Charter Petition
for Reauthorization

September 11, 2015

University Preparatory Academy
SECTION 1  UPA CHARTER PETITION
LEGAL AFFIRMATIONS

As the authorized lead petitioner I, Daniel Ordaz, hereby certify that the information submitted in this petition for the renewal of University Preparatory Academy, located within the boundaries of Santa Clara County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a renewed charter, University Preparatory Academy:

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of University Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend University Preparatory Academy, and who submit a timely application, unless University Preparatory Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing. Admission to University Preparatory Academy shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605(d)(2). Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C) and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at University Preparatory Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves University Preparatory Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last
known address. University Preparatory Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Will provide a written notice of the approval (if the charter is granted) and a copy of the Petition to:
  - The California Department of Education
  - State Board of Education
- Will follow any and all other federal, state, and local laws and regulations that apply to University Preparatory Academy including but not limited to:
  - University Preparatory Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - University Preparatory Academy shall consult with parents and teachers regarding University Preparatory Academy’s education programs.
  - University Preparatory Academy shall comply with any jurisdictional limitations to locations of its facilities.
  - University Preparatory Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - University Preparatory Academy shall comply with all applicable portions of the No Child Left Behind Act.
  - University Preparatory Academy shall comply with the Public Records Act.
  - University Preparatory Academy shall comply with the Family Educational Rights and Privacy Act.
  - University Preparatory Academy shall comply with the Ralph M. Brown Act.
  - University Preparatory Academy shall meet or exceed the legally required minimum of school days.
  - University Preparatory Academy shall comply with Article 5.5 (sections 51745–51749.3) of Chapter 5 of Part 28 of the Education Code and implementing regulations adopted thereafter for the purpose of implementing short-term independent study.

____________________________________________
Daniel Ordaz, Executive Director, UPA
INTRODUCTION – EXECUTIVE SUMMARY

The charter petition that follows is for the reauthorization of the University Preparatory Academy (“UPA”) charter school, a county wide benefit charter school serving students in grades 7th –12th, operating under the approval of the Santa Clara County Office of Education (“SCCOE” or the “county”).

UPA opened in 2007 as a small school serving 195 students in grades 7-9, and now serves a total school enrollment of 575 students in grades 7-12.

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 targets students who have not been successful in the traditional educational setting and/or who have not met their educational potential. UPA provides a strong, supportive, small school environment in order for these students to excel academically. They are at risk for not passing CAHSEE, not completing high school, not completing “a-g” requirements and not scoring at proficient or above on the California Standards Tests (CST). These students are frequently ill prepared to succeed in a four-year college or university. They are students who would be better served in a program that offers a rigorous college preparatory program coupled with the additional support needed to ensure that students are mastering the curriculum at each grade level.

Our Campus
UPA’s campus is located at 2315 Canoas Garden Avenue in San Jose on the 13.4 acre site that is part of the Cathedral of Faith church site. The school utilizes two classroom wings, a gym, a theatre, a computer center, and an office complex. This modern, safe and secure environment provides parents and staff the comfort and confidence of knowing that students can focus on learning.

Our Educational Program
UPA offers an intensive college preparatory program, integrating rigorous academics with leadership/citizenship skills, and technology, and an expansive visual and performing arts program to actualize the unique skills and talents of each student. Based on The Bill and Melinda Gates Foundation model, UPA provides students with a new version of the “three R’s”, rigorous, academic coursework including Advanced Placement classes for all students, meaningful relationships with teachers, and a team approach to guiding students to meet their academic and personal goals. In 2010/2011, UPA introduced practical and relevant learning opportunities through mentoring, internships 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.** Teacher/Advisor focus on identifying and meeting the individualized needs of each student through the development and implementation of a Personalized Learning Plan. The personalized learning approach is based on assessment of each student’s academic strengths and weaknesses, as well as on the student’s personal assets required for student success.

- **Educational support.** Students are enrolled in school for 185 days, and a 6 and 7 period day. Additional supplemental support such as mentoring, and after school tutoring, are available to each student.

- **Small school environment.** With a maximum enrollment of 580 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 have opportunities to pursue electives in the visual and performing arts, which will enrich their educational experience and foster their individual talents. Available to students are courses in art and painting, dance, drama and music.

- **World Language.** Students at UPA are required to take three years of Spanish or French.

UPA is open to all students, and its motivational strategies encourage students to take personal responsibility for their own 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.

**Our Team**

UPA’s team members include public school administrators and teachers with many years experience in specialized and alternative educational programs, and programs serving disadvantaged and troubled youth. Our team also includes community leaders and life-long residents of the San Jose area, as well as business professionals with significant financial management experience.

**Major Achievements/Accomplishments**

2010-2014
University Preparatory has met the requirements for renewal specified in Education Code section 47607:

(1) Attained its Academic Performance Index (API) growth target in the last three years both school wide and for all groups of pupils served by the charter school.

(2) Achieved a statewide rank 10 in the prior year or in two of the last three years.

(3) Achieved a similar schools rank of 6 in the prior year or in two of the last three years.

In addition, UPA has made further progress toward high levels of student academic achievement and operational sustainability throughout the current charter term (July 2010-June 2015), as demonstrated by significant achievements and accomplishments by students, staff, and the school:

- 85 percent graduation rate for 2013-14 cohort
- Low incidence of suspensions and expulsions
- High attendance rate of 97 percent
- Consistently high CAHSEE passage rates in Math and English, 96% pass rate on the first attempt
- Very high participation in school clubs, and academic competitions
- Student participation with great success in regional Math, Speech and Debate competitions
- Student awards ceremonies and talent shows have been established as part of student assemblies as a regular tradition. The UPA Board of Directors at their meetings formally recognizes students for exceptional academic achievement and or performance in academic competitions.
- UPA has a fully developed arts program featuring classes in visual art, music, drama and dance. Students are able to perform and showcase their talents in state of the art facilities. Each year the drama department presents a fall and spring drama production. The school band performs and receives high achievement awards at the CMEA festival.
- A UPA Media Center has opened for students and parents to introduce themselves to the college application process, conduct research, practice presentations and collaborate with fellow students in team projects.
- University field trips have been implemented for all students in grades 7 through 11.
- An active student government has been formed and a student executive council organized.

Staff:
- A very active professional development and training program has been implemented with the purpose of improving instruction. A rigorous BTSA program has been implemented for first year teachers.
• Systematic instructional supervision by school leaders and teachers has been implemented featuring “quick visits” to classrooms and teacher formative and summative evaluations.

• Monthly Lead Team meetings have been established where teacher leaders and administration collaborate on curriculum, academic achievement, budgeting, and resolving school problems/issues.

• Teachers are very active in reviewing and revising course curriculum, to better serve students.

• Core teachers offer an organized tutoring program after school for students needing help and support in their classes.

**The School:**

• A well developed student recruitment procedure features over 10 parent information meetings held in community centers and libraries, 2 open houses, placement testing using the NWEA Measures of Academic Progress, personal interviews for every student/family, grade level orientations, celebrations, open houses and grade level counseling meetings.

• State of the art facilities are furnished, managed, and superbly maintained.

• UC a-g curriculum for all students

• Established definition of success as a “C” or better in all classes. A grade of “D” does not fulfill graduation requirements.

• Honors courses are offered in core subject areas in year two of high school, to better meet the differentiated needs of our students.

• Over 13 AP courses offered in the curricular areas of English, World Language, Math, Science and Social Science

• Over 70% of the students in grades 10-12 are enrolled in AP courses.

• Approximately 70% of the students enrolled in AP courses are passing the exams with a score of 3 or better.

• An active Parent Teacher Student Organization (PTSO), Athletics Boosters, Music Boosters, Speech and Debate Boosters, parent groups have been formed as well as the UPA Foundation organized and awaiting recognition as a 501 (c)(3)

• An active Executive Directors Advisory council meets monthly to provide input on school policies, monitor WASC action plan, and assist with determining annual budget priorities.

• Formation of a Curriculum Materials Review and Selection Committee

• As of 2013-14, UPA was accepted into the CCS and began an athletic program featuring 5 sports for both men and women.

• An academic counseling program that includes the development of an individualized personal learning plan for every student
• A student advisory period continues to provide students with insights into and support for personal and academic college readiness.

• Consistently successfully completes fiscal audits

• Earned a six year term of WASC accreditation with no revisit during the term

• Web site and weekly communications to staff and parents are established and maintained.

• Parent, student, teacher surveys indicate a positive school environment conducive to learning:
  o Over 90% of the students feel safe at school
  o 85% of students feel teachers support and respect students
  o Over 72% of students enjoy learning at UPA
  o 77% of the parents feel their student is challenged by the UPA curriculum
  o Over 85% of the parents surveyed feel their student likes UPA
  o 89% of the parents feel teachers are accessible to the students and parents
  o Over 90% of the parents surveyed would recommend UPA to other parents

• Implementation of “Project Lead The Way” (PLTW), a STEM program sponsored by San Jose State University Department of Engineering

• Implementation of Advancement via Individual Determination (AVID) program in grades 8 and 9

• Implementation of “WEB and Link Crew” peer mentoring programs for middle and high school students

As the following graphs and tables demonstrate, University Preparatory Academy has significantly increased student achievement and is outperforming area high schools and most middle schools. UPA subgroups have demonstrated significant academic achievement as well.

A very high percentage of UPA students come from two districts. For comparison of API performance, UPA selected the highest performing schools from the two districts. As the chart below indicates UPA’s API is about 30 points above one school and 6 point below the other school that consistently is one of the highest scoring schools in our valley. Very few of UPA students come from this affluent area; nevertheless our school compares very favorably with this school. The first few charts are intended to show a general performance with the state and countywide. Comparison with high schools and middle school follow.

API and 3 Year weighted Average
Regarding UPA’s percentage of students passing the CAHSEE, as the chart below illustrates, the school’s pass rate significantly exceeds the average of all Santa Clara County Districts.

UPA takes great pride in making a rich college preparatory curriculum available for all students. Indeed taking and passing at least two Advanced Placement classes is a graduation requirement. Below are tables indicating the percent of UPA student test takers and the percentage of the test takers receiving greater than a score of 3 on their exams. The percentage of test takers significantly
exceeds the county wide average. The percentage of test takers receiving scores of 3 or better has been climbing steadily. The countywide average is about 73% (not counting the passage rate for 2013-14 which is not yet available). The passage rate for UPA in 2013-14 was 72%. It should be noted that UPA makes AP classes available to students in grades 10 -12 whereas the countywide average is computed using 11th and 12th graders only. In summary in terms of access, UPA greatly exceeds countywide averages and is on par with the countywide average of test takers earning scores of 3 and above.

<table>
<thead>
<tr>
<th>Percent of AP Test Takers</th>
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<tbody>
<tr>
<td>2010-11</td>
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<tr>
<td>------------------------</td>
</tr>
<tr>
<td>UPA</td>
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<tr>
<td>Countywide</td>
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</tbody>
</table>

The UPA standard for success in any course is a grade of “C” or better. UPA does not grant credit for a grade of “D” and obviously not for an “F” grade. Any student receiving such grade in a course must repeat the class. UPA monitors the success rate every semester. The chart below indicates the success rate for students at the close of the 2nd semester of 2013-14.

<table>
<thead>
<tr>
<th>Percent of AP Test Takers Receiving Scores of 3,4 &amp;5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>UPA</td>
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<tr>
<td>Countywide</td>
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</tbody>
</table>

The bar charts below indicate UPA’s proficiency rates as measured by the California Standards Test (CST) in English Language Arts, Math, History and Science. As the charts indicate, the greater percentages of UPA students score in the Advanced and Proficient range. English scores have been static over the last three years. However, there has been a slight increase in the number of students scoring Proficient and Advanced in Math and History. There has been a slight increase
in the number of students scoring in the basic range and a slight decrease in the Advanced range in Science.
The following charts indicate UPA performance in the 2013:

- California Standards Test, High school and middle school
- Adequate Yearly Progress (AYP)- percent proficient, High school and middle school
- AYP- percent proficient, High school and middle school Hispanic and Latino
- Performance on the CAHSEE
- Performance on the CAHSEE- Hispanic and Latino
- 3-Year API comparison
- 3-Year API comparison for Hispanic/Latino sub group
3-Year weighted API: whole school vs Hispanic/Latino sub-group

It should be noted that the schools selected for the high school and commensurately middle schools comparison were neighborhood schools where a majority of our students would be enrolled if they attended the neighborhood schools within their attendance boundaries.

As the charts indicate UPA compares very well in CST performance both at the middle and high school level. Our performance on AYP proficient at the high school level is excellent in English Language Arts but is equivalent in Math with most of the comparison schools. In middle school except for one year in Math, UPA leads all other schools in our comparison. Regarding the AYP proficiency rate with the Hispanic/Latino sub-group, UPA also scores very well in comparison with most schools.

Our performance in CAHSEE pass rate is excellent and leads all other schools in comparison, especially in the Hispanic/Latino sub-group. Our 3-year API rate also shows UPA as a leader and again, especially in the Hispanic/Latino sub-group.

Finally, UPA’s 3-year weighted API average, whole school vs. Hispanic/Latino, indicates hard work in closing the achievement gap. UPA also compares extremely well in this category.
Lastly, UPA considers attendance and discipline as very important. These areas of performance set the tone for the school and enable teaching and learning to take place.
As the charts above indicate, UPA students attend school at a very high rate. Also the incidence of suspensions and expulsions compares very well with countywide available data.

In conclusion our students are achieving; they are successful academically; we are making inroads at closing the achievement gap; we are meeting our mission.

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspension Rate</th>
<th>Expulsion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UPA</td>
<td>Countywide</td>
</tr>
<tr>
<td>2011-12</td>
<td>2.6</td>
<td>3.7</td>
</tr>
<tr>
<td>2012-13</td>
<td>2.3</td>
<td>3.2</td>
</tr>
<tr>
<td>2013-14</td>
<td>.01</td>
<td>Unavailable</td>
</tr>
</tbody>
</table>
I. EDUCATIONAL PROGRAM

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

Mission

The mission of the University Preparatory Academy (UPA) is to prepare students to enter and excel in the best colleges and universities in the nation. UPA serves a diverse population of 7th through 12th grade students throughout the Santa Clara County. UPA’s target population is students who have not been highly successful in the traditional educational setting and need a small, highly supportive environment in order to find success in post secondary education.

The UPA education program design is based not only on the research findings of expert educators, it is also tied closely to core instructional elements that the UPA development team has implemented with San Jose students in both traditional school and alternative educational settings. In short, we have found, and the research supports, that the keys to academic success, even for traditionally low-performing students, are 1) offering a rigorous college preparatory curriculum for all students, 2) while focusing on the specific learning needs of each individual student, and 3) providing the supplemental support, counseling and instruction students need in a small school environment.

UPA targets below average performing students who may or may not pass the California High School Exit Exam (“CAHSEE”), and would not have exposure to a high-level, college preparatory curriculum that would prepare them for the rigors required for university success. Research indicates that a program such as UPA’s is successful in increasing the performance of students who have been average and below average students. (See Marzano, “What Works in Schools” and The Bill and Melinda Gates Foundation “High Schools for a New Millennium”).

Educational Philosophy

UPA gives students an academically demanding, “hands-on” educational program in which they can pursue a college preparatory education, develop unique interests, uncover hidden talents,
experience satisfaction in accomplishments, and gain a sense of responsibility. UPA also works to prepare each student with the life skills necessary for personal success in a world that needs each person to care enough to make a positive difference. Technology is integrated into the curriculum, and UPA offers a substantial arts program to help students build a frame of reference and knowledge base for future learning. Real world assignments focus on joining the rigors of the classroom with the professional world.

How Learning Best Occurs
UPA believes that students learn best in a small school setting. They should be exposed to a rigorous curriculum, taught by highly qualified, caring teachers. Staff and parents need to build a strong, supportive environment to assist students as they learn the curriculum and gain the life skills necessary for success in school and in life. In addition, learning is facilitated in a safe environment where students are free to fully engage in their schoolwork and not fear for their safety. Finally, learning best occurs in a culture of high expectations where staff and students are accountable for teaching and learning.

UPA believes that to be an “educated person” in the 21st century requires that a student possess a multitude of academic and personal skills, including:

- Strong written and verbal communication skills to share ideas and information and read to comprehend, critically analyze and transform information
- Ability to apply mathematical and scientific principles to solve real-world problems
- Ability to think critically and creatively to approach, grapple with and resolve complex issues in a solutions-oriented mindset
- A global perspective and understanding of the world
- Technological fluency, using and applying technology in their everyday lives as students, workers and individuals
- Appreciation for and enjoyment of the visual and performing arts
- Leadership skills that show personal and social responsibility, task commitment, a well-developed sense of empathy and an active participation in life
- Ability to work independently, and in teams with people from different experiences and backgrounds

A chart indicating the skills above, where they are included in the UPA instructional program, and possible instructional activities to build these skills is found in Section 3, Plan for Student Academic Performance, of this document.

Parent Notification of Course Eligibility for College and Credit Transferability
UPA course completion requirements for graduation are based on the University of California “a-g” requirements. UPA’s mission is to provide students with the academic foundation and life skills necessary to allow them to be admitted to and excel at the country’s major universities and colleges, including the University of California and the California State University Systems. UPA will ensure that its students have completed the “a-g” course requirements so that graduates will be eligible to apply to the University of California and California State University campuses as well as other four-year colleges and universities. The Western Association of Schools and Colleges (WASC) granted UPA a six-year term of accreditation. See letter from WASC indicating our term of accreditation located at the end of this section. UPA courses are transferable to other schools and are recognized by the UC and CSU systems as meeting “a-g” requirements. UPA provides students and parents with a course catalog and Student-Family Handbook, which are also provided on the school’s website, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.
Students to be Served
UPA does not discriminate against any student on the basis of race, gender, ability, religion, or sexual orientation. All students are welcomed at UPA. Our goal is to have a diverse student body that reflects our community and Santa Clara County as a whole.

Students at UPA enter with different skill level competencies in core subject areas. Our student population includes some non-native English-speaking students, many students who have fallen behind grade level in one or more core subject areas, and students with other special needs. Despite the challenges that many of our students face, we believe a rigorous, standards-based instructional program can help to close the achievement gap that plagues our targeted, underachieving student population. Research indicates that high expectations of students, coupled with effective monitoring and pressure to achieve, in a supportive learning environment, are among the most important things that a school can provide its students (see Robert Marzano, “What Works in Schools” describing the benefits of a high expectations learning environment and The Gates Foundation, “High Schools for a New Millennium” calling for small supportive learning environments to enable students to succeed). UPA holds its students accountable for a rigorous program, but also gives them a learning environment in which to excel.

Curriculum and Instructional Design
UPA’s curriculum is demanding, aligned, and standards-based. It consists of the following fundamental components:

- Fulfillment of “a-g” requirements by all students with grades of C or higher in order to receive course credit, with an emphasis on Advanced Placement courses
- A college preparatory curriculum for all students
- Standards-based mastery of subject matter
- Meaningful homework every night
- AP classes in nearly all curriculum areas. Students are required to complete and pass with a “C” or better at least two AP classes in order to satisfy graduation requirements.

