32.29	67.71	90.16
Male	175	44	25.14	74.86	81.82
American Indian or Alaska Native	0	0	0	0	0
Asian	136	45	33.09	66.91	93.33
Black or African American	56	12	21.43	78.57	83.33
Filipino	13	4	30.77	69.23	--
Hispanic or Latino	88	24	27.27	72.73	79.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	4	11.11	88.89	--
White	37	16	43.24	56.76	93.33
English Learners	25	2	8	92	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	36	28.8	71.2	77.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	367	108	29.43	70.57	77.14
Female	192	64	33.33	66.67	73.77
Male	175	44	25.14	74.86	81.82
American Indian or Alaska Native	0	0	0	0	0
Asian	136	47	34.56	65.44	85.11
Black or African American	56	12	21.43	78.57	91.67
Filipino	13	4	30.77	69.23	--
Hispanic or Latino	88	24	27.27	72.73	52.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	5	13.89	86.11	--
White	37	15	40.54	59.46	86.67
English Learners	25	2	8.00	92.00	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	37	29.60	70.40	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	39.08	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	345	89	25.80	74.20	39.08
Female	182	49	26.92		
Male	163	40	24.54		
American Indian or Alaska Native	--	--	--	--	--
Asian	132	39	29.55	70.45	48.72
Black or African American	45	9	20.00	80.00	--
Filipino	11	5	45.45	54.55	--
Hispanic or Latino	90	24	26.67	73.33	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	7	25.93	74.07	--
White	39	4	10.26	89.74	--
English Learners	21	3	14.29	85.71	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	25	23.36	76.64	13.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	94
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	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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)
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Fine Arts Boosters Committee
- Curriculum / Instruction / Assessment Committee

Contact Person Name: David Porter
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C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	0.9	1.1	21.2	17.9	12.3	9.0	8.9	9.4
Graduation Rate	100.0	98.1	94.7	47.6	58.9	61.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	95	90	94.7
Female	52	50	96.2
Male	43	40	93.0
American Indian or Alaska Native	0	0	0.00
Asian	44	43	97.7
Black or African American	--	--	--

Filipino	--	--	--
Hispanic or Latino	27	24	88.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	16	15	93.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	26	24	92.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	709	704	5	0.7
Female	369	368	5	1.4
Male	340	336	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	277	275	2	0.7
Black or African American	98	97	0	0.0
Filipino	27	27	1	3.7
Hispanic or Latino	180	178	2	1.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	49	49	0	0.0
White	73	73	0	0.0
English Learners	37	37	1	2.7
Foster Youth	3	3	1	33.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	246	245	4	1.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	26	26	1	3.8

	C. Engagement	State Priority: School Climate

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.15	0.28	2.29	0.05	3.47	0.20
Expulsions	0.44	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.83	1.28	2.45
Expulsions	0.14	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.00	0.00
Male	0.59	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.36	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 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.

UPA Health And Safety Plan:

2021-22 School Safety Plan

Reviewed and Approved by UPA Board - May, 2021

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	4	21	2
Mathematics	26	6	21	
Science	26	7	22	
Social Science	28	4	22	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	19	4
Mathematics	27	5	18	4
Science	28	4	21	
Social Science	29	2	18	7

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	6	13	8
Mathematics	24	13	16	1
Science	27	6	15	5
Social Science	29	5	19	5

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	351

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,419	111	10306	72,438
District	N/A	N/A	--	--
Percent Difference - School Site and District	N/A	N/A	--	--
State			9976	70192
Percent Difference - School Site and State	N/A	N/A	3.3	3.1

2020-21 Types of Services Funded

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	42.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	1
Mathematics	4
Science	2
Social Science	4
Total AP Courses Offered	16

Professional Development

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

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	17	12

University Preparatory Academy Charter
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	125	26.60	73.40	4.80
Female	146	34	23.29	76.71	5.88
Male	324	91	28.09	71.91	4.40
American Indian or Alaska Native	--	--	--	--	--
Asian	127	17	13.39	86.61	0.00
Black or African American	21	3	14.29	85.71	--
Filipino	23	4	17.39	82.61	--
Hispanic or Latino	209	71	33.97	66.03	5.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	28	35.90	64.10	7.14
English Learners	203	53	26.11	73.89	1.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	41	32.28	67.72	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	430	99	23.02	76.98	4.04

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	120	25.53	74.47	1.67
Female	146	34	23.29	76.71	2.94
Male	324	86	26.54	73.46	1.16
American Indian or Alaska Native	--	--	--	--	--
Asian	127	16	12.60	87.40	6.25
Black or African American	21	2	9.52	90.48	--
Filipino	23	4	17.39	82.61	--
Hispanic or Latino	209	69	33.01	66.99	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	78	27	34.62		3.70
English Learners	203	50	24.63	75.37	2.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	38	29.92	70.08	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	430	94	21.86	78.14	1.06

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.