The courses available by grade level are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Engl 7; MS Engl Intervention</td>
<td>Engl 8; MS Engl Intervention</td>
<td>Engl 9; Journalism; HS Engl Intervention</td>
<td>Engl 10</td>
<td>Engl 11; AP Engl Lit</td>
<td>Engl 12 (Film Analysis); AP Engl Language</td>
</tr>
<tr>
<td>Math</td>
<td>Math 7; MS Math Support; MS Math Intervention</td>
<td>Math 8; MS Math Support; MS Math Intervention</td>
<td>Integ Math 1; Integ Math 1 Support; HS Math Intervention</td>
<td>Algebra II Honors; HS Math Support; Geometry</td>
<td>Algebra II; Pre-Calc; Pre-Calc Honors; AP Calc AB</td>
<td>Statistics &amp; Problem Solving; AP Calc BC</td>
</tr>
<tr>
<td>Science</td>
<td>Life Science; Physical Science</td>
<td>Biology</td>
<td>Chemistry; Honors; Chemistry; AP Biology</td>
<td>Physics; AP Chemistry</td>
<td>AP Environ. Sci</td>
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<tr>
<td>Social Science</td>
<td>World Civ; Am History</td>
<td>World Geography</td>
<td>World Hist; AP World Hist</td>
<td>US Hist; AP US Hist</td>
<td>AP Govt &amp; Politics; Economics; AP Psych</td>
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</tr>
<tr>
<td>Engineering</td>
<td>Gateway to Tech I</td>
<td>Gateway to Tech II</td>
<td>Principles of Biomed Science; Intro to Engin &amp; Design</td>
<td>Principles of Engin; Human Body Systems</td>
<td>Medical Interventions; Digital Engineering</td>
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<td></td>
</tr>
<tr>
<td>World Lang</td>
<td>Spanish I</td>
<td>Spanish I; French I</td>
<td>Spanish II; French II</td>
<td>Spanish III; French III; Spanish Immersion</td>
<td>AP Spanish Language &amp; Culture; AP Spanish Literature &amp; Culture</td>
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<tr>
<td>Arts</td>
<td>Art a/b; Drama 7/8; Dance 7/8; Beginning Band</td>
<td>Art I/II; Drama I; Dance I; Intermed Band</td>
<td>Dwg &amp; Paint I/II; Adv Dance; Adv Drama</td>
<td>3 Dimension Art; Theater Tech; Adv Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>PE 7</td>
<td>PE 8</td>
<td>PE 9</td>
<td>PE 10</td>
<td>PE 11</td>
<td>PE 12</td>
</tr>
<tr>
<td>Electives</td>
<td>Intro to Tech; Breathing &amp; Stretching</td>
<td>Intro to Technology; Grade 8 AVID; Breathing &amp; Stretching</td>
<td>Grade 9 AVID; Breathing &amp; Stretching</td>
<td>Breathing &amp; Stretching</td>
<td>Breathing &amp; Stretching</td>
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<td>Advisory</td>
<td>Advisory 7</td>
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<td>Advisory 9</td>
<td>Advisory 10</td>
<td>Advisory 11</td>
<td>Advisory 12 (Senior Project)</td>
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</table>

Recent research indicates that 34% of all high school graduates nationwide (40% of white students, 23% of African American students, and 20% of Hispanic students) are eligible to enter a four-year college or university based on minimum qualifications required by these institutions. (Education Working Paper No.18, February 2005, *Public High School Graduation and College Readiness Rates—1991—2002*, Jay P. Greene, Ph.D. Manhattan Institute for Policy Research). Without a doubt, students who have completed college-level work while in high school are significantly more likely to find success in entering college and remaining in college until graduation. (See Jay Mathews, “Class Struggle: What Is Wrong (and Right) About America’s Best Public High Schools” and a 1999 U. S. Department of Education study by Clifford Adelman titled “Answers In A Tool Box”). The study concluded, “no matter how one divided the universe of students, a high school curriculum of high academic intensity and quality is the factor that contributes to students’ likelihood of completing college.” The study further found that just the completion of one advanced placement course exposes a student to college level work; the challenge of the course and emphasis on critical thinking, study skills, and increased content knowledge prepares a student for college work.

Beginning in 7th grade, UPA students are challenged with a pre-AP curriculum that prepares them for AP and college courses. All students at UPA are enrolled in pre-AP Mathematics classes. It is our goal to prepare them for Calculus by their Junior or senior year. Students are also required in grade 7 and 8 to take pre-AP English classes so that they are prepared for AP English Language and Literature classes in grades 11 and 12. UPA believes it is critical for students to successfully complete college courses while in high school in order to prepare them for success in four-year
colleges and universities. (For documentation of the success of this approach, see *Advanced Placement Courses Cast Wider Net* by Kathleen Kennedy Manzo, published in *Education Week*, November 3, 2004, describing various researches done on this topic).

The UPA curriculum has been modified to bring it into alignment with the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and Mathematics. In addition, UPA intends to use Next Generation Science Standards. *(See Curriculum Binders submitted with this petition)* UPA’s leaders monitor instruction to ensure successful implementation of the written curriculum.

All students are required to reach beyond their present academic levels in a cycle of continuous improvement, verified by testing that gives students, parents and teachers immediate feedback on skill levels and needs. Students are generally assigned approximately 2-3 hours of rigorous, meaningful homework each night. Homework experts say there is an unfortunate gap in the amount and quality of homework given to the “haves” and the “have-nots,” which places many disadvantaged urban students further behind than their more affluent peers, (Professor Harris Cooper, Duke University, citing research finding homework demands increased in “more well-off communities”). UPA believes that successful college students are those who have been given substantive, meaningful homework assignments. Students who do more homework score better on tests and get better grades, particularly in high school. UPA ensures that its students are accustomed to daily homework assignments that expand upon their classroom instruction and help prepare them for the rigors of a college environment.

UPA has adopted the California state standards as the framework for our curriculum. As required by law, UPA students will take the required state standardized tests. Approved textbooks and instructional materials support the UPA curriculum. UPA core curriculum materials and textbooks for 7th and 8th grades have been selected from the list of state-required textbooks. Ninth through twelfth grade non-advanced placement textbooks are California State Standards-aligned. UPA uses College Board-required textbooks and instructional materials for advanced placement classes.

**Personalized Learning Approach**

Much of our educational program is based on the research and philosophical approach of The Bill and Melinda Gates Foundation, “High Schools for a New Millennium” (2004) and Dennis Littky, “The Big Picture: Education Is Everyone’s Business” (2004) who have researched and written widely on the merits of a rigorous, high expectation program coupled with a highly personalized approach to meeting the students’ additional support needs. To implement this philosophy, the UPA approach has been designed to meet the specific needs of the individual student. Personalized Learning Plans (PLP’s) and additional instructional time in small-group and individualized instruction are key to our program.

The school design is based on the needs of the individual student to ensure that regardless of the student’s academic needs, s/he will be given the necessary support to master content requirements. Learning is individualized for each student through the development of a Personal Learning Plan. The PLP is based upon the assessment of each student’s academic strengths and weaknesses. *(See sample PLP form attached to Section 3, Plan for Student Academic Performance, of this document.)*

**Educational Support**

In addition to a rigorous academic curriculum, students are offered additional opportunities for reinforcement and skill building. UPA offers an intensive schedule with increased instructional time to ensure that students are provided with the support necessary to meet individual learning needs. UPA begins school at 8:15 AM and is on a block schedule two days per week, Wednesday
and Thursday, to ensure continuous uninterrupted time in each of the courses. In addition, UPA has employed a number of other instructional support strategies for students needing remediation. These include:

- Organized after school tutoring in our Media Center each afternoon except Thursdays.
- Advisory intervention classes every day (30 minutes) in middle school and high school math as well as English for designated students
- Math intervention classes for middle and high school students needing long term concentrated support in math
- A rigorous summer program that includes a Math/Literacy Institute for incoming 7th graders that have been identified through assessment that a “headstart” in math and English is necessary for these students prior to the start of school. Make-up classes for students who have received an “Incomplete” grade in math, English and Social Studies are also offered during summer school.

This in addition to opportunities for advancement in math, with students having the opportunity to take courses off-campus at community colleges and on-line through internet based universities such as BYU-online, independent study, as well as the inclusion of peer tutors in our tutoring program round out current opportunities for educational support for students requiring these services. The need for educational support activities is identified through the creation of a student action plan developed by our Student Study Team process. This process includes Student Study Team meetings to monitor student progress, formulate recommendations, and develop a personal learning plan for the student that is reviewed and discussed with the academic counselors.

**Small Group Environment**

UPA will continue to invest in the academic needs of students in grades seven through twelve. Research shows that small schools allow students and teachers to develop supportive, long-term relationships that allow for better conditions for teaching and learning (The Bill and Melinda Gates Foundation, “High Schools for a New Millennium”). All else being equal, students in small high schools score higher on tests, pass more courses, and go on to college more frequently than those in large ones. Moreover, these results appear to be greatest for low-income students and students of color (Cotton, K., “New Small Learning Communities: Findings from recent literature.” Northwest Regional Educational Laboratory, 2001). Small schools have been shown to increase graduation and college-going rates, improve attendance, and bolster teacher morale and effectiveness. UPA’s small size offers many advantages that help promote teacher professionalism and student learning. Our small size facilitates collaboration, allowing teachers to share ideas about teaching, to serve as friendly critics by offering suggestions about how to improve lessons and classroom management. (Lawrence, Bingler, Diamond, Hill, et. al. 2002. “Dollars and Sense: The Cost Effectiveness of Small Schools.” Cincinnati, OH, Knowledge Works Foundation)

**College Going Culture**

A major on-going initiative at UPA is to build and maintain a strong a college-going culture. We do this in a variety of ways. We have purchased the Naviance platform to provide a rich college and career guidance program. Naviance provides students with self-assessment tools for discovering interests, strengths and personality types. It guides students toward relevant career options, college choices, scholarship opportunities, and academic planning. Students visit 12 UC/CSU campuses during their high school years.

*Grade 13 Academic Counseling -* University Preparatory Academy's mission states that we will prepare students to enter and excel at the greatest colleges and universities in the nation. Our student alumni often report to us that college is surprisingly manageable given the academic tools of preparedness we provide our students during middle school and high school.
Our former graduates continue to approach our counselors, staff, and teachers with questions regarding college matriculation, transfer issues, social and family concerns, and financial questions. Students have asked to have essays and assignments proofread by our teachers and counselors, and often ask us for academic advice when making decisions around course and major selection.

The shared academic and social experiences our alumni report to us, their successes and their challenges, and their reflections on the UPA program, continue to inform our practice as we prepare current students to attend those very same institutions.

Further, UPA seeks to invite our alumni to share their academic journey with our current students, to contribute as guest speakers, tutors, and as attendees at school wide events. Our graduates are an inspiration to our current students and to our teaching staff; they provide a tangible representation of our school's mission.

The continued support that we seek to provide our alumni, the desire to learn from their experiences, and the contributions these students will continue to make to UPA in the years to come have caused us to create a new counseling position in 2014. The current counseling position of Grade 11/12 Counselor, will be modified to Grade 12/13 Counselor.

UPA will maintain academic counseling at all other grade levels, and now with the addition of a seventh grade level of counseling, we are able to formally bridge the high school and college divide. Upward articulation is so important that UPA began and always will exist as a middle/high school, providing linkage between middle school and high school. That strategy now extends to the college and university students who once graced UPA's hallways.

UPA's Grade 13 Counselor will focus and deliver the following:

- Track graduates' college enrollments using the program Naviance.
- Provide social, academic, and crisis support by linking graduates with college counseling resources and outside agencies as the student requires, especially the few students from UPA that enter the community college system.
- Provide tutoring and guest speaking opportunities to graduates on behalf of current students.
- Provide major selection and career counseling to graduates.
- Interview and survey graduates in order to collect data that will inform counseling best practices at the school site.
- Invite graduates to participate in stay connected to school wide events and traditions.
- Serve as a liaison to graduates' colleges and universities and advocate for those students where possible.
- Provide opportunities to graduates to address current students and parents on college field trips and to provide tours.

**Advancement Via Individual Determination (AVID)**

UPA's mission of preparing all students to enter and excel in the colleges and four-year universities, and the methods employed by the UPA to achieve that mission share much in common with the AVID program. At UPA we recognize how formally adopting AVID could further strengthen the services we offer to first-generation, English Learner, special needs, and low-socioeconomic students, and in summer of 2014, UPA sent a team to receive formal training and commitment to the AVID program.
Through adopting AVID, UPA has also committed to rolling out AVID strategies school-wide, to all students. These strategies include AVID’s WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) framework – strategies that include Cornell note-taking, Socratic seminar discussions, and textual markup. These strategies are given to teachers through our Professional Development program, and used in core content classrooms to create a common language that all students can understand throughout their learning experience.

The AVID elective, which features these and other AVID strategies in more depth, also helps first-generation students, English Learners, and low socioeconomic students to navigate the college preparation and application process in ways that allow them to overcome the extra challenges they face above and beyond their peers.

**Summer School Program**

Our summer math program and English literacy Institute introduce seventh grade students to course content in the coming school year to positively impact students’ ability to meet the demands of UPA courses. In addition throughout the school year, UPA offers a Math support class that is innovative and adaptable (ALEKS) so that personal attention to gaps in learning are addressed.

**Integrated Technology Across the Curriculum**

A major school wide initiative is the integration of student centered technology. Research indicates that when technology is embedded in the curriculum, not only are students provided the opportunity to learn necessary skills for success in the 21st century, but they become more engaged in their learning, leading to greater comprehension, retention of information, and use of that academic knowledge in later life (The Bill and Melinda Gates Foundation, “High Schools for the New Millennium”, 2004). At-risk students show substantial improvement when technology is introduced into their curriculum. Experts believe the reason for this is that technology gives educators an opportunity to individualize instruction and meet the needs of individual students. (NCREL-Published Research—Source: Computer Based Technology and Learning: Evolving Uses for Expectations. Valdez, McNab, Foetach, Anderson, Hawking and Raack, 2000.)

Teachers are required and encouraged to integrate technology throughout the curriculum. All UPA teachers are issued a technology package that includes a laptop, digital projector, print services, and server-based services. UPA has built a high-tech computer lab that is comprehensive in its design and delivery of technology services to students. UPA has purchased a mobile computer lab for use in classrooms and all classrooms are equipped with up to date Wi-Fi technology. We utilize projectors, TV, and DVD players as instructional tools in the classroom. In addition to 5 computer carts with 25 laptops/chrombooks each, UPA will be purchasing at least another 200 new laptops/chrombooks during this charter term, especially to facilitate CCSS testing, provide access to digital textbooks, and to facilitate ongoing instruction. Interactive white boards and other “nice to have” technology tools will be added as funding permits. Students develop course projects and course work in which they are required to use the technology skills at their level described above for the successful completion of their work. The skills they are typically required to use for completion of coursework are word processing, spreadsheets, presentation technology, database, audio and visual conferencing, and creating complex multimedia projects. Students develop skills and positive attitudes concerning technology that support communication, collaborative projects, creativity and productivity. UPA uses technology to enable students to learn to search and discover knowledge, actively communicate with others, and solve problems so that they can become productive, life-long members of our society.

Computer science courses are new to our curriculum and as outlined in our 2014 LCAP, these courses will be fully implemented by the end of the charter term. We are analyzing current
capacity, developing our professional development schedule, and creating a continuum of courses that will culminate in AP coursework.

**Visual and Performing Arts**

According to the National Arts standards, “All students deserve access to the rich education and understanding that the arts provide, regardless of their background, talents or disabilities”. UPA believes in the importance of the arts not only as a means to enrich a student’s understanding of the past and present, but also as an advanced form of communication and expression, and an academic tool to broaden a student’s ability to approach a problem or situation. Indeed, Leonardo daVinci, perhaps the greatest inventor of modern times, blended art and science in his work to communicate his learnings and discoveries in a manner that would be commonly understandable. Scientists and physicians today are just now realizing the tangible benefits of daVinci’s scientific works that he conveyed originally as art forms. “Arts learning requires students to observe, analyze, synthesize, create, and evaluate. It also draws on a variety of intelligences and provides students with experience in higher order thinking.” (Washington D.C. Public Schools-Kennedy Center, “Report on the Status of DCPS [D.C. Public Schools] Elementary Arts Programs” 2002-03)

UPA provides performing arts and music as the foundation of our electives program. We believe that each student has a talent for or interest in an area of the arts. We encourage students to explore these interests, provided that those students are successfully mastering their core subjects and do not need to focus heavily on remedial instruction in core areas. UPA provides access to state-of-the-art facilities for the performing arts and music aspects of our program. We have use of a theater (450 person capacity) with a performance stage, a state-of-the-art sound and lighting system, complete television transmission (cameras, editing, video equipment), stage sets and storage, dressing rooms and a dance studio. UPA offers courses in the visual arts, drama, instrumental music, and dance to allow the students to pursue their individual artistic interests and talents. We believe that in order for our students to be competitive with their peers in post-secondary settings, they should be exposed to the arts. This approach is in line with premier high school programs and the International Baccalaureate curriculum, which require study in the arts as a condition of graduation.

New students entering UPA are assessed utilizing the Northwest Evaluation Association Common Core aligned Measures of Academic Progress assessments. An individual assessment is completed for each student to determine academic strengths and areas of weakness. This initial student assessment allows UPA staff to identify the learning needs of each student. Based on assessment, identified students are asked to attend an academic readiness program called, the Summer Math/Literacy Institute.

UPA is committed to closing the achievement gap. Students who are identified as low-achieving through the initial assessment and through ongoing class work and assessments are enrolled in support activities and other remediation activities described above. Low achieving students’ progress is constantly monitored through their Personal Learning Plan and counseling interventions, as well as the application of Student Study Teams, 504 Plan meetings, and Special Education services, to ensure they get “back on track” towards making progress and meeting the state content standards. Communication and partnerships between school leaders, teachers, parents and students is such that all are participants in providing the support required for academically challenged students.

Academically high performing students are identified through the same means as described above. More advanced opportunities for them include, but are not limited to, honors classes, advanced placement classes, independent study projects, arts-based and extra-curricular opportunities, interest-based study groups and academic, online courses and concurrent classes at the community
college. In partnership with parents, opportunities for community service, academic camps at local universities, internships, and community events are all promoted by the school and made available to the student.

**Other Keys to a Successful Educational Program**

*Commitment to Program Success - Leadership, Staff, Parents and Community:* In order to ensure the success of our educational program as outlined above, UPA hires and trains a dedicated, effective, professional staff and organizational leaders who are committed to the success of every student and to continuous improvement, and collaborative decision-making involving students, parents, staff and community. The focus of leadership is in three areas, 1) improving instruction, 2) providing a high quality curriculum and 3) building a positive school climate.

*Middle School / High School Articulation* - A unique characteristic of our school is that we are a middle and high school, under one roof, with the benefit of one informing the other. UPA embraces a strong upward articulation where students experience a smooth academic and social transition from middle school to high school, not common for most middle school students moving to another high school or within a unified district.

Curriculum delivery at the middle school level is informed by the scope and sequence of high school courses. Teachers may teach courses at the middle school level and at the high school level within the same department. Advanced Placement courses are taught with pre-AP strategies in place at the middle school level. Expectations around homework, projects and assessments are scaffolded across the grade levels. Introductory middle school courses in many departments exist as natural prerequisites for high school courses resulting in a deep and wide course of study throughout the grade levels.

Lasting relationships between teachers and students grow at UPA for six years, resulting in strong bonds of support and commitment to the mission. High school students are positive role models for our middle school students and our graduates are all of our students' greatest inspiration. Our high school students tutor our younger students and they keep watch over the middle school students. UPA is truly a family, made up of younger and older students, all bonded by a common mission, and with six full years to grow academically and develop positive social relationships.

*Formal On-going Staff Development:* UPA provides time during the school day for daily and weekly staff collaboration. In addition, UPA’s calendar provides for a half-day staff development program, usually once each month. This staff development time is dedicated for planning, developing curriculum, and training to improve instruction. Professional development also includes staff training preceding the opening of school. The current staff development program includes small interest group workshops as well as the entire staff working together in areas for school improvement. Teachers have opportunities to visit other classrooms and engage in continuous reflective assessment. Professional development is continuous, giving staff what they need when they need it. On-going professional development activities focus on:

- Advanced Placement curriculum development including pre-advanced placement classes
- Designing and implementing UPA’s student advisory program
- Use of technology to enhance instruction
- English Language Learner strategies, including differentiated instruction
- Review of the UPA mission and school/professional practices that promote the accomplishment of the mission
- Backward mapping to construct standards-based lesson plans and pacing guides
- Assessment practices for learning and the use of data to inform teaching practice
- Development and use of personal learning plans (PLP’s)
CCSS implementation

The Professional Development calendar for the 2014-15 school year is indicated later in this section, see Professional Development and Training.

**Instructional Supervision:**
Teachers are observed formally as well as informally by the Executive Director and Directors to review strengths, discuss areas for growth, exchange ideas and brainstorm solutions. In addition, “quick visits” are conducted each week of the month. Members of the administration have been assigned a particular week of the month to conduct their quick visits. Thus, for every week of the month there are instructional leaders observing classrooms and obtaining first hand information regarding teaching and learning. UPA teacher leaders of departments are also charged with conducting visits in their particular subject area. UPA’s goal is to be a community of learners who seek continuous improvement in order to increase student achievement academically, personally and socially.

**Student, Parent, and Staff Commitment:** UPA’s strength is in the commitment of its stakeholders to the school and to each other as they invest time and effort to achieve success. UPA believes that parent involvement is critical. Parent involvement and positive parent/teacher interaction regarding student progress accomplish two inter-related goals. First, parent involvement in the student’s progress and after-school work directly helps to ensure that the student is keeping up with the pace of the UPA program. This is accomplished through parent oversight of student’s assignments/homework and involvement in monitoring the student’s progress toward the goals outlined in their PLP. Parents make extensive use of UPA’s student information system, PowerSchool and Schoology to keep informed of assignments, homework, grades and attendance. Secondly, parent involvement in the school community through volunteer hours and other service to the school demonstrates to their student the value that the parents place on the school program, acting as a role model for their students.

**Campus Life:** UPA recognizes and values the development of all aspects of a student’s life: academic/intellectual, physical, and emotional/mental. To this end, UPA addresses the mental health needs of its students by:
- ensuring that all faculty and staff receive appropriate professional development
- providing a ‘safe’ counseling space to facilitate emergency or ongoing mental health needs of students
- continual assessment of school climate related to academic stress, school safety
- establishing partnerships with mental health support staff in agencies and the SC mental health department

Similarly, UPA has increased the number of teams participating in our athletic and intermural programs. Student interest clubs, active student government, dances, spirit rallies and lunchtime activities are conducted to build school spirit and add “fun” activities to the rigorous academic program of the school.

**WEB and Link Crew - UPA's Orientation and New Student Support Programs** - In 2013, University Preparatory Academy formalized our student orientation and year-long support strategy for grade seven students with the introduction of the *Where Everyone Belongs (WEB)*, a program developed by the Boomerang Project. In 2014, UPA added Boomerang’s high school orientation and transitional program *Link Crew* to the menu of support services we provide our newest students. With these programs, UPA provides orientation and year-long support to all grade seven and nine students, and to the staff and peer leaders who facilitate the programs. UPA has removed the stigma and struggles associated with entering and excelling at a new school for our incoming 7th and 9th grade students with the introduction of the WEB and Link Crew programs. UPA
considers these programs part of our effort to contribute to a culture of mental wellness, social inclusion, and academic success on our campus.

UPA staff members are formally trained to coordinate the program and curriculum and peer leaders are trained to execute the programs. WEB and Link Crew provide not only research-based and proven strategies for conducting meaningful orientation programs for new students, each provides leadership and mentorship training and experience to peer leaders on the school campus. These programs have contributed to reducing discipline referrals, provided for a safer school environment, encouraged strong attendance, and promoted students' improved academic success. A new component of the programs focuses on anti-bullying education, character development, and self-esteem promotion, where student learn to identify and seek assistance around instances of any kind of bullying.

The new student orientation is the cornerstone of WEB and Link Crew programs. New students receive information about how to find success on the UPA campus; they are made to feel welcome and surrounded by family when they first step on the campus, and the students benefit from the mentorship and positive role modeling the WEB and Link Crew student leaders provide as older and more experienced students.

WEB and Link Crew programs continue as the small "families" that are created during orientation participate in social and academic follow-ups throughout the school year. This follow-up occurs on a monthly basis; student leaders pay close attention to the needs of individual students as the needs becomes evident through strong relationship building and trust-based exercises.

WEB and Link Crew orientation and year-long activities focus on survival and skill building strategies for new students that include: academic preparedness, decision making, emotional intelligence, self-advocacy, and social navigation. Over 95% of incoming grade seven and grade nine students participate in these programs.

WEB and Link Crew orientation and year-long programs focus on leadership skills for the leader participants that include: team-building, positive school culture development, organization, communication, personal development and teaching. Students who are selected for these leadership roles come from a variety of academic and social backgrounds meant to represent the incoming population of new students.

**Plan for English Learners**

UPA ensures that English Language Learners (ELL) have access to the full range of educational opportunities that UPA offers. UPA complies with all applicable federal laws in regard to services and the education of English Language Learner students, and re-designates English Language Learners as English proficient based on UPA governing board-adopted criteria. Specific information on the Plan for ELL’s is included in Section 6 of this document.

UPA identifies ELL students through the state-required home language survey given to students and families when they complete an application for enrollment. Identified students are tested for English proficiency using the state mandated CELDT assessment. Additional information on the identification of ELL’s is included in Section 6 of this document.

The School’s ELL instruction is offered primarily through English immersion, and in general, UPA classrooms are based on an “inclusion” philosophy for ELL students. However, teachers are given autonomy within their classroom to determine whether additional literacy support is needed. This flexible teacher-driven approach enables UPA to effectively meet the unique needs of each EL student.
The school’s English Language Development Coordinator monitors the student’s progress and consults with teachers regarding useful strategies to meet students’ needs. All teachers who have ELL students in their classes are properly certified authorizing teaching to English Language Learners. In addition, the ELL coordinator ensures that students receive special one-on-one attention through an EL class conducted within the school day and after school tutoring sessions until they have achieved the goals on their PLP and have been re-designated as English Proficient.

UPA provides training to teachers in six key strategies. These strategies have proven successful with English Language Learners. They are:

1. Vocabulary and Language Development
2. Guided Interaction
3. Meta-cognition and Authentic Assessment
4. Explicit Instruction
5. Meaning-Based Context and Universal Themes
6. Modeling, Visuals, and Graphic Organizers

UPA will use the ILP to track progress of ELLs. The coordinator will monitor progress, and communicate with the student’s parents/guardian. Where necessary, individualized instruction and special instructional support will be provided to ensure students are making progress in language proficiency.

Plan for Special Education

UPA provides a rigorous curriculum for all students. The small school size allows teachers to know their students individually—to know their learning styles, their academic and personal strengths and their areas for growth. UPA understands that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education.

UPA in good faith negotiates and enters into a written agreement with SCCOE and the SELPA to identify the specific desired mix of special education funding and services to be provided. This annual agreement shall set forth whether UPA shall receive services, funding, or some combination of both pursuant to Education Code Section 47646(b) or subsequent legislation. See MOU at the end of this section.

Because of the nature of the population served, UPA anticipates that a number of our students will enter school with an IEP or with learning disabilities that may require testing and possible special services. UPA works proactively and cooperatively with families, the teaching staff, and the SCCOE to identify students with exceptional needs. Upon enrollment, UPA works with the SCCOE to identify students who have or may have exceptional needs. UPA’s enrollment/registration policies and practices regarding special needs students include but are not limited to, the following:

- Non-discriminatory methods to identify students with exceptional needs to help ensure that school staff is aware of all students who have identified special needs;
- Validate student status related to special education needs;
- Early and quick communication with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
• Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,
• Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

UPA has implemented a “student success team” (SST) model to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams typically consist of the student’s teacher(s), a school administrator, the student’s parent/guardian, and others. The team oversees development of plans to meet students’ needs, if possible, without immediate referral to assessment for special education needs. The team monitors students’ progress.

In the event that formal intervention provided through the SST is not successful, UPA communicates with SCCOE staff to secure a formal and appropriate assessment conducted by qualified/credentialed staff. If the assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, UPA works with appropriate SCCOE staff to convene and conduct an individualized educational plan (IEP) team meeting.

UPA staff actively participates as appropriate in planning and conducting the IEP team meetings and processes. The school is committed to implementing all special education and related services called for by the IEP. UPA understands that student progress toward the goals specified in the IEP will be monitored regularly and formally reviewed by the IEP team on at least a triennial basis. Resource specialists help UPA teachers tailor their classroom teaching to ensure that the needs of all special education students are being met.

In the event of a due process claim to enforce provisions of applicable special education law, UPA is committed to responding to the claim while ensuring that all due process is provided.

UPA recognizes that some of its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act. The school is responsible for planning and implementing any such accommodations or services.

UPA may pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status at some future time pursuant to Education Code Section 47641(a) or other subsequent legislation. Prior to establishing independent LEA and/or SELPA status, UPA will provide written verifiable assurances that it will be able to undertake such change in status, pursuant to Education Code section 47641 or other subsequent legislation.

**Professional Development and Training**

Professional development and training at UPA is an important activity required of all teachers and staff. Both time and fiscal resources are invested in the development of our staff to ensure better teaching and learning. A staff development coordinator has been appointed to plan and implement activities. This teacher on special assignment has release time to devote to coordination. The UPA bell schedule has been adjusted to enable our students to be released at 1:50 PM each Thursday. The early release has been accomplished by eliminating a 30-minute advisory class on Thursdays and combining middle school and high school lunch period into one lunch period. One Thursday of each month is reserved for professional development and training activities only. A second Thursday is reserved for department collaboration. A third Thursday is devoted to Lead Team meetings. With the implementation of the AVID program in our school, we have made the
conscious decision to focus our school professional development program in 2014-15 on implementing AVID activities school wide in preparation for expansion of the program to all grade levels over the course of the next 2 years. Our professional development agenda for the 2014-15 school year is indicated below.

University Preparatory Academy Professional Development 2014-2015:
Department Alignment, AVID Strategies Schoolwide

**August 6, 7, and 8** (Pre-Service Meetings): Department Vertical Alignment; AVID Strategy: Philosophical Chairs; LCAP
- Facilitate Department Vertical Alignment.
- Explain, model, and practice “Philosophical Chairs.”

**September 4**: AVID Strategy: Socratic Seminar; Student IEP Informational Session
- Read “What is Backward Design?” from *Understanding Design* by Wiggins and McTighe.
- Explain, model, and practice “Socratic Seminars” using “What is Backward Design” as central text.

**October 2**: Supporting Students’ Emotional Well-Being: LGBTQ Youth Space Speaker
- Discuss LGBTQ student safety and campus culture
- Youth Space Speaker

**November 6**: Critical Reading Process AVID Strategy: Pre-Reading and Interacting with Text
- AVID Strategies for English Learners
- Read “Essential Questions: Doorways to Understanding” from *Understanding Design*.
- Explain, model, and practice “Reading Prompts” and “Pre-Reading Plans.”
- Explain, model, and practice “Cornell Notes,” and “Literature Circles.”

**December 4**: Common Core and AVID Strategy Review; AVID Strategy Lesson Share and Alignment SMART Goal share by Department
- Multiple Levels of Questions for English Learners
- Match AVID Critical Reading Strategies with Common Core Standards.
- Departments share AVID Strategies “in practice” and prepare progress reports on Department Alignment with school SMART Goals and LCAP.

**January 5** (all day workshop): Backwards Design and Department Vertical Alignment: Writing
- Review “What is Backward Design” and “Essential Questions: Doorways to Understanding” from *Understanding Design*.
- Departments will align procedures, formatting, structure, and desired outcomes for common writing assessments.

**January 8**: Department Writing Alignment (CONT.)
- Departments will continue to learn procedures, formatting, structure, and desired outcomes for common writing assessments.
- Flexible Grouping for English Learners

**February 5**: AVID Strategy: Structuring Argument
- Read “Crafting Understandings” from *Understanding Design*
- Explain, model, and practice graphic organizers for structuring written argument.
• Project Menus for English Learners

**March 5:** AVID Strategy: Writing Argument
• Read “Teaching for Understanding” from *Understanding Design.*
• Explain, model, and practice writing for audience and purpose, academic and content vocabulary use, and effective peer review.
• EL Professional Development TBD

**April 2:** Staff bonding activity to be determined

**May 7:** Department Alignment SMART Goal share and AVID Schoolwide share; Plan next steps
• Departments share materials and appropriate student samples related to Department
• Alignment SMART Goal.
  o Departments share AVID Schoolwide materials and appropriate student samples related to AVID strategies.
• Plan for next year’s department alignment.

**Improving Student Outcomes** The chart below identifies UPA goals and actions relevant to improving student outcomes that are identified in the state’s eight priorities:

<table>
<thead>
<tr>
<th><strong>STATE PRIORITY #1 — BASIC SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</em>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY A – TEACHERS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUBPRIORITY C – FACILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
**STATE PRIORITY #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

<table>
<thead>
<tr>
<th>Subpriority A — CCSS Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
</tbody>
</table>
| **Actions to Achieve Goal**         | o Board training in CCSS, LCFF, LCAP to ensure appropriate program oversight and implementation.  
  o Intensive staff professional development in CCSS and Technology in Teaching and Learning |

<table>
<thead>
<tr>
<th>Subpriority B – EL Students &amp; Academic Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
</tbody>
</table>
| **Actions to Achieve Goal**                              | o Teachers will have appropriate certification in their subject area to teach EL students  
  o Professional development will prioritize EL instruction  
  o Reading specialist availability will meet student demand |

<table>
<thead>
<tr>
<th>Subpriority C – EL Students &amp; English Language Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
</tbody>
</table>
| **Actions to Achieve Goal**                                | o EL students will receive English Language Arts/Literacy instruction and appropriate instructional support through pull out program  
  o EL coordinator will monitor student progress.  
  o Teachers will receive professional development |

**STATE PRIORITY #3 — PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

<table>
<thead>
<tr>
<th>Subpriority A – Achieving/Maintaining Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Subpriority</strong></td>
</tr>
</tbody>
</table>
| **Actions to Achieve Goal**                                | o Provide user-friendly student information system to keep parents informed of assignments, homework, grades and attendance.  
  o Provide volunteer opportunities that visibly demonstrate parent commitment to academics and foster school’s long-term sustainability  
  o Maintain Advisory Board to provide guidance to governing board regarding specific areas of school operations, education programs, support services, supplemental programs, and fundraising |

<p>| Subpriority B – Promoting Parent Participation |</p>
<table>
<thead>
<tr>
<th>STATE PRIORITY #4 — STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil achievement, as measured by all of the following, as applicable:</td>
</tr>
<tr>
<td>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</td>
</tr>
<tr>
<td>B. The Academic Performance Index (API)</td>
</tr>
<tr>
<td>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</td>
</tr>
<tr>
<td>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</td>
</tr>
<tr>
<td>E. EL reclassification rate</td>
</tr>
<tr>
<td>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</td>
</tr>
<tr>
<td>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORITY A — CAASPP: ELA/LITERACY AND MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORITY B — API</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBPRIORITY C — UC/CSU COURSE REQUIREMENTS (OR CTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
</tr>
</tbody>
</table>
| ACTIONS TO ACHIEVE GOAL | o Maintain a-g approval of all relevant courses  
o Effective supervision and evaluation of teachers  
o Effective monitoring of individual student progress |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBPRIORITY D – EL PROFICIENCY RATES</strong></td>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>All teachers will use SDAIE and ELD instructional strategies</td>
</tr>
<tr>
<td><strong>SUBPRIORITY E – EL RECLASSIFICATION RATES</strong></td>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>All teachers will use SDAIE and ELD instructional strategies</td>
</tr>
<tr>
<td><strong>SUBPRIORITY F – AP EXAM PASSAGE RATE</strong></td>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
</tbody>
</table>
| **ACTIONS TO ACHIEVE GOAL** | o Offer AP courses.  
o Provide exam fee for students who cannot afford them. |
| **SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP** | **GOAL TO ACHIEVE SUBPRIORITY** | By the beginning of the senior year, UPA students will receive feedback on their readiness for college as determined by responses on 11th grade state standardized testing. |
| **ACTIONS TO ACHIEVE GOAL** | o Enroll students who are not yet demonstrating college-readiness in grade 12 Expository Reading and Writing Course and refer them to interactive math and English success Web sites.  
o Meet with students grades 8-12 throughout high school career and monitor progress toward college readiness (as well as individual post high school goals) |
| **STATE PRIORITY #5—STUDENT ENGAGEMENT** | Pupil engagement, as measured by all of the following, as applicable:  
A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates |
<p>| <strong>SUBPRIORITY A – STUDENT ATTENDANCE RATES</strong> |</p>
<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Students are actively engaged in learning activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>o UPA will keep accurate and appropriate attendance records</td>
</tr>
<tr>
<td></td>
<td>o UPA will implement intervention strategies including immediate identification and intervention for absences and tardies</td>
</tr>
<tr>
<td></td>
<td>o UPA will review student records to ensure adequate student progress</td>
</tr>
<tr>
<td></td>
<td>o UPA will provide appropriate professional development opportunities to encourage effective, high quality, instruction</td>
</tr>
</tbody>
</table>

**Subpriority B – Student Chronic Absenteeism Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>UPA students will attend school consistently and regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>o Implement student contracts.</td>
</tr>
<tr>
<td></td>
<td>o Monitor attendance.</td>
</tr>
<tr>
<td></td>
<td>o Provide tailored interventions to promote attendance.</td>
</tr>
</tbody>
</table>

**Subpriority C – Middle School Dropout Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>UPA middle school students will promote to the 9th grade or enroll in another middle or high school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>o UPA will monitor all middle school students to support completion of courses at each grade level</td>
</tr>
<tr>
<td></td>
<td>o UPA will facilitate transfer of all students to other accredited schools and track actual admission.</td>
</tr>
</tbody>
</table>

**Subpriority D – High School Dropout Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>UPA high school students will complete high school at UPA or at another high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>o UPA will monitor all high school students for attendance and satisfactory progress toward meeting graduation requirements</td>
</tr>
<tr>
<td></td>
<td>o UPA will measure student engagement per attendance rates, satisfaction surveys, academic achievement, and extra curricular activities participation.</td>
</tr>
<tr>
<td></td>
<td>o UPA will track the transfer of exiting UPA students to ensure that they are reenrolled in another accredited high school</td>
</tr>
</tbody>
</table>

**Subpriority E – High School Graduation Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>UPA high school students will graduate from UPA or another high school within five years of 9th grade enrollment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
<td>o UPA will monitor all high school students to support completion of all required courses for graduation</td>
</tr>
<tr>
<td></td>
<td>o UPA will maintain its college counseling and guidance program.</td>
</tr>
</tbody>
</table>


**State Priority #6—School Climate**

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

**Subpriority A—Pupil Suspension Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
</table>
| UPA will maintain its currently low suspension rates. | o UPA discipline policy promotes positive discipline  
o Professional development of UPA philosophy  
o Alternatives to suspension and intervention  
o Advisory program – character education curriculum |

**Subpriority B—Pupil Expulsion Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPA will have low expulsion rates.</td>
<td>Implement restorative justice philosophy - extensive use of suspended enforcement of expulsion through behavior contracts.</td>
</tr>
</tbody>
</table>

**State Priority #7—Course Access**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
</table>
| UPA will maintain its college preparatory mission and education program, ensuring that all students have full access to and are enrolled in a broad course of study and programs that support their success with all subjects. | o Review and update course offerings annually  
o Conduct frequent reviews of student achievement data.  
o Provide professional development to maximize learning and provide access to multiple instructional/learning delivery systems that support college preparation. |

**State Priority #8—Other Student Outcomes**
### Subpriority A – English

**Goal to Achieve Subpriority:** Students will demonstrate grade level proficiency in English Language Arts/Literacy

**Actions to Achieve Goal:**
- AP courses
- Rapid identification of struggling students
- Tailored intervention program, including intervention and support classes, as well as after school tutoring
- EL support

### Subpriority B – Mathematics

**Goal to Achieve Subpriority:** Students will demonstrate grade level proficiency in mathematics

**Actions to Achieve Goal:**
- AP courses
- Rapid identification of struggling students
- Tailored intervention program, including math specialist and tutoring

### Subpriority C – Social Sciences

**Goal to Achieve Subpriority:** Students will demonstrate grade level proficiency in social sciences.

**Actions to Achieve Goal:** Direct instruction with an integrated approach for American history, world history, government, geography and economics using the CA History-Social Science Content Standards or other approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects

### Subpriority D – Science

**Goal to Achieve Subpriority:** Students will demonstrate grade level proficiency in science.

**Actions to Achieve Goal:** Implement curriculum and instructional strategies aligned to the CA Next Generation Science Standards

### Subpriority E – Visual and Performing Arts

**Goal to Achieve Subpriority:** Two years of drama, dance, visual arts, and/or instrumental music.

**Actions to Achieve Goal:** Offer exploratory and or experiential courses.
## Subpriority F – Physical Education

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>Students will complete one year of PE.</th>
</tr>
</thead>
</table>
| Actions to Achieve Goal     | o Offer courses in traditional PE, and in yoga and weight lifting  
|                             | o Allow waivers for extra curricular physical education activities.  
|                             | o Conduct PE testing. |

## Subpriority H – Foreign Languages (Grades 7-12 only)

<table>
<thead>
<tr>
<th>Goal to Achieve Subpriority</th>
<th>By grade twelve, students will complete a minimum of three foreign language courses in the same language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>UPA will offer three years of Spanish and French.</td>
</tr>
</tbody>
</table>

Additional details on UPA’s initiatives and goals to meet the State’s 8 priorities are detailed in UPA’s Local Control Accountability Plan (LCAP) and accompanying 3-year budget that is attached to the end of this section. UPA has identified the following 6 school wide initiatives under which the school’s various goals to meet the State’s priorities have been grouped:

1. Initiative: Eliminate the Achievement Gap
2. Initiative: Build and Enhance a College Going Culture
3. Initiative: Support for English Learners
4. Strengthen The Culture of Accountability
5. Initiative: Improve the Quality of Student Life on Campus
6. Initiative: Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum
II. MEASURABLE PUPIL OUTCOMES AND III. METHODS OF ASSESSING STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Education Code Section 47605.6(b)(5)(B).

The method by which pupil progress in meeting those pupil outcomes (identified in Element A) is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Education Code Section 47605.6(b)(5)(C).

Pupil Outcome Goals
At UPA all students can achieve success in a college preparatory curriculum, regardless of skill level, or special program designation. Student progress is measured toward graduation and program outcomes through multiple and varied benchmark assessments described in section III. These assessments are aligned to standards and state/federal accountability systems.

In order to ensure student success in high school, current UPA 8th grade students will be considered for promotion to the 9th grade based on the following criteria:

- Proficiency level on standardized tests
- End of course grade of C or higher in core courses
- Growth on NWEA or equivalent test

University Preparatory Academy’s graduation requirements are established by the UPA Board and are currently set at 250 units. These requirements meet the University of California “a-g” course requirements. Graduation credits are subject to annual review by the UPA Board.

Accountability
University Preparatory Academy is committed to academic accountability and believes in the importance of federal and state assessment measures to evaluate student performance and hold the school accountable for student academic performance. High academic achievement, in preparation for a college or university environment, is fundamental to the UPA educational program. Student progress goals are identified on an annual basis, and teachers develop plans for meeting those goals together with school leaders.

UPA uses DATA Director to manage data to inform instruction and provide indicators of student achievement. With this tool, faculty and staff have useful data to guide decision making to best meet the needs of students. These resources, used concurrently with the use of the NWEA Common Core aligned MAP assessment provides faculty and staff with a constant and predictive source of data. Continuous assessment and evaluation of students is some of the most important work undertaken at UPA.
In addition to embedded unit assessments and end of course assessments, UPA will use the NWEA MAP assessment at least twice each year to assess student progress toward attaining proficiency in the CCSS.

UPA continuously seeks improvement in accountability through the use of data. We have established a list of key data that is shared with the Board and public at specific benchmark dates throughout the academic year. These indicators provide useful information for strategic decision-making and include: attendance, subject area grades, and grade point averages by grade, subject, and schoolwide, graduation rates and on target graduation rates, enrollment and waiting list, student withdrawal rates, CAHSEE passage rate, re-designated ELs, AP course enrollment, completion and passage scores.

Teachers meet monthly in departments to discuss grade and subject level data in order to adjust instruction as appropriate, and to review the effectiveness of selected curriculum. Student progress is the most important measure of success and student performance data is used as a measure for teacher evaluation and for professional development planning. Administrators and the Board review academic data to ensure progress toward the achievement of the UPA mission. Parents are kept informed of their student’s academic performance through our on line parent portal. SST are scheduled for students who have been identified At-Risk, and plans are created to improve student performance.

The chart below extends the goals and activities for pupil outcomes as specified in the eight state priorities by providing the actual measures and means for measurement:

<table>
<thead>
<tr>
<th>CAASPP: ELA/LITERACY AND MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>All eleventh students including all student subgroups, who attend UPA for at least three years will score proficient or higher on state standardized tests.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>Test results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>UPA school wide, and all students - including all student subgroups - who attend UPA for at least three years, will meet API Growth Targets, or equivalent</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>API growth or equivalent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EL PROFICIENCY RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>EL students will make steady and consistent progress toward ELA proficiency</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>CELDT</td>
</tr>
</tbody>
</table>

<p>| EL RECLASSIFICATION RATES             |</p>
<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>EL students will be reclassified as Fluent English Proficient within 4 years of enrollment at UPA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Reclassification data</td>
</tr>
</tbody>
</table>

**AP EXAM PASSAGE RATE**

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>All students enrolled in AP courses will receive a score of 3 or better on AP exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Exam score</td>
</tr>
</tbody>
</table>

**COLLEGE PREPAREDNESS/EAP**

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>95% college acceptance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>UC a-g course completion rate Number of students taking AP courses and passing AP exams with 3 or better College acceptance letters</td>
</tr>
</tbody>
</table>

**STUDENT ATTENDANCE RATES**

<table>
<thead>
<tr>
<th>MEASURES</th>
<th>UPA will maintain an attendance rate of 96 percent or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEANS OF MEASUREMENT</td>
<td>Attendance records</td>
</tr>
</tbody>
</table>

**STUDENT ABSENTEEISM RATES**

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>UPA chronic absenteeism will be less than 5 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Attendance records</td>
</tr>
</tbody>
</table>

**MIDDLE SCHOOL DROPOUT RATES**

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>UPA middle school students will promote to the 9th grade or enroll in another middle or high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student records</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL DROPOUT RATES**

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>UPA drop out rate will be less than 5 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student records</td>
</tr>
</tbody>
</table>

**HIGH SCHOOL GRADUATION RATES**

<p>| MEASURABLE OUTCOME | UPA high school students will graduate from UPA or another high school within five years of 9th grade enrollment. |</p>
<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>Pupil Suspension Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment and graduation data</td>
<td>UPA suspension rates will be the same as or lower than the districts in which students reside.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>Pupil Expulsion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student records SARC</td>
<td>UPA’s expulsion rates will be the same as or lower than the districts in which students reside.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student records SARC</td>
<td>All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in English Language Arts/Literacy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of unit exams End of course exams Statewide testing performance</td>
<td>All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in mathematics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of unit exams End of course exams</td>
<td>All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in social sciences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of unit exams End of course exams Statewide testing performance</td>
<td>All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in science.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>MEASURABLE OUTCOME</th>
<th>Visual and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of unit exams End of course exams Statewide testing performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
<td>All students will demonstrate grade level proficiency in two of visual and performing arts courses.</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Methods of Measurement** | End of unit exams  
End of course exams |

**Physical Education**

<table>
<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
<th>Students will participate in one year of PE to fulfill graduation requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods of Measurement</strong></td>
<td>Statewide testing performance</td>
</tr>
</tbody>
</table>

**Foreign Languages (Grades 7-12 only)**

<table>
<thead>
<tr>
<th><strong>Measurable Outcome</strong></th>
<th>By grade twelve, all students who have been enrolled at UPA for at least three years will enroll in and complete a minimum of three foreign language courses in the same language.</th>
</tr>
</thead>
</table>
| **Methods of Measurement** | End of unit exams  
End of course exams  
Student records |

Additional details on UPA’s initiatives and goals to meet the State’s 8 priorities are detailed in UPA’s Local Control Accountability Plan (LCAP) and accompanying 3-year budget that is attached to the end of this section.
IV. GOVERNANCE STRUCTURE

The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement.

Education Code Section 47605.6(b)(5)(E).

The University Preparatory Academy is organized as a California Public Benefit Corporation pursuant to section 47604(a) and other subsequent legislation of the California Education Code, and has been granted tax exempt organization under section 501(c)(3) of the Internal Revenue Code.

Governance Structure
The school is governed by a set of policies and procedures to help UPA staff and administrators perform their daily responsibilities in a manner that promotes a safe and healthy, sustainable school environment, operated with a focus on the school’s mission. The UPA Board bylaws, adopted by the Governing Board are the primary policy document dictating Board practice and operations.

The UPA Governing Board takes fiduciary responsibility for ensuring that UPA academic and fiscal programs and operations are being carried out appropriately and in alignment with its charter. It adopts policies, approves the budget, and assures that the school maintains high academic standards. To this end, the Board:

1. Establishes and approves all major educational and operational policies
2. Approves all major contracts
3. Approves the school’s annual budget and oversees the school’s fiscal affairs
4. Selects and evaluates the school’s Executive Director, who will be responsible for operating the school and implementing the policy direction of the Board
5. Develops annual goals for the school and long range plans with input from the Director, teachers, and parent advisory committee members
6. Establishes and monitors achievement of UPA goals,

Election and Terms of Office
All Governing Board members are elected to serve staggered three-year terms and are selected using the following methodology, as further defined in UPA’s bylaws:

1. Annual nominations for expiring terms,
2. Review of candidates’ narrative statements regarding board qualifications including a description of expertise in matters pertaining to the charter school’s operations and demonstrated commitment to UPA’s mission and targeted student population,
3. Board selection of new members to obtain new members with a commitment to UPA and a combined mix of skills and expertise necessary to effectively govern the charter school.

University Preparatory Academy Board members or other members of the UPA charter school community may recommend the removal of a Board member pursuant to the Governing Board’s removal policy and procedure that are set forth in the Board’s bylaws.

Board Structure and Operations
The Board of Directors holds regularly scheduled meetings each month and special meetings as needed. The Board follows the Brown Act in generating and posting agendas for public information. Board meetings are conducted using Roberts Rules and the Brown Act. Expulsion hearings, personnel matters, and other confidential governance matters are held in closed session, unless open session is requested by the parent of the child in question or faculty/staff member in a matter for which open session is legally appropriate. The Board appoints a president, a secretary, and a treasurer. The Board President is responsible for the functioning of the Board and the conduct of Board business and meetings. The Board Secretary is responsible for generating meeting notes and distributing the agenda in a timely manner. Agendas are posted in hard copy at the school site.
and on the school web site. The Board treasurer has primary responsibility to monitor UPA’s fiscal affairs and to oversee and review financial statements created by the school’s back office contractor for presentation to the Board.

**Board Training**

University Preparatory Academy Board members are committed to continuous improvement and on-going training to assist the Board in fulfilling its responsibilities to act as stewards for the charter school. To this end, the UPA Board will seek appropriate training and educational opportunities to more effectively govern UPA’s operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The school continues to maintain in effect general liability and Board errors and omissions insurance policies.

The UPA Board of Directors brings a wealth of experience, passion, and expertise necessary to accomplish UPA’s stated goals on behalf of its targeted population.

- **Mr. Patrick Dunkley:** General Counsel for Stanford University  
  *Skills:* Legal, Corporate Governance

- **Mr. Kurt Foreman:** Director of Operations for Cathedral of Faith; UPA Founder  
  *Skills:* Business Administration, Facilities, Project Management and Accounting, CFO for California Youth Outreach and for Reaching Out.

- **Mr. Richard Pfaff,** Retired Director of Financial Aid, San Jose State University.  
  *Skills:* Finance, Financial Aid, College Admissions

- **Mr. James Romero:** Engineer  
  *Skills:* Business Development/Administration, Technology

- **Ms. Dorothy Westerhoff:** Education Consultant, Retired Educator/School Administrator of East Side Union High School District, UPA Founder  
  *Skills:* Curriculum and Instruction, School Administration, Assessment, Counseling, Mentoring, Budget, WASC accreditation, and Alternative Education

- **Mr. Robert Hernandez:** Vice President, Comerica Bank  
  *Skills:* Business, Banking, and Financing of Start-Up Companies

**Mr. Daniel Ordaz:** UPA Founder, serves as UPA’s Executive Director  
*Skills:* Charter school evaluation, finance and budgeting; public school administration, governance, personnel, categorical programs and funding, and curriculum development

The Instructional Leadership Team reports directly to the Executive Director who in turn reports to the Board of Directors. This leadership model provides the basis for a collaborative school environment. A brief role description for each of the positions is indicated by the schematic below.
### University Preparatory Academy

**Leadership Services & Responsibilities**

<table>
<thead>
<tr>
<th>Director of Business &amp; Operation</th>
<th>Director of Instructional Services</th>
<th>Director of Student Services</th>
<th>Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing</td>
<td>Master Schedule Development</td>
<td>Counseling and Guidance</td>
<td>WASC Accreditation/Reporting</td>
</tr>
<tr>
<td>Management and Evaluation of Support Staff</td>
<td>Testing and Assessment</td>
<td>Advisory Program</td>
<td>Charter Reauthorization</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Academic Data Services</td>
<td>Discipline Program</td>
<td>SCCOE Audits</td>
</tr>
<tr>
<td>Budgeting</td>
<td>Curriculum Development</td>
<td>Student Activities</td>
<td>Staffing</td>
</tr>
<tr>
<td>Deposits</td>
<td>CC implementation</td>
<td>Teacher Evaluation</td>
<td>Student recruitment</td>
</tr>
<tr>
<td>Attendance Accounting</td>
<td>Teacher Evaluation</td>
<td>Athletics</td>
<td>Administrator Evaluation</td>
</tr>
<tr>
<td>Benefits Coordination</td>
<td>Professional Development</td>
<td>Promotion &amp; Graduation Planning</td>
<td>Board interface</td>
</tr>
<tr>
<td>Coordination of Facilities use with CoF</td>
<td>Grading and Report Cards</td>
<td>School Safety</td>
<td>Administrative Supervision</td>
</tr>
<tr>
<td>Supervise operation and Maintenance of PowerSchool SIS</td>
<td>ELL Program</td>
<td>Supervise Campus Supervisors</td>
<td>Economic Development</td>
</tr>
<tr>
<td>Master Schedule Technology</td>
<td>Summer School</td>
<td>Coordinate/Interface with UPA Support groups</td>
<td>Student registration</td>
</tr>
<tr>
<td>Director of UPA Foundation</td>
<td>At Risk Program</td>
<td>504 Student Program</td>
<td>Teacher Evaluation</td>
</tr>
<tr>
<td>Technology</td>
<td>Special Ed Program Supv.</td>
<td>Student Store</td>
<td>Home School Communications</td>
</tr>
<tr>
<td>Events Planning</td>
<td>E-Learning</td>
<td>Events Planning</td>
<td>Systems Monitoring And Progress</td>
</tr>
</tbody>
</table>
Parental and Student Involvement
The University Preparatory Academy believes firmly that active parent, student, and employee participation in school operations and governance helps foster a public school’s long-term sustainability as a successful program. Currently the school has the following parent/community groups organized and functioning:

- Parent Teacher Student Association (PTSO)
- Executive Director’s Advisory Council (school site council)
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Band Boosters Committee
- UPA Foundation
- Fine Arts Committee (Provides support to the Drama Program)

UPA has developed and established protocols to increase the level of parent involvement focused on teaching and learning, and formed an Executive Director’s Advisory Council which plays an important role in making UPA a school more responsive to staff, student, and parents’ needs. The Executive Director’s Advisory Council, which also includes EL Parents, acts as a school site council and meets regularly to address and make recommendations to the Executive Director regarding specific areas of school operations, budgeting, education programs, support services, supplemental programs, and fundraising.

Once a student is admitted to the school, families are encouraged to join one of the school’s parent organizations named above.

UPA screens all employees and volunteers who are with students in unsupervised settings, including fingerprinting and criminal background checks pursuant to Education Code 45125. Registered sex offenders under Penal Code section 290 or other subsequent legislation may not serve as volunteers on campus, anywhere or at anytime students are present. All volunteers who work on campus are required to have a current TB test on file with the charter school.
V. PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

*Education Code Section 47605(b)(5)(M).*

The University Preparatory Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA).
VI. EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school.

Education Code Section 47605.6(b)(5)(F).

The Executive Director (ED) is the chief executive officer of the school and reports directly to the Board of Directors. The ED is responsible to administer all aspects of school operations and carries out the policies of the Board. Some of the major program responsibilities of the ED include budget development and control; instructional supervision and curriculum development; wage and salary administration; recruitment and selection of staff; development of Board memoranda and draft policies; and representing the school to the community.

Qualifications

- Ability to inspire and lead the school to accomplish its mission
- Professional Administrative Services Credential and a Masters Degree in Education or equivalent preferred
- At least five years successful site and central office experience in educational administration
- Collaborative leadership and management style
- Instructional expertise in curriculum development and implementation
- Successful experience in school business operations, including developing and supervising a school budget
- Ability to represent the school to the community
- Experience in working with school boards

The UPA faculty and staff recruitment and selection process is designed to ensure that all staff employed by UPA possess the personal characteristics, knowledge base, experiences, and the responsibilities and qualifications essential to successfully fulfill their responsibilities. UPA will continue to ensure that all required legal qualifications, including compliance with the requirements of the No Child Left Behind Act (NCLB), are met for teachers, staff, para-professionals and other administrative employees of the school. Each certificated employee is required to meet the state licensing requirements related to charter schools for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position, as briefly described below, as well as possess the qualifications required to perform the essential functions of the position, as determined by the UPA Board and Executive Director. The number, type, mix and salary levels of each employee are outlined in detail in the Financial Plan in section 2 of this document.

Recruitment and Hiring Plan

UPA seeks to hire a diverse faculty composed of highly qualified teachers, and highly skilled professionals who express an understanding of and support for the school, our mission, and student population. The school achieves this goal by recruiting and compensating the faculty and staff based on their ability to meet the qualifications of the school’s program as outlined in the hiring and evaluation rubric approved by the Board of Directors and containing qualifications and criteria directly aligned to the qualities the Board believes are essential for effective teaching and learning within the UPA program.

UPA maintains an average classroom student to teacher ratio of 21:1. The school also allocates a counselor position, a Director of Curriculum and Instruction, A Director of Operations and
Director of Student Services. Also, the equivalent of 1.0 FTE is invested in release time for the coordination of the following programs:

1. At Risk/Intervention
2. AVID
3. Common Core Implementation in Math
4. English Language Learners
5. Professional Development and Training

In addition, the school employs a .75 FTE administrative assistant, a .75 FTE registrar and a campus supervisor/technical support manager.

Employing a highly qualified faculty and staff is critical to our program. The UPA Executive Director is very active in annual teacher recruitment activities, including attendance at major teacher recruitment fairs, advertising in neighborhood newspapers and advertising on the UPA website. The instructional leadership team performs initial screening and interviews. Successful candidates are then forwarded to the administration for a second interview. The Executive Director makes all hiring decisions and the Board approves all contracts for budgeting purposes.

The instructional leadership team is comprised of teacher leaders who have developed or are developing expertise in various aspects of instructional leadership. The teacher leaders, called Lead Teachers, are appointed by the Executive Director and are given a stipend to coordinate the following instructional leadership programs:

- Instructional supervision
- Build a community of learners
- Curriculum development
- Facilitate professional development and training
- Guidance program supervision and master schedule development
- Testing and achievement data coordination

**Teachers and Instructional Staff**

UPA has adopted a set of qualities it requires of faculty. UPA adheres to all “highly qualified” requirements of the No Child Left Behind Act (NCLB) with respect to teachers. As such, teachers in all of our core subjects – English/language arts, mathematics, science, social science, and foreign language – meet NCLB’s highly qualified standards. Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and foreign language) hold a credential issued by the Commission on Teacher Credentialing (CTC) permitting the instructor to teach in their subject area of preparation. Because of UPA’s adoption of UC a-g requirements for all students, instructors in the elective areas must also hold proper credentials issued by the CTC.

In order to ensure implementation of the school’s mission and educational philosophy, hiring preference is given to teachers who have experience designing and implementing curriculum. Applicants to teach at the school are hired based on the UPA Board approved job description and desirable qualifications including the following:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student,
- Possession of a CLAD, BCLAD, or CDE certification as required,
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading,
• Knowledge of assessment strategies and the desire to use data to drive their teaching and ensure continuous improvement of student learning,
• Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others,
• Willingness and ability to work with students and parents on an ongoing basis to ensure student success.

These characteristics are found in the research of Robert J. Marzano and many others. (Marzano, “What Works in Schools” and “Classroom Instruction that Works” by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock). Based on the research showing that the teacher has the most impact on student learning, UPA seeks to find the most effective teachers based on the above factors. The school uses a rubric in the evaluation and interview process so candidates are each evaluated against a common set of standards.

UPA hires non-certificated instructional support staff with an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

Directors
The Director of Operations, Director of Instructional Services, and Director of Student Services are responsible to deliver the services as outlined in the table above page 50, “Leadership Services and Responsibilities.” In addition the Directors may perform other duties as assigned by the Executive Director and as required in their job descriptions approved by the UPA Board of Directors.

Overall Qualifications for the various positions may include:
• Successful experience in site educational administration preferred
• Collaborative leadership and management style
• Instructional expertise in curriculum development and implementation
• Experience in developing a student activities and athletics programs
• Successful experience in dealing with student discipline
• Successful experience in attendance accounting
• Experience in master scheduling
• Experience in Budgeting and Purchasing

Counselor
A highly qualified counselor is fundamental to the UPA program and applies knowledge and training in specialized fields, including growth and development of the student, testing and assessment, educational and career planning, and personal and social guidance. Counselors may hold a Pupil Personnel Services credential and expertise to match the qualifications outlined above.

Support Staff
The school hires support staff that has demonstrated experience and expertise in the areas and work tasks required of them. Support staff is provided professional development and training opportunities to upgrade their skills in their positions.

The administrative assistant’s responsibility is to assist the Directors in the administration of the school by performing a variety of complex and routine administrative support functions including attendance accounting. The administrative assistant also directs and coordinates the workflow and
activities processed through the school’s main office. This position requires in-depth knowledge of school operations and administrative procedures as well as a high level of clerical skills and ability to work in an independent manner.

Under the supervision of the Director of Curriculum and Instruction, the UPA Registrar maintains student records, issues transcripts, assists in processing report cards and generating the master schedule.

_Campus Supervisors_ monitor the school campus before and after school as well as during breaks and lunchtime.

_The Manager of Technology_ is responsible to maintain the school’s computer lab and classroom computers, mobile computing devices as well as assist teachers in resolving classroom technology problems.

**Business Management**

UPA employees a “back office” business management firm to generate school budgets, maintain accounts payable, maintain attendance accounting, manage payroll and to generate fiscal and attendance reports required by the charter authorizer and/or CDE.

**General Requirements and Performance Reviews**

Prior to a final employment offer, UPA requires each employee to submit to criminal background checks as required by Education Code §44237 or other subsequent legislation. UPA adheres to California laws including fingerprinting, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. All employees are required to undergo criminal background checks through such services as a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

UPA will continue to meet the provisions of NCLB as they apply to certificated personnel. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director is responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The UPA Board of Directors approves the criteria by which to judge the performance of all employees and this is conveyed to employees in job descriptions and evaluation forms. These criteria are tied directly to UPA’s educational program goals and mission. The UPA Governing Board evaluates the performance of the UPA Executive Director based on Board approved measurable management goals.

The Executive Director is responsible to organize teacher recruitment, screening of applicants, and to agendize the approval of employment agreements by the Governing Board. The Executive Director will have the responsibility of evaluating the performance of the teaching and support staff on an annual basis.
VII: Health and Safety

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G).

University Preparatory Academy adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies have been developed in consultation with the school’s insurance carriers and address the topics discussed below.

All faculty and staff members shall be in compliance with California Education Code Section 44237 or other subsequent legislation. As a condition of employment, TB screening and fingerprinting will be required with clearance by the Department of Justice before the employee’s start date. All enrolling students and staff must provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students, and vision, hearing and scoliosis screening for students. The school requires that all employee candidates conduct initial and ongoing tuberculosis screening as required by law.

UPA is committed to establishing a safe school environment and has a School Safety Plan that addresses areas of concern such as, earthquakes, fire, floods, shootings, natural disasters, and electricity loss. See Section 7, Maintenance and Safety. UPA also has a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

UPA buildings comply with state building codes, Federal American Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements. UPA ensures that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard.

Student Health
UPA provides screening for student vision, and scoliosis. As required by law, all students must show proof of immunization. The school maintains records of legally required tests and immunizations of students and staff. UPA implements policies relating to the administration of prescription drugs and other medicines. UPA also has a policy establishing the school as a drug, alcohol, and tobacco free workplace.

Blood-borne Pathogens
UPA has implemented policies relating to preventing contact with blood-borne pathogens. The Director of Operations is responsible to ensure that UPA meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. A written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV) is included in Section 7 Maintenance and Safety.

Child Abuse Prevention and Reporting
UPA maintains policies and procedures for the immediate reporting of suspected child abuse. Such policies detail the role and obligation of staff in the reporting of child abuse pursuant to CA Penal
Code Section 11164 or other subsequent legislation. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom she or he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. All appropriate staff is required to certify that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions before being hired.

Health and safety issues are dealt with in accordance with UPA policies. These policies and procedures are incorporated into the school’s student and staff handbooks and are reviewed on an ongoing basis in professional development meetings and periodic reviews conducted by the Governing Board.
VIII: Racial and Ethnic Balance

*The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*Education Code Section 47605.6(b)(5)(H).*

All students are welcome at UPA. It is UPA’s goal to provide an education program to low socioeconomic and high ethnically diverse populations to close the achievement gap. As such, UPA has instituted a recruitment program designed to educate and inform potential students about its instructional program and seek to identify and recruit students who traditionally have been underserved and/or have underperformed in traditional school environments.

UPA implements a student recruitment strategy that consists of, but is not limited to, the following strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the county:

- An enrollment timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to various racial and ethnic groups represented in SCCOE, including materials in dominant languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the county to reach prospective students and parents. UPA will keep a record of the number and location of these community presentations,
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications
- Discussions and distribution of application materials to the SCCOE central office, middle schools, small autonomous schools, county high schools, private schools, and other events and areas where diverse student families might be reached
- Collaboration with community based organizations to support outreach efforts
- Focused recruitment of groups that may be underrepresented among UPA’s student population, using brochures, public meetings, and door-to-door outreach

Because we seek a student population whose families may not be reachable by traditional means, UPA conducts direct outreach strategies such as direct mailing and community home meeting outreach efforts targeted in specific communities in the San Jose area. UPA also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

For additional details on the school’s student recruitment plan see section 4, Student Recruitment and Enrollment.
Element IX: Admissions Requirements

Admission requirements, of the charter school, if applicable.

Education Code Section 47605.6(b)(5)(N).

University Preparatory Academy actively recruits a diverse student population from throughout Santa Clara County. Admission to the school is open to any resident of the State of California. Students are considered for admission without regard to race, ethnicity, national origin, religion, gender or disability or any other characteristic described in Education Code Section 220. The school strives through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within Santa Clara County.

UPA provides a rigorous educational experience that includes longer hours and more school days than is expected of them at other neighborhood schools.

Prospective students and their parents or guardians are briefed regarding the school’s instructional and operational philosophy and are informed of the school’s student-related policies at numerous intervals, including open houses, informational evenings, inclusion of these expectations on the school web site, orientations, and interviews.

UPA has no requirement for admission and admits any child that wishes to attend.

Parents are asked to help ensure that their child upholds the academic and behavioral rules of the school, and are asked to acknowledge the UPA academic and behavior policies, and support those policies.

Recruiting and Admissions Cycle

UPA has established an annual recruiting and admissions cycle, which includes reasonable time for (1) outreach and marketing, (2) parent information meetings, tours and open houses for students and parents, to familiarize themselves with the school (3) an admissions lottery, if necessary (3) completion of forms and admissions application after the lottery, (4) personal interviews of students and parents, and (5) scheduling of classes.

The school fills vacancies or openings that become available after this process using a waiting list. The school admits students at any time during the school year on an open-ended basis in order to better serve the transient local population, if an opening is available. Please see Section 4 for additional details regarding the school’s enrollment plan.

Timeline for Recruiting and Admissions

Applications for admission are made available in December of the previous year and are due by the 1st Friday in March. UPA holds parent information meetings between December and March so parents can learn more about the school before they apply. Additionally, the school features and open house, scheduled for a weekend, where any and all community members are able to attend the school to learn more about what UPA offers their students.

Lottery – Public Random Drawing

In the event that the number of students seeking admission to any grade or class exceeds capacity, a lottery is held. Please see Section 4 for additional details regarding the school’s lottery procedure.

UPA is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student shall be required to attend the charter school, and alternative school choices are available at other elementary schools within the Santa Clara County.
All students who are interested in enrolling at the school are required to complete an application for admission.

No specialized admission assessments are required; however, tests may be administered to determine the proper placement of students. All students who wish to enroll in the school are enrolled unless the number of applications exceeds the number of seats available in which case a public random drawing is held. See lottery procedure in Section 4.

Existing students of UPA have an automatic right to continued enrollment in the school should they wish to do so and shall not need to be included in the public random drawing. UPA does grant preference in the public random drawing as to siblings of students already attending UPA and children of UPA educators, administrators, and staff, students who reside in the elementary school attendance area for Canoas Elementary School (in accordance with Education Code Section 47605.3 and 47614.5), and students who are eligible to receive Free or Reduced Price Meals\(^1\), and who reside in the County. See section 4.

Any applicants not admitted through this public random drawing due to capacity limitations will be placed on a waiting list and as space becomes available, will be offered admission in the order in which their names were drawn. Applications are accepted after the lottery and are added to the wait list. The wait list does not carry over from one school year to the next.

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\(^1\) Following admission, UPA will conduct an audit of the records of students who utilized this preference. Any student who utilized this preference, but is not eligible to receive Free or Reduced Price Meals, will forfeit admission and be placed at the end of the wait list. This preference will be capped at 25% of enrollment.
X: Financial Audit

The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.

California Education Code 47605b.5.1

The University Preparatory Academy Governing Board will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls. The audit will be conducted as outlined in the MOU between UPA and county superintendent of schools. The school's audit committee will review any audit exceptions or deficiencies and report to the school's Governing Board with recommendations on how to resolve them. The Governing Board will report to the county superintendent of schools how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the MOU.

The audit verifies the accuracy of the school's financial statements, attendance and enrollment accounting practices and reviews the school's internal controls. The audit will always be conducted in accordance with generally accepted accounting principles applicable to the school in accordance with the K-12 audit guide as incorporated into the California Code of Regulations. The annual audit will be completed by an independent auditor included on the list of approved educational auditors by the California State Controller within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to SCCOE, the State Controller, and the CDE by December 15 of each year.

The UPA Board will submit a report to the SCCOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County Office of Education.

University Preparatory Academy will compile and provide to the county superintendent of schools reports as specified in the MOU between UPA and the county superintendent of schools.
XI: Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

*Education Code Section 47605.6(b)(5)(J).*

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at UPA (the “Charter School”). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as UPA’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student-Family Handbook, which is sent to each student at the beginning of the school year. (See Student-Family Handbook at the end of Section 1.) The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

**Suspension Offenses**

Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student for disciplinary action. The conference
may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians
At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses
Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually
carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (l).

Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than
four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel
A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the UPA’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined, only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing
present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
Students With Disabilities
A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

Notification of District
UPA shall immediately notify the SCCOE and coordinate the procedures in this policy with the county office the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting
The student's IEP team shall determine the student’s interim alternative educational setting.

Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted
under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

2. The parent has requested an evaluation of the child.

3. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel
The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the County Office of Education. This notice shall include the student's name and the specific expellable offense committed by the student. The Board’s decision to expel shall be final.

Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County Office upon request.

Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. UPA will work with the student and family of expelled students to find proper placement in their home district.

Rehabilitation Plans
Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.
XII: RETIREMENT PROGRAM

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. 

Education Code Section 47605.6(b)(5)(K).

UPA staff will participate in the federal social security system, and the State Teachers Retirement System for certificated staff. For a complete statement on employee retirement benefits please see Section 5 Personnel Policies.
XIII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

Education Code Section 47605.6(b)(5)(O).

No student shall be required to attend UPA. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of SCC schools on the basis of that student’s application to, or enrollment in UPA.
XIV: DESCRIPTION OF EMPLOYEE RIGHTS.

A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

*Education Code Section 47605.6(b)(5)(P).*

Members of the University Preparatory Academy staff who leave employment with Santa Clara County Office of Education or any California public school district to work at UPA shall not have any right to return to employment with their districts because of employment at UPA. Employees of UPA who were not previous employees of the SCCOE will not become employees of the SCCOE and will not have the right to employment within the SCCOE.
XV: Dispute Resolution

The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

Education Code section 47605.6(b)(5)(L).

The University Preparatory Academy has adopted policies and processes for aiding and resolving internal and external disputes.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on SCCOE, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and Governing Board members of UPA resolve all disputes regarding this charter school pursuant to the terms of this section. UPA staff and administration shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

All internal disputes involving UPA shall be resolved by the UPA Board according to the UPA’s own internal policies. All complaints about UPA received by the SCCOE will immediately be forwarded to UPA.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the school’s Executive Director or his or her designee and, if it cannot be resolved at this level, to have it heard by the Board of Directors at a regularly scheduled meeting.

A complaint may include any feeling of dissatisfaction or injustice in connection with any matter related to the educational program, or staffing. The following steps should be taken to resolve a dispute:

- Any complaint should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the school Executive Director to attempt further resolution.
- The complaint shall be reduced to writing by the complainant and submitted to the school Executive Director. The complainant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, and a meeting with the complainant(s), the school Executive Director shall prepare a written response to the complainant no later than twenty (20) working days from the date of receipt of the written complaint statement, unless for good cause, and upon notice given, additional time is required for the response.
- If the matter cannot be resolved at the school Executive Director level, the complainant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting.
- The Board of Directors and the school Executive Director will set a date and time for the hearing of any evidence to be presented concerning the complaint. At the hearing, the complainant and a representative of UPA shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and school
Executive Director shall make a decision on the complaint in writing. This decision will serve as the final decision of UPA. An administrative panel of less than a quorum of Board members appointed by the Board may be used for hearing purposes in lieu of a full Board.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, he/she can express this concern directly to the school Executive Director. No parent will be penalized, formally or informally, for voicing a complaint with UPA in a reasonable, business-like manner, or for using this dispute resolution process.

The school Executive Director is the official representative between parents and the Board of Directors. S/he or any administrator is accessible and ready to hear suggestions, concerns, and complaints. UPA cannot act on any problem unless it is aware of it, so we request that complaints be brought to the appropriate party as soon as possible.

SCCOE staff will instruct any UPA stakeholder who attempts to log a complaint with SCCOE to stop their explanation of the situation and will inform them that all complaints must be directed to UPA personnel. SCCOE agrees not to intervene or become involved in the internal dispute unless the internal dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements have occurred, or unless UPA has requested that SCCOE intervene in the internal dispute.

Disputes between the charter school and the county
In the event that the charter school and the county superintendent of schools have disputes regarding the terms of this charter or any other issue regarding the charter school, the parties will utilize the dispute resolution process as outlined in the MOU between UPA and the county superintendent of schools.

The staff and UPA Board members of UPA agree to attempt to resolve all disputes between the County Office of Education and UPA regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the County Office of Education and UPA, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Executive Director, University Preparatory Academy Charter School
2315 Canoas Garden Ave
San Jose, CA 95125

To Charter School Director, Santa Clara County Office of Education:
A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute.

If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.
XVI: CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

Education Code Section 47605.6(b)(5)(Q).

The following are closing procedures that abide by Cal. Ed. Code §47605(b)(5)(P), should the school close for any reason. The decision to close UPA either by the UPA/UPA Board of Directors or by the SCCOE Board will be documented in a closure action. The closure action shall be deemed to have been automatically made when any of the following occurs: the charter is revoked or not renewed by the SCCOE Board of Education; the charter school Board votes to close the school; or the charter lapses. In the event of such a closure action, the following steps are to be implemented:

1. Closure of the school will be documented by official action of the UPA Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School Board of Directors will promptly notify parents and students of the Charter School, the SCCOE, the County Office of Education, the School’s SELPA, the retirement systems in which the School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school SCCOE’s of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. Written notification to parents/guardians/caregivers of the enrolled students of the UPA will be issued by UPA within 72 hours after the determination of a closure action. A sample copy of the language used in the written notification is also to be made to SCCOE within the same time frame.

   a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

   b. The process for transferring student records to the receiving schools shall be in accordance with SCCOE procedures for students moving from one school to another.

   c. Parents/guardians will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

   d. The UPA Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ SCCOE’s of residence, which they will provide to the entity responsible for closure-related activities.

2. Written notification to the SCCOE of the list of returning students and their home schools, to be made within 72 hours of the determination of the closure action.

3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an action to close when parents notify UPA of the receiving school. Records of
students who have not notified UPA in writing of a receiving school will be sent to the student’s school of residence.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. UPA will ask the SCCOE to store original records of the UPA students. All records of the UPA shall be transferred to the SCCOE upon closure if the SCCOE agrees. If the SCCOE will not or cannot store the records, UPA shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

4. Written notification to the California Department of Education and the Santa Clara County Office of Education of the closure action shall be made by the UPA by registered mail within 72 hours of Closure Action.

5. The UPA shall allow SCCOE access, inspection and copying of all school records, including financial and attendance records, upon written request by SCCOE.

6. A financial closeout audit of the school will be paid for by UPA to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

Any liability or debt incurred by UPA will be the responsibility of UPA and not SCCOE. UPA understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of UPA Charter School. On closure of the school, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of UPA and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation. Any assets acquired from the SCCOE or SCCOE property will be promptly returned upon closure to the SCCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As UPA is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of UPA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, UPA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
UPA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SCCOE SELPA, and other categorical funds will be returned to the source of funds.

7. For six calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the UPA Board will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

8. The UPA Board shall adopt a plan for windup of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, UPA will also submit any required year-end financial reports to the California Department of Education and SCCOE, in the form and time frame required.

10. As a nonprofit corporation, the UPA does not have any other functions than operation of the charter school; the corporation will determine whether it should be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

These procedures shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end UPA’s right to operate as a charter school or cause UPA to cease operation. UPA and SCCOE agree that, due to the nature of the property and activities that are the subject of this petition, the SCCOE and public shall suffer irreparable harm should charter school breach any obligation. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this element or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
XVI: PROGRAM OPERATIONS AND IMPACT ON COUNTY

Financial Plan
A financial plan for the school is submitted with this petition. See Section 2, Financial Plan.

Financial Reporting
UPA maintains a contract with EdTec, a back office service provider for finance, accounting, and payroll services. See EdTec Services contract included in Section 2 of this document.

Insurance
UPA maintains insurance coverage as outlined in the MOU between UPA and the county superintendent of schools.

UPA keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the county. Facsimile or reproduced signatures are not acceptable. The county reserves the right to require complete certified copies of the required insurance policies.

Should UPA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the SCCOE and its purchase shall be the responsibility of the charter school.

Indemnification
With respect to its operations under this charter, UPA shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the SCCOE, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys’ fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of UPA or its officers, employees, agents and consultants.

Administrative Services
University Preparatory Academy’s Executive Director will be responsible for administering the school under policies adopted by UPA’s Board. The school will continue outsourcing some of its administrative services to a business services provider. UPA will seek a contract service provider that has a demonstrated track-record of experience with charter schools or other public schools, and will meet the charter school’s service needs based on mandatory state data tracking and reporting requirements. The services include payroll, accounts payable, student accounting, and financial reporting. The specific terms and cost for these services will be the subject of an annual operational agreement or memorandum of understanding.

University Preparatory Academy will coordinate with the SCCOE to report pertinent STRS payroll data pursuant to the MOU and the county superintendent of schools. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

Facilities
This charter authorizes the operation of UPA within the geographic boundaries of Santa Clara County Office of Education. UPA operates in leased facilities located at 2315 Canoas Garden Ave. San Jose, CA 95125. The facilities meet federal, state, and local building codes and requirements. UPA has negotiated a mutually binding, arms length rental agreement with the landlord for facilities space. The agreement is memorialized in a rental contract which sets forth the details of UPA’s occupancy of the facilities, including such items as routine maintenance, including janitorial, grounds keeping, minor maintenance, and utility costs. The details of costs are provided on the attached financial plan.

**Transportation**

University Preparatory Academy does not provide transportation, but ensures that students with IEPs that require transportation services receive them. UPA may arrange for public, rented or parental transportation for field trip-type excursions and learning opportunities.

**Authorizer Impacts**

This section is intended to satisfy the requirement of Education Code section 47605.6(h) or other subsequent legislation that charter schools provide the charter authorizer an impact statement. This section provides information regarding the proposed operation and potential effects of UPA on the SCCOE. It is intended to assist the SCCOE in understanding how UPA may affect the SCCOE but it is not intended to govern the relationship of the school and SCCOE. Further details regarding the relationship between UPA and SCCOE will be detailed in an annual MOU between the charter school and the county superintendent of schools.

UPA agrees to permit the County Office of Education to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. UPA shall promptly comply with all such reasonable written requests. The records of the School are public records and shall comply with the California Public Records Act.

UPA shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by UPA if the authority has complied with all oversight responsibilities required by law. UPA shall work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SCCOE-requested protocol to ensure the SCCOE shall not be liable for the operation of the school.

The corporate bylaws of UPA shall provide for indemnification of the school’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of the Charter School’s insurance company for schools of similar size, location, and student population. SCCOE shall be named an additional insured on the general liability insurance.

The UPA Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**Civil Liability**

The University Preparatory Academy is as a non-profit public benefit corporation. UPA holds liability, property, and errors and omissions insurance as outlined above to protect the school’s
assets, staff, governing board members, and, where appropriate, the county from unforeseen liability.

**Term of Charter**
The term of this charter shall be for five years beginning July 1, 2015, and expiring on June 30, 2020. UPA will comply with all processes and timelines set forth by the SCCOE for charter renewal.

SCCOE may revoke the charter of UPA in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

**Severability**
The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

**Amendments**
This petition may be altered, amended, changed, or modified only by agreement in writing executed by UPA and SCCOE. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California as described in Education Code Section 47607.

**Force Majeure**
Neither party shall be liable if the performance of any part or all of this charter petition is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, earthquake, act of terror, act of God, sabotage, accident or any other casualty beyond either party’s control, and which cannot be overcome by reasonable diligence and without unusual expense.

**Notices**
All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Executive Director
University Preparatory Academy Charter School
2315 Canoas Garden Ave
San Jose, CA 95125

To Charter School Director
Santa Clara County Office of Education:
1290 Ridder Park Dr
San Jose, CA 95131
Section 2
UNIVERSITY PREPARATORY ACADEMY
Financial Plan

5-Year Financial Plan Contents (see attached):
• **Page 1:** Budget Assumptions
• **Page 2:** Five Year Budget Projection indicating a summary of revenue, expenses and fund balances for 5 years starting 2015/16
• **Page 3:** Enrollment Detail indicating enrollment and ADA starting in 2015/16
• **Page 4:** Revenue Detail, indicating revenue sources for the next 5 years starting in 2015/16
• **Pages 5:** Compensation and Benefits
• **Pages 6-8:** Expense Detail, indicating anticipated expenses for the next 5 years starting in 2015/16

**Services to be received from the COE and the costs of those services.**

At this time UPA does not anticipate contracting with the SCCOE for any administrative services. In the event that a service is needed that the SCCOE can provide and is willing to offer, the costs will be determined by the Santa Clara County Superintendent’s office and an MOU will be developed to act as a contract between the parties.

**The name and contact information of the School’s auditor.**

Hosaka, Rotherham & Company  
Certified Public Accountants  
1011 Camino Del Rio South, Suite 410  
San Diego, California 92108

**The School’s fund-raising plan**

UPA does not require donations from any family as a result of enrolling their student at our school. There is no pressure to donate funds; all donations are voluntary.

The Board of Directors has adopted a fundraising plan to furnish and equip new science and engineering labs. Anticipated construction of a new building by the landlord is to be completed by the fall of 2015. This new building will be made available to UPA to lease. UPA is planning to use this building as a Math, Engineering and Science Center.

Through fundraising and reserving some school funds, UPA is planning to furnish and equip these classrooms and labs with the latest in school technology and laboratory/engineering equipment. The UPA’s fundraising goal is $150,000 for equipping the Math/Engineering and Science Center. Various fundraising activities are planned, including corporate donations, individual donations, grants, and merchant marketing programs. The UPA Foundation will coordinate a majority of the fundraising activities. We anticipate that our fundraising goal may not be met in 2014/2015 which means that UPA will carry forward this campaign into 2015/16 and beyond if necessary.

**List of the School’s Board of Directors with Contact Information.**

- **Mr. Patrick Dunkley:** General Counsel for Stanford University  
  Address: 2315 Canoas Garden Ave., San Jose, CA 95125
Phone: 408.723.1839  
Email: Patrick Dunkley patrickdunkley@gmail.com

Mr. Kurt Foreman: Director of Operations for Cathedral of Faith  
Address: 2315 Canoas Garden Ave., San Jose, CA 95125  
Phone: 408.723.1839  
Email: Kurt Foreman KForeman@cathedraloffaith.org

- **Mr. Daniel Ordaz**: Education Consultant, Retired Assistant Superintendent of East Side Union High School District  
  Address: 2315 Canoas Garden Ave., San Jose, CA 95125  
  Phone: 408.723.1839  
  Email: ordazdan@gmail.com

- **Mr. Richard Pfaff**: Retired Director of Financial Aid, San Jose State University.  
  Address: 2315 Canoas Garden Ave., San Jose, CA 95125  
  Phone: 408.723.1839  
  Email: Richard Pfaff richardepfaff@yahoo.com

- **Mr. James Romero**: Software Engineer  
  Address: 2315 Canoas Garden Ave., San Jose, CA 95125  
  Phone: 408.723.1839  
  Email: James Romero igideon@mac.com

- **Ms. Dorothy Westerhoff**: Education Consultant, Retired Educator/School Administrator of East Side Union High School District  
  Address: 2315 Canoas Garden Ave., San Jose, CA 95125  
  Phone: 408.723.1839  
  Email: Dot Westerhoff dwesterhoff@upatoday.com

- **Mr. Robert Hernandez**: Vice President, Comerica Bank  
  Address: 2315 Canoas Garden Ave., San Jose, CA 95125  
  Phone: 408.723.1839  
  Email: Robert Hernandez rlhernandez@comerica.com

  University Preparatory Academy  
  5-Year Budget Assumptions: 2015/16-2019/20

**Enrollment**
Enrollment is projected to increase over the next two years due to availability of additional space in a newly constructed facility on the school’s current site. Additionally, with a waitlist of students, University Preparatory Academy would like to expand its program to match interest in the community. Current enrollment projections include increase of 35 students in FY15/16 and 20 in FY16/17.

**Revenue**
LCFF Revenue, including State Aid and EPA funding, for FY15/16 – FY16/17 utilizes the assumptions from the FCMAT LCFF Calculator v15.2b. For FY17/18 – FY19/20, UPA assumes static rates (no COLA) and a straightline implementation percent through the remainder of the LCFF transition period.

To maintain a conservative budget, Mandate Block Grant and Lottery revenue is assumed to remain static.

Despite growth in student body, in order to maintain a conservative budget, Local and Donation revenue is assumed to stay steady, with 3% increase due to inflation.

**Staffing**
A 3% increase to staff salaries each year is included in the budget. A 10% increase is estimated for health insurance costs per year, and a 10% increase is estimated for workers’ compensation insurance per year, both based on prior year patterns.

STRS rates, as approved by the California Legislature in June 2014, have been included.

To accommodate the growth in student body, one additional teacher is budgeted per year for 2015-16 and 2016-17. Additionally, to meet the expectations of LCFF and the LCAP (specifically, the minimum proportionality percentage), the budget includes increased levels of funding for additional teaching time to serve low-income and ELL students.

**Books & Supplies / Services & Other Operating Expenses**

To meet the expectations of LCFF and the LCAP, additional expenditures have been built in to provide additional, concentrated support for low-income and ELL students.

A 3% increase is assumed for any budget category where there is not additional spending expected.

**Capital Expenditures**
Currently, budget includes $150,000 to support the build out of specialty classrooms (e.g., laboratories, media centers, art space, etc.) in the newly expanded facility. This cost will be amortized over 5-years, as is standard for building improvements.
Academic Performance Plan Contents:

The School’s statement of what it means to be an educated person in the 21st century

An “educated person” in the 21st century requires a multitude of academic and personal skills that are summarized in the chart below:
<table>
<thead>
<tr>
<th><strong>An Educated Person in the 21st Century will</strong></th>
<th><strong>UPA Instructional Program</strong></th>
<th><strong>UPA Instructional Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Possess strong written and verbal communication skills to share ideas and information and read to comprehend, critically analyze and transform information</td>
<td>Pre-AP classes and AP classes in Language Arts and Literature (6 yrs.)</td>
<td>Essays, research papers, action research, collaborative projects, presentations, senior project symposium, debate, Socratic seminars, reflection and quick-write exercises from the AVID strategies</td>
</tr>
<tr>
<td></td>
<td>Journalism course</td>
<td></td>
</tr>
<tr>
<td>• Apply mathematical and scientific principles to solve real-world problems</td>
<td>Math classes (6 yrs.)</td>
<td>Integrated projects, robotics, laboratory experiments, mentoring, internships, competitions, engineering projects, authentic assessments</td>
</tr>
<tr>
<td></td>
<td>Science classes (6 yrs.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP Math and Science</td>
<td></td>
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<tr>
<td></td>
<td>Project Lead the Way engineering courses</td>
<td></td>
</tr>
<tr>
<td>• Think critically and creatively to approach, grapple with and resolve complex issues in a solutions-oriented mindset</td>
<td>Critical and creative thinking skills embedded throughout the core &amp; elective curriculum</td>
<td>Laboratory experiments, integrated projects, community service, mentoring, internships, and the <strong>senior project</strong> – a collaborative, community service-based, action research project</td>
</tr>
<tr>
<td></td>
<td>Project Lead the Way engineering courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVID program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advisory curriculum</td>
<td></td>
</tr>
<tr>
<td>• Utilize a global perspective and understanding of the world around him/her and his/her role in it</td>
<td>Social Science classes (6 yrs.)</td>
<td>Engage in “real world” projects that are of global interest and serve our diverse community, Communicate with international students and share information on world issues and solutions, Guest speakers and presentations</td>
</tr>
<tr>
<td></td>
<td>Studying world cultures historically and in the present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptance of international exchange students</td>
<td></td>
</tr>
<tr>
<td>• Be technologically fluent using and applying technology in their everyday lives as students, workers and individuals</td>
<td>Technology is infused throughout the curriculum as a primary mode of learning; Project Lead the Way engineering courses</td>
<td>Each student is given access to Google Apps for Education tools, creating a global access to productivity tools</td>
</tr>
<tr>
<td></td>
<td>Introduction to Technology in the middle school introduces students to the basic technology skills of productivity, i.e. presentation software, word processing and formatting, etc.</td>
<td>Creation of Google ChromeBook laptop check out program creates greater access to all students on either side of the digital divide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Used in developing projects, daily research, essays, gathering and maintaining assessment data, on-line</td>
</tr>
<tr>
<td><strong>The School’s statement of how learning best occurs</strong></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>We believe that learning best occurs in a small school environment where students have access to a rigorous, standards-based curriculum taught by a top quality teacher with continuous professional growth, and students are provided the additional support they need to master the curriculum and gain the life skills necessary for success. UPA’s educational program is based on the research of many educators and policy-makers, as well as the veteran experience of our development team. Team members have worked extensively with similar populations of students in traditional and alternative middle and high school programs in San Jose. The small school setting allows students,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>• Be a self-motivated, competent, lifelong learner</strong></th>
<th>AVID program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using taught skills across the curriculum; i.e. test-taking, study strategies, note-taking, reading textual material, technical skills</td>
<td>Library and internet research, plan/initiate and complete projects at school and in the community independently or collaboratively Senior project allows for student choice of large-scale action research project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>• Appreciate and enjoy the visual and performing arts</strong></th>
<th>Classes in: Art and Music Appreciation, Drama and Musical Theater, Band, Dance, Choir, Art I-IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater and music productions. Art exhibitions and television/ video productions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>• Exhibit leadership skills that show personal and social responsibility, task commitment, a well developed sense of empathy and an active participation in life</strong></th>
<th>Leadership skills and developmental personal and social activities daily in Advisory class Journalism class Yearbook class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in school activities such as: student government, clubs, athletics, student outreach, tutoring, mentoring, community service, “real world” projects, student committees, student theater productions, camp counseling, newspaper, yearbook</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>• Be an efficient and effective worker, independently, and in teams with people from different experiences and backgrounds</strong></th>
<th>Homework, study groups, cooperative learning, lab partners, research projects, sports teams, individual sports, committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service, peer counselor, internships, tutoring (peer and younger students), integrated projects, productions, exhibitions, demonstrations, individual and group performances</td>
<td></td>
</tr>
</tbody>
</table>
teachers and staff to develop common bonds and build positive relationships that are conducive to a positive learning environment. In addition, we believe that these bonds must continue beyond a student’s graduation date, so that students who need help navigating the college environment know they can turn to UPA as a resource.

UPA’s personalized approach enables each student to develop his/her individual potential to the fullest in a challenging environment with strong parental and community involvement. The UPA curriculum of rigorous academics, technology, and performing arts with embedded curricular projects prepares students with authentic, “real-world” experiences. The instructional program will be continuously improving, as student needs change with data driving modifications to our instructional practices and on-going professional development.

In summary, students learn best with:

- High expectations - all students completing “a-g” requirements and selected Advanced Placement classes
- A common intellectual mission in a college-going culture
- A small school environment
- Rigorous Common Core state standards-based curriculum
- An exceptional teaching staff with relevant on-going professional growth
- Student support programs (i.e. study teams, mentoring, special education resource, extended school day, tutoring, academic support classes, AVID program etc.)
- Personalized education in a nurturing, caring and safe environment
- Integrated curricular projects with authentic ‘real-world” experiences
- Strong parent and community involvement (parent training, parent/teacher conferences, internships, mentoring, school service, community partnerships etc.)
- “13th Grade” extended counseling for college freshmen

The School’s calendar and class schedule

The school calendar, master schedules, bell schedule, and instructional minutes calculation for the 2014-15 school year are attached to this Section.

A description of how students will be assessed and placed into the curriculum and programs, including special education, English Learners, remedial instruction, supplemental instruction, and accelerated programs

We recognize that the entry level is different for each of our students. Not all students will come to UPA at the same academic level or with the same set of challenges. Our student population includes non-native English speaking students with English language needs, students who have fallen behind grade level in one or more basic skill areas, and students with other special needs. Despite the challenges that many of our students face, we are convinced a rigorous, standards-based and collaborative instructional program can help to close the achievement gap that plagues our targeted student population.

As indicated in Section 6 of this document, UPA staff identifies students whose native language is not English through the state-required home language survey before they start school. As required by law, identified students are tested for English proficiency on the CELDT within the timeline as required by law. UPA uses CELDT data, teacher observations, and other relevant data to assess ELL student needs and develop appropriate student goals, which are incorporated into their Individual Learning Plans. Additional information on assessment and placement of ELL students can be found in Section 6 of this document, Plan for English Language Learners.
All new students entering UPA are assessed using the NWEA MAP assessment to determine their skill level in Reading, Language and Math. This initial student assessment allows UPA staff to identify students with special needs and evaluate the learning needs of each student. The initial assessment information is incorporated into the student’s Individual Learning Plan. Each student, parent, and advisor meet to discuss and plan how the student’s academic and individual needs will be addressed. Students are issued a report card every 6 weeks to ensure progress. Results are discussed via the email, phone conferences, meetings, and through school-wide grading conferences held each semester. Individual Learning Plans are updated, as student needs change.

English Language Learners, Special Education students or other students identified as low-achieving through the initial assessment and through ongoing class work, are involved in remediation and support such as: before/after school tutoring, computer-assisted coursework, test study sessions, student-run tutoring club, study groups, and UPA funded support classes in English and Math to complement tutoring.

Special Education students receive instruction based on their individual IEP, with high expectations for each student. The instructional strategies that are in place school-wide are the same strategies that work successfully for special education students. Students are mainstreamed and given access to resource services to achieve success.

UPA acts as a school of the SCCOE for Special Education services. As such, UPA is furnished with fully credentialed and trained resource specialists who assist in identifying students and working with individual teachers in providing instruction that meets the needs of each student. In addition, all necessary psychological services are in order to support our student population.

Learning is individualized for each student through the development of an Individual Learning Plan. See sample ILP form included in this section. Yearly, the student, parent and advisory teacher meet to review the ILP and assess student progress toward his/her short and long term goals. Where possible, students have the same advisory teacher throughout their high school years at UPA to ensure they are continuously improving based on the goals identified in the ILP. The advisory teacher serves as an advocate, mentor and coach for the student.

Beginning in the 11th grade, students select an academic mentor to help them through the process of researching and creating their senior project. These mentors are selected from any member of the faculty or staff and stay with the student through the course of the year-and-a-half long senior project. For the duration of the project, these mentors monitor progress, offer assistance, proofread, and aid in connecting the student to community service resources. The culmination of the project is a verbal presentation of the report to an audience of students, teachers, parents, and administrators.

Given the emphasis on increased rigor and higher requirements for graduation, students at risk for not graduating on time are identified early by their counselor, beginning second semester of their 11th grade year. These students then come under the direct mentorship of the Director of Student Services in 11th grade and the Director of Instructional Services in the 12th grade. This mentorship includes goal setting, progress monitoring, advocacy with teachers, and the ability to provide additional time and tutoring spaces for those students to complete essential projects. The Directors also work with the junior/senior counselor to assist their mentees through the college application and scholarship process.

Academically high performing students are identified through the same means as described above. More advanced opportunities for them include, but are not limited to honors courses, AP classes, independent study projects, interest-based study groups, online courses and concurrent classes at
the community college. Students are permitted to progress through the curriculum at an accelerated pace, if capable, thus opening doors for all students to be challenged academically.

A brief course description for each course or subject matter area to be offered, including the textbooks and supplemental materials to be used, the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations

UPA has fully developed course descriptions for all the courses taught at the school. These course descriptions are maintained in a digital repository and are available online in PDF format. See course descriptions attached to this section.

In addition UPA has completed pacing guides for the following courses (see Curriculum Binders submitted with this petition):

- English 10
- English 11 - American Literature
- English 12 – Film Analysis
- Advanced Placement English Literature and Composition
- 7th Grade Medieval and Early Modern Times History
- Advanced Placement United States History
- Algebra 1
- Math 7
- Math 8
- Integrated Mathematics 1 (common Core)
- Geometry
- Pre-Calculus
- Biology
- Honors Chemistry
- Physics
- Human Body Systems
- Principles of Biomedical Science
- Spanish 1

UPA teachers under the supervision of Lead Teachers will continue to develop pacing guides for each course taught in the UPA curriculum.

Instructional strategies to be used throughout the School and their basis in successful practice or research

All teaching staff use the following strategies across the curriculum:

**Differentiated Instruction:** In differentiated classrooms, teachers accept and build upon the premise that learners differ in important ways. The teachers engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity. Teachers use data from varied sources, including statewide assessments, standardized and computer-adaptive normed tests, teacher-generated assessments, and cross-curricular student performance to guide their differentiation per student need. Students work in cooperative groups whose members are interdependent in reaching a common goal. Students are responsible for completing their academic tasks while learning and using 21st century skills such as collaboration and creativity. This strategy is crucial to meet our
goals that all students will be successful. Each student is unique and instruction is designed to meet the uniqueness of each student.

**Understanding By Design-Backward Mapping:** Instead of teachers planning daily lessons first and then worrying whether the students will learn all that is planned, teachers plan backwards. The “big picture” and learning outcomes begins the learning design. The teacher first identifies desired results determining what enduring understandings are required. What “essential questions” will guide the unit and focus learning? Secondly, the teacher determines acceptable evidence that will show that students understand the conceptual material. Finally, the teachers plan lessons that will provide learning experiences that demonstrate understanding of the desired outcomes. Students will know what they are expected to know and learn, why they need to learn the material and how it will be taught. The “why” will be connected to the students’ experiences.

**Departmental Alignment/Common Assessments:** As our school has grown, so have our departments and their need to ensure that curriculum, skills, and pacing do not vary greatly from teacher to teacher. As such, departments are allotted time to design units of curriculum aligned to the Common Core and approved curriculum maps. In addition, department leads oversee the issuing of common assessments across sections of courses taught by different teachers. These assessments can be both department created exams or projects and norm-referenced standardized tests.

**Data Driven Instructional Decision-Making:** In the light of the new statewide assessment timeline of only issuing the SBAC at the 11th grade, a real need for external accountability data has been created for the 9th, 10th, and 11th grades to guide instruction toward meeting our accountability goals and obligations. UPA has adopted the Northwest Evaluation Association’s Measures of Academic Progress (MAP) computer adaptive test to provide this data. Given in the fall and the spring the MAP is a measurement of growth. The data from these assessments are distributed to the departments each semester to assess the weaknesses in their students that need to be addressed through instruction.

**Schoolwide AVID WICOR strategies:** The AVID program’s strategies for Writing, Inquiry, Collaboration, Organization, and Reading have value not only for students within the AVID program, but for all students. Additionally, the AVID program recommends adopting these strategies schoolwide to create a common language around which students can begin to organize their learning. Strategies that all teachers on campus will implement include the Cornell note taking system, Socratic seminars, common close reading and text annotation mark ups, quickwrites and learning reflections, and the use of the “essential question” for each day’s activity.

**Authentic Learning Tasks:** When projects are assigned, they are directed towards relevant and meaningful needs, services and events that affect students and society today. Projects will have a connection to students’ experiences and interests. This will provide students with active and meaningful participation in their world of today. Students will put theory into practice through construction, inquiry, and engagement. This is the primary method of learning for the Project Lead the Way engineering classes, but also runs through the core classes in the form of college-level research papers in English, simulations in social studies, experiments and labs in science classes, etc. This learning method culminates in the senior project, run through the senior-level advisory classes.

**Technology/Google Apps for Education/Chromebooks:** Teachers are encouraged to use technology in their classrooms in ways that prepare students for college and careers. Teachers use simulation software, digital textbooks, online assessments and tutoring programs, and flipped-classroom style videos as major pedagogical tools for their courses. UPA has adopted Google Apps for Education to give all students access to word processing, graphics-drawing, and
presentation software. In addition, UPA has adopted and continues to purchase Google Chromebooks for use in the classrooms giving students and teachers access to their Google Apps for use in real-time during instruction. In this way, students are able to collaborate on presentations, draft and edit essays, and perform inquiries and webquests as part of their routine learning experience.

Other strategies that may be implemented during teacher instruction/student learning:

• **Essential Questions:** Teachers post EQ’s daily relating to the concepts being taught. In addition, students in AVID are taught to develop essential questions before entering a tutoring session. In this way, students are trained to have an end in mind as they seek help.

• **Student Reflection:** Students are given various opportunities to reflect upon their own learning in a variety of ways such as: journal writing, class discussion, and metacognitive essay composition.

• **Flexible Grouping:** Teachers create opportunities for students to work in mixed-ability pairs, and small groups in order for students with a strong grasp of the content to influence, tutor, and coach those with a weaker understanding.

• **Balancing the Affective and Cognitive Domains:** Teachers build in their daily lessons affective skill development as well as the cognitive. Self-esteem, leadership, respect for self and others, are modeled and taught. The classroom environment is presented as one where students are safe to take intellectual risks without fear of negative feedback from their peers.

Specialized instructional strategies to be used for Special Education, English learners, and other areas where specialized strategies may be employed, and their basis in practice or research

UPA ensures that English Language Learners and special education students have access to the full range of educational opportunities that UPA has to offer. For a description of the school’s ELL program and special strategies used in the program please see Section 6 of this document.

For additional information on the school’s Special Education program, strategies and basis in practice please see Plan for Special Education page 22 of the Charter Petition, Section 1.

A description of how each student’s overall performance will be monitored, and how instruction may be supplemented or changed when appropriate

**Pupil Outcome Goals**
One of UPA’s core beliefs is that all of our students can achieve success in a college preparatory curriculum. Whether students are low achieving, high achieving, special education, or require English language development, a student’s progress toward expected outcomes depends on a continuous monitoring of individual student growth. At UPA each student has a teacher, advisor, or counselor who maintains, along with the student, his/her Individual Learning Plan. Student assessment data in the Individual Learning Plan helps determine if supplementary educational support is needed in order to meet UPA pupil outcomes. If students require additional educational support, immediate interventions will be put in place, such as, re-teaching, tutoring, support classes, before and after school study sessions, online coursework or tutoring, Homework Club and student study teams. UPA will continue to pursue pupil outcome goals, as measured by
multiple and varied benchmark assessments that are aligned to state content standards, matched with the state and federal accountability systems, and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP) system.

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcome Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts and AP Language and Literature</td>
<td>Meet state standards for seventh through twelfth grades. Students will graduate with a C- or better on “a-g” requirements. Students will meet the NWEA* RIT level score for their appropriate grade level</td>
</tr>
<tr>
<td>Spanish and AP Spanish or Other Approved Foreign Language</td>
<td>Meet state standards for first through fourth year Spanish or other foreign language. Students will graduate with a C- or better on “a-g” requirements.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Meet state standards for mathematics in Grades 7 and 8, Integrated Math 1 and appropriate higher-level mathematics standards in grades 9-12. Students will graduate with a C- or better on “a-g” requirements. Students will meet the NWEA* RIT level score for their appropriate grade level in grades 7-10.</td>
</tr>
<tr>
<td>Science and AP Science</td>
<td>Meet state standards for Biology, higher-level Science, and, where applicable, AP Science. Students will graduate with a C- or better on “a-g” requirements.</td>
</tr>
<tr>
<td>Social Science and AP Social Science</td>
<td>Meet state standards for World History, US History, Government, Economics and AP Social Science. Students will graduate with a C- or better on “a-g” requirements.</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Meet state standards for visual and performing arts. Assessment is based on effort, willingness to take creative risks, and active participation in the artistic process of reflecting and working. Attention is paid to the understanding of specific concepts and the development of skills. Students are not assessed according to skill. The process of creating is prioritized over the product.</td>
</tr>
<tr>
<td>Leadership/Advisory : Leadership, Citizenship and College Preparation Skills</td>
<td>Students develop personal and academic skills necessary for admission to and success in college or university. Students develop a college mentality and skill set, build leadership skills, develop social and civic responsibility, and acquire skills to work cooperatively and engage in service learning and/or community service projects.</td>
</tr>
<tr>
<td>Continuous Active Life-Long Learning</td>
<td>Enroll in and attend college; read critically, research independently, and speak and write persuasively; make use of UPA’s <strong>13th Grade</strong> counseling program resource to guide their course selection in college.</td>
</tr>
</tbody>
</table>

*NWEA or equivalent test*
These pupil outcome goals are directly tied to the program goal of providing students with a rigorous standards-based program while preparing them to successfully learn, excel in school and prepare to be self-motivated, competent, life-long learners. The references in the table above to, “meeting state standards” means scoring at least proficient on applicable state standards-aligned tests.

A description of how each teacher’s performance will be monitored, and how professional development and other resources will be targeted and used to improve instruction

University Preparatory Academy monitors teacher performance by the following means:

- Student data (test scores, growth level, grades etc.)
- Student and parent surveys
- Parent and student compliments or complaints through conferences, emails, written notes and phone calls
- Teacher professional growth inventory
- Teacher assessment of developmental needs
- “Quick visits”- informal observations by educator teams and administration
- Peer classroom visitations and peer coaching
- Coaching follow-up to staff development

In addition, administration conducts formal observation with a written evaluation followed by a conference to discuss the teacher’s strengths and areas for improvement, exchanging ideas and brainstorming solutions. UPA has additional resources outside of staff development that are designed to improve teacher effectiveness. Some of the resources are: Beginning Teacher Support (BTSA), peer coaching, informal administrative conferences, staff development coaches, visitations to other teachers’ classrooms, teacher collaboration time, interest group workshops designed for teachers working together reviewing and analyzing student work and assessment data, reflection time, professional conferences, and summer retreats. We believe that the best teachers must also be life-long learners. As such, UPA has implemented a rigorous staff development program. Staff development is on-going and built in the school schedule. Staff development days are designed to build on one another. Monthly focused staff development is teacher-centered and determined by the teaching staff and the school leadership team with the goal of continuous improvement and increased student achievement. Through these staff development days, teachers and administrators keep up to date on the current issues and developments in education. Collection, presentation and analysis of student data also drive staff development, which leads to change in teaching strategies, lesson design and curriculum.

Student outcome goals by grade level and ethnic group, how progress towards those goals will be measured, and how the results of those measurements will be used to improve instruction

Students come to UPA at various basic skill levels, and socio-economic levels. Regardless of these challenges, the school is responsible to ensure that all students achieve the UPA student outcomes, as shown in the following charts. As learning difficulties become apparent, an Individual Learning Plan is developed/updated to meet the individual student’s needs. The Plan is revised as needed, with input based on student assessment and in collaboration with teachers, parents and students.

Pre-assessment, formative assessments and NWEA MAP assessments are used to measure growth for each student. Summative assessments, such as CST, grades, and GPA are disaggregated by
ethnicity, gender, socio-economic status and grade level to indicate student success for each student and cohorts of students. CELDT data is used to identify those students who need more structured support with English language development.

Teachers are notified of any students who fall into categories of students needing additional supports with the expectation they will differentiate their instruction to meet the needs of those students. Student data is examined both at the administrative level and at the Student Support Team level to determine the student’s success or failure based on that differentiation, as well as to put in place additional supports as needed.

Assessment alone does not bring about student improvement; UPA is really a learning lab with the attention of all staff focused on student success. Best practices are also used across the curriculum, coupled with high expectations for each student and staff as well. Focused diagnosis prescriptive interventions coupled with hard work on the part of student, parent, and staff, results in student success.

Please note the table attached to this section indicating student exit outcomes for grades 7-12 and the assessment methods to determine attainment of the outcomes.

In addition to the academic outcomes expected of each student, the following expectations are also measured to ensure student success.

A **description of the overall approach of the School, and how the School’s approach will be monitored and modified to improve student achievement (will the School employ School Plan, a Curriculum Audit and/or other school planning process?) (Who will be involved?)**

<table>
<thead>
<tr>
<th>Student Goal</th>
<th>Measurable Goal</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97% ADA</td>
<td>State Attendance Reports</td>
</tr>
<tr>
<td>Student Success GPA</td>
<td>2.0 GPA (minimum)</td>
<td>GPA Formula</td>
</tr>
<tr>
<td>Completion and Exhibition of Senior Project</td>
<td>Written Report and Symposium Presentation of Project</td>
<td>UPA Senior Project Scoring Rubric</td>
</tr>
<tr>
<td>8th Grade Promotion</td>
<td>100%</td>
<td>Student Records</td>
</tr>
<tr>
<td>Student Community Service Hours</td>
<td>Completion of 30 Community Service Hours Per Year</td>
<td>UPA Community Service Hour Logs</td>
</tr>
</tbody>
</table>
Assessment and evaluation are important activities undertaken by University Preparatory Academy. Assessment results of UPA students will continue to be used to determine individual student academic success and progress. This data taken collectively are used to measure the academic success of UPA and inform programmatic and instructional practices. UPA expects high performance of students on standardized tests and other objective measures, as well as “authentic” assessments such as notebooks, lab reports, projects, demonstrations, and performances. UPA’s student performance and assessment takes into account several assessment methods, anticipated to be based upon the assessment created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed.* 2001. Stiggins’ work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Utilizing a comprehensive assessment program comprised of formative and summative tools as listed in the table below, UPA will assess student attainment of measurable outcomes described above. This approach is based on proven successful practice in both elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products, in addition to standardized tests and objective measures.

Upon admission, students are administered the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment in language arts, reading, and math (or similar assessment). These assessments are administered twice each year and analyzed to determine student growth and individual student needs. Because these level tests are normed, the results of individual student tests can be aggregated and compared to grade level norms nation-wide to gauge UPA’s progress as a school. This assessment system yields comprehensive information for students, parents and teachers to guide powerful teaching and learning.

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Assessment Tools</th>
</tr>
</thead>
</table>
| Language Arts and AP Language and Literature | • NWEA MAP assessment*  
• Writing samples; Student Grades; Teacher Made Tests  
• **Smarter Balanced Assessment in ELA**  
• AP Literature and Language Exam, if applicable.  
• Portfolios; Projects; Demonstrations |
| Spanish and AP Spanish or Other Approved Foreign Language | • AP Spanish or Other Foreign Language AP exam, if applicable  
• Teacher-Made Tests; Student Grades  
• Portfolios; Conversations; Projects; Demonstrations |
| Mathematics                             | • NWEA MAP assessment*  
• **Smarter Balanced Assessment in Mathematics**  
• Teacher-Made Tests; Student Grades  
• Notebooks; Projects; Demonstrations  
• AP Exams, if applicable |
| Science and AP Science                  | • CAASPP assessment TBD  
• Teacher-Made Tests, Student Grades  
• Notebooks; Lab reports; Projects; Demonstrations  
• AP Exams, if applicable |
| Social Science and AP Social Science    | • **CAASPP Assessment TBD**  
• Teacher-Made Tests, Student Grades  
• Portfolios; Projects; Demonstrations  
• AP Exams, if applicable |
| Visual and Performing Arts              | • Participation Records  
• Performance Videos  
• Portfolios; Projects; Demonstrations  
• Rubric Self-Assessments, Student Grades |
| Engineering                             | • Portfolios and Work Samples; Projects; Demonstrations  
• Teacher Made Test, Student Grades |
Leadership, Citizenship and College Preparedness (AVID and Advisory programs)  
- Participation Records, Student Grades  
- Community Service  
- Portfolios; Projects; Reflection Journals  
- Rubric Self-Assessments

Completion of “a-g” Requirements  
- All students will pass “a–g” courses with a grade of C- or better.

*NWEA or equivalent test

CAASPP and Other State-Mandated Assessments
As is required by the California Department of Education, students participate in the CAASPP (CST, CMA, Smarter Balanced) and all other mandated accountability programs (CAHSEE, CELDT, etc.). UPA will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5. UPA believes that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., longer school year, increased instructional time, after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place provided funding is available, to ensure that students meet their performance targets described above.

Staff will continue to use all aspects of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. Our goal is for continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Grading Policy
University Preparatory Academy’s definition of assignment and course mastery is a grade of C- or better. Students continue to have regular examinations, performances, projects, papers and other assignments that are graded using a letter-grade system.

Final grades for all courses consist of letter grades ranging from an A to F. Individual student plans are set up to complete work on specific standards and missing work. Grade point averages are computed using university formulas. Courses taken at other institutions will appear on student transcripts with letter grades earned and the name of the sponsoring institution.

Student report cards will be issued on a 6-week basis accompanied by parent-student-teacher conferences for students. If students are experiencing academic or personal difficulties in school, a parent, student, teacher conference will be set up as needed.

Data Management, Analysis and Reporting
University Preparatory Academy will continue to use PowerSchool as the school’s student information system. PowerSchool stores student data such as student achievement, attendance and completion of assignments and homework, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

In addition, UPA has begun using Houghton Mifflin Harcourt’s DataDirector for storing and reporting student achievement data to teachers. Data from the CAASPP, CAHSEE, CELDT, AP exams, and NWEA MAP assessments will be housed in and reported from this program. This program makes data reports readily available to teachers so they can invest time in analysis rather than configuring and scripting data reports.

The UPA professional development program will continue to offer trainings on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data
analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly.

**Reporting Student Achievement Data**

University Preparatory Academy’s student performance data will continue to be reported to school staff, parents, guardians, and community. UPA believes strongly in creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school’s rigorous academics is necessary if their children are to succeed. At parent teacher conferences, held twice per year, and more frequently if needed, teachers review with parents the progress of their child, sharing and discussing test scores, schoolwork and classroom behavior. At these meetings, home and school strategies are discussed, so that the student has the best chance of improving his/her performance. In cases where low grades or extreme behavior is an issue, the Individual Learning Plan is revised, highlighting areas of strength, problem areas, and outlining various strategies with attainable benchmarks. This plan will guide the student, the teacher and the parents, as they work together to give students the best chance for succeeding in school.

As outlined in our school assessment plan above, we expect to use multiple assessment measures to gauge whether we are succeeding in our mission. Some of these performance measures include standardized test scores and API rankings. The results of state test scores and API rankings come out once a year and will be reported to our parents/guardians (via parental mailings and parent association meetings). The School Accountability Report Card (SARC) will include API scores, state test scores, and other performance indicators.

Student achievement data can be accessed by parents using the school’s school to home communication system, **Schoology**. Schoology communicates and interfaces directly with our approved student information system, PowerSchool. Teacher input of attendance, projects, assignments, and quiz/test performance makes the information regarding the students available to parents via the Internet.

**If the School is a high school, a description of the School's graduation requirements, how student progress toward graduation will be monitored, and steps that will be taken for students not making adequate progress toward graduation**

**High School Graduation Requirements**

UPA’s graduation requirements emphasize the traditional university preparatory courses of English, Mathematics, Science, Social Science, Foreign Language, and Art. These courses are taught in a real world context that challenges students to think beyond the subject matter that is being presented and place new information in the context of their own knowledge base. University Preparatory Academy’s graduation requirements, subject to annual review and revision by the UPA Board meet or exceed the University of California “a-g” course requirements. These are listed below.

Graduation requirements include 250 Credits, passing CAHSEE, completion of the above coursework, “a-g” requirements with a grade of C or higher, pass a minimum of two AP or other college-level classes, and successfully complete a minimum of 30 hours each year of service learning or community service projects. See table of graduation requirements at the end of this section.

These graduation requirements should not be confused with overall course offerings. UPA offers more courses than those required for graduation. UPA also requires students to demonstrate their performance through portfolios, exhibitions, and senior projects. Students may fulfill course requirements through coursework at UPA, through approved online coursework, or through approved coursework at a local college or community college.
Monitoring of Student Progress
The monitoring of student progress toward graduation will be continuous, beginning with initial testing and the setting up of an individual learning plan, through ongoing assessment and evaluation, including student, parent, teacher advisor and counselor. When students are having difficulties, immediate interventions are put in place, such as tutoring, support and intervention classes, before and after school study sessions, and online courses, in conjunction with a cycle of continuous assessment, monitoring of results, specific assistance, assessment, etc. The mission of UPA is to prepare each student for success in a four-year college or university. Those are high standards and there is no easy way of accomplishing these goals, either for the student, parents, or staff. Hard work and determination is required of everyone.

### University Preparatory Academy Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>UPA Requirement</th>
<th>UC a-g</th>
<th>Student Make up Options if Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years</td>
<td>Credits</td>
<td>Years</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>2</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>College Prep Electives</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Student Advisory/Leadership</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td></td>
<td>30 Hrs/Yr</td>
<td>Make-up in Student Advisory, AVID or Social Studies</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>CAHSEE</td>
<td></td>
<td>As Needed</td>
<td>Make-up in Student Advisory, AVID or Social Studies</td>
</tr>
<tr>
<td>AP Courses</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Graduation Credits** 250

**Note:**
1. Students may participate in more than one option depending on student need.
2. Options selected in agreement with parent, student and advisor become part of Individual Learning Plan.
3. Extra class and summer school are provided if budget permits.
SECTION 4  RECRUITMENT & ENROLLMENT
a. A description of the students the School intends to recruit

University Preparatory Academy recruits students in grades 7-12. It is our objective to have a student body that reflects the demographic diversity of Santa Clara County public school students. The table below indicates the Santa Clara County Public School student population by ethnicity in 2013-14 as well as the current ethnic diversity of University Preparatory Academy student body as of August 11, 2014.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Hispanic</th>
<th>Native Am</th>
<th>Asian</th>
<th>Pacifc Islander</th>
<th>Filipino</th>
<th>African Am</th>
<th>White</th>
<th>2 or More</th>
<th>Not Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara Co.</td>
<td>39.2%</td>
<td>.4%</td>
<td>27.7%</td>
<td>.6%</td>
<td>4.2%</td>
<td>2.3%</td>
<td>21.4%</td>
<td>3.7%</td>
<td>.5%</td>
</tr>
<tr>
<td>UPA</td>
<td>31.8%</td>
<td>.2%</td>
<td>29.6%</td>
<td>.7%</td>
<td>5.2%</td>
<td>8.7%</td>
<td>23.8%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

English Learners as a Percent of Student Population

<table>
<thead>
<tr>
<th>Agency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara Co.</td>
<td>25%</td>
</tr>
<tr>
<td>UPA</td>
<td>10%</td>
</tr>
</tbody>
</table>

Economically Disadvantaged as a Percent of Student Population

<table>
<thead>
<tr>
<th>Agency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara Co.</td>
<td>41%</td>
</tr>
<tr>
<td>UPA</td>
<td>14%</td>
</tr>
</tbody>
</table>

Our highest priority is to prepare our students to enter and excel at the best colleges and universities in the nation and be prepared to enter the work force of Silicon Valley. Our educational program is based on meeting the needs of the following student profile:

- Students who are underachieving in core academic subjects, for example at Basic or Below Basic Proficiency levels and whose performance does not match their potential;
- Students whose academic, personal and social needs call for a highly supportive, small school environment with a personalized education;
- Students who are academically under-challenged because of low expectations and as a result are not prepared to enter and excel in four year colleges and universities;
- Students who are interested in the performing arts and/or math engineering and science programs along with a challenging core academic curriculum;
- Students who come from low economic status whose parents are not college graduates;
• Students who have experienced attendance difficulties and are referred by the Juvenile Justice system, who could profit from the high power curriculum UPA has to offer;
• English language learners.

b. A description of the efforts the school intends to use to recruit intended students

UPA has a focused student recruitment program that includes the following activities:

• Maintain a website including an informational video about the school. The website is to also provide calendared dates for community meetings, open houses, orientations, interest applications, enrollment applications and contact information;
• Design and distribute promotional and informational material that appeals to various ethnic groups represented in Santa Clara County. Currently, materials are printed in English, as well as Spanish in order to appeal to limited English proficient and Spanish populations. These materials are to be distributed throughout the county using direct mailing. Furthermore, UPA will focus on a greater volume of direct mailing to certain zip codes containing high concentrations of low socio-economic and English learners using direct mailing;
• Distribute promotional and informational materials to a broad variety of community groups and agencies;
• Sponsor outreach to at least 10 community meetings in areas of the county to recruit a targeted population of students;
• Distribute brochures and publicize in community newsletters/newspapers, including Spanish language newspapers.
• Collaborate with community-based organizations to support outreach efforts;
• Focus recruitment of groups that may be under represented among UPA’s student population, using public meetings, and open-house meetings with scheduled school tours.

c. The projected number of students, by grade level, for the coming school years

The University Preparatory Academy enrollment projections for 2015/2016 through 2019/2020 school years are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
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<tr>
<td>8</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>9</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>10</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>115</td>
<td>117</td>
</tr>
<tr>
<td>11</td>
<td>102</td>
<td>105</td>
<td>110</td>
<td>115</td>
<td>117</td>
</tr>
</tbody>
</table>
University Preparatory Academy’s intent is to have a student population that approximately reflects the following number of students, by ethnic category, for 2015/16 through 2019/20 as indicated in the following chart.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>203/35%</td>
<td>206/34.9%</td>
<td>210/35%</td>
<td>216/35%</td>
<td>219/35%</td>
</tr>
<tr>
<td>Native American</td>
<td>2/.3%</td>
<td>2/.3%</td>
<td>2/.3%</td>
<td>2/.3%</td>
<td>2/.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>162/27.9%</td>
<td>165/28%</td>
<td>167/27.8%</td>
<td>173/28%</td>
<td>174/27.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1/.2%</td>
<td>1/.2%</td>
<td>1/.2%</td>
<td>1/.2%</td>
<td>1/.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>28/4.8%</td>
<td>29/4.9%</td>
<td>29/4.8%</td>
<td>30/4.9%</td>
<td>31/5.0%</td>
</tr>
<tr>
<td>African-American</td>
<td>52/9%</td>
<td>52/8.8%</td>
<td>54/9%</td>
<td>55/8.9%</td>
<td>56/9%</td>
</tr>
<tr>
<td>White</td>
<td>132/22.8%</td>
<td>135/22.9%</td>
<td>137/22.8%</td>
<td>141/22.8%</td>
<td>142/22.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>580</strong></td>
<td><strong>590</strong></td>
<td><strong>600</strong></td>
<td><strong>618</strong></td>
<td><strong>625</strong></td>
</tr>
</tbody>
</table>

d. A description of the process that the School will use to register and enroll students

In order to ensure that all students are placed appropriately and benefit fully from the educational program, UPA requires the following procedure:

- Parents and students must attend at least one UPA Parent Information Meeting that includes information about the school, a Q&A session, and a school tour, as well as complete a meeting registration form (contact information only). This form is also used to verify Parent Information Meeting attendance. See attached Meeting Registration Form. This form has been translated into Spanish.

- After the student and parent are notified of acceptance to the school the parent must complete a UPA Enrollment form. See attached Enrollment Packet. This form has also been translated into Spanish.

- The Enrollment packet includes authorization for the school to request and receive student records from schools the student has attended or is currently attending.

- The Enrollment packet includes disclosure by the parents of any specific needs of the student, including Special Education, 504, or English learner status.
  - A copy of any existing Student Study Team (SST) evaluations and recommendations for the student if any
  - A copy of a current Individual Education Plan (IEP) if the student is in a Special Education program
• A copy of the students current 504 plan if the student is in this program

• Based on the information received from Math and English placement tests, the school determines the appropriate coursework for the student within the school.

• The parents and student are notified of this placement during a private interview at UPA with the appropriate staff. During this interview, the student’s schedule for all courses is determined.

• Also during the interview parents and students are asked to acknowledge the following:

  1. The parent and student commit to upholding the academic and behavior policies of the school.

  2. The parent commits to completing 30 hours per year of participatory volunteer services at the school or at a community agency or charity. Parents are greatly encouraged to complete these hours and every effort is made to offer flexible options to parents.

  3. The student commits to do whatever it takes to prepare himself/herself academically and personally to excel in a college or university. The student acknowledges that s/he understands that there will be nightly homework and s/he may be required to attend special programs, such as: before and after school tutoring, academic support classes, or intervention advisory classes as needed in order to acquire the necessary skills to ensure his/her success.

e. A description of the process the School will use if more or fewer students register per grade level than projected (including lottery and preferences, if any)

Applications for admission to the University Preparatory Academy are made available in December of each year with a posted due date for the enrollment process to be completed. If there are fewer students registered per grade level following the enrollment process, then UPA continues to process applications until all vacancies are filled. The school actively recruits students to fill the classes. Students whose applications are processed after the due date are placed on a waiting list in the order received if there isn’t any class space available.

In the event that the number of students seeking admission to any grade exceeds capacity and each has completed the application process by the posted due date, a lottery is held. Pulling slips of paper out of a container with applicants’ names on them completes the lottery process. The drawing is held in a public forum. All eligible names are drawn from the container and those exceeding the number of available spaces are placed on a waiting list in the order drawn. UPA may grant admission preference to students who attended Canoas Garden Elementary School and continue to reside in the school attendance boundary (for SB 740 eligibility), to siblings, children of staff and board members, provided that such preference shall be utilized only in the event that a public random drawing is needed due to oversubscription.

f. A description of the process the School will use if more or fewer students
register per ethnic category (including supplementary recruitment efforts, if any)

University Preparatory Academy makes every effort to actively recruit students who reflect the ethnic diversity in Santa Clara County. If we have more or fewer students than a particular ethnic category we review our recruiting process and make adjustments in order to achieve the ethnic diversity of the county. For example, if an imbalance exists in a category, we minimize our recruiting efforts with students in the over-represented ethnic group or if a better balance is needed with certain groups we maximize our efforts with a direct focus on the under-represented groups. We develop referral lists of potential students that can give us the ethnic balance needed. The list can be developed by referrals from teachers, counselors, administrators, and community agencies representing specific ethnic groups, church groups, enrolled students and parents. UPA uses the referrals to make direct contacts through the mail, phone calls, home visits, neighborhood meetings, feeder school visitations, and UPA students reaching out to potential UPA students.
Section 5

UNIVERSITY PREPARATORY ACADEMY
Personnel Policies

Personnel Policies Contents:

a. The School’s policy to protect the employment rights of employees who formerly worked at a public school district in California

Members of the University Preparatory Academy staff who leave employment with Santa Clara County Office of Education or any California public school district to work at UPA shall not have any right to return to employment within the SCCOE or school district without prior
consent of the county or district. Employees of UPA who were not previous employees of the SCCOE or a California public school district will not become employees of the county or a district and will not have the right to employment within the county or a district upon leaving the employment of UPA. Upon dismissal from UPA, no previous SCCOE employee or California public school district employee may return to the county or district for employment without the prior written consent of the county or district.

b. The School’s policy defining the School’s position on collective bargaining

The University Preparatory Academy shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act (EERA). There is an expectation by UPA not to have a collective bargaining unit but under the EERA, UPA employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, UPA shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year, number of teaching hours per day, and work rules (including required breaks).

c. The School’s policy defining the School’s offerings of employee retirement benefits

Staff at UPA will participate in the federal social security system as required by law and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. Full time certificated UPA staff shall participate in the California State Teacher Retirement System (STRS). Part time teachers may elect to join STRS. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the UPA Governing Board. UPA retains the option for its Governing Board to choose to participate in California’s State Teacher Retirement System (STRS), Public Employees Retirement System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole.

d. The School’s policy protecting the employment rights of persons in federally protected categories

University Preparatory Academy will comply, to the extent required by applicable federal and state law, in protecting the employment rights of persons in federally protected categories.

e. The School’s policy on criminal background checks

Prior to employment at University Preparatory Academy and within (30) days of hiring, each employee will submit to a criminal background check as required by Education Code 44237. UPA will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. The Executive Director and/or administrative designee(s) will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. All employees will be required to undergo a criminal background check prior to hiring through such services as a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.
f. The School’s policy on Sick Leave Carry-Over

University Preparatory Academy will grant ten paid sick leave days annually. UPA will not honor carry-over sick leave days accrued prior to employment with UPA.

g. Other personnel policies and procedures

For various UPA policies and procedures related to personnel please see attached Employee Handbook.
Section 6

University Preparatory Academy
ENGLISH LANGUAGE LEARNER
MASTER PLAN

Overview
University Preparatory Academy’s core mission is to prepare a diverse population of 7th - 12th grade students in the central San Jose area and surrounding neighborhoods to enter and excel in the best colleges and universities in the nation with the training to assume leadership positions in their community.
We are dedicated to graduating students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich our society.

**Program Goals**

UPA’s English Language Learner (EL) Program seeks to enable EL students to succeed academically and socially through the provision of necessary resources and support. The program promotes a welcoming environment with an appreciation of the diversity of all languages and cultures, providing English language acquisition, access to core curriculum, and primary language support.

The following goals were developed to guide program implementation and effectiveness:

1. All EL students will acquire English language proficiency and will have access to core curriculum to meet grade-level standards as quickly as possible.

2. EL students will achieve academic success comparable to English Only (EO) students, including participation in Advanced Placement classes, college entrance exams and/or graduation.

3. Rates for EL students and Re-designated Fluent English Proficient (R-FEPs) students in identified areas of concern (e.g., retentions, excessive absences, suspensions, absences, dropouts, alternative school placement) will be no greater than those for EOs.

4. Parents of EL students and R-FEP students will be engaged in their children’s education.

5. EL Programs will be developed and fully implemented as described in this Master Plan for EL students.

The primary goal of UPA’s program is to develop each student’s English fluency in the most effective and efficient manner possible.

To that end, we wish to ensure that EL students have equal opportunity for academic achievement, have access to, and participate in, the core curriculum as well as in extra- curricular services and activities in order to enhance their ability to succeed in higher education, to compete in the marketplace and to reach their highest personal potential.

Students enter the program at a level consistent with their individual language proficiency and progress through the program with the goal of being re-designated successfully and prepared for college and career. Their performance will be monitored for two years from the date they are re-designated and appropriate support services are provided to students as needed.

**Program Aspects**

University Preparatory Academy provides adequate staffing, staff training, and funding to maintain program quality and to ensure the academic success of English Language Learners.

The program is designed to include seven dimensions that address all legal requirements, both state and federal.

**Involvement:** Parents, staff, students, and community members participate in developing, implementing, supporting and evaluating core and categorical programs through our LCAP meetings, PTSO and the UPA Foundation.
**Governance and Administration:** Policies, plans, and administration of categorical programs meet statutory requirements.

**Funding:** Allocation and use of funds meet statutory requirements for allowable expenditures.

**Standards, Assessment, and Accountability:** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.

**Staffing and Professional Development:** Staff members are recruited, trained, assigned, and supported in their work to ensure the effectiveness of the program.

**Opportunity and Equal Educational Access:** Participants have equitable access to all programs provided by the local educational agency, as required by law.

**Teaching and Learning:** Participants receive core and categorical program services that meet their assessed needs; EL students are held to the same high academic standards as all other students; EL students receive support to master local, state and federal content and achievement standards and are prepared for college and career.

**Placement**
For students in grades 7-12, if the Home Language Survey (HLS) indicates other than English on lines 1, 2, or 3, the student is given an EL Test Form so that they can be placed on a list for a testing day. This same procedure will apply to students registering in the spring for the following school year and to students returning after leaving the school so that they can be assigned. Simultaneously, a copy of the registration form is given to the EL Coordinator for all students whose Home Language Survey indicates a language other than English on lines 1, 2 or 3. The Registrar will contact the previous school/district to request test results (e.g., CELDT, standardized test scores, student number, etc.) while sites proceed with testing as described above.

If previous CELDT results are received for students in grades 6-12, or if documentation is received indicating that the student was designated R-FEP or I-FEP in the previous district, the Registrar will immediately notify the EL Coordinator.

If the student has not yet been tested, the EL Coordinator will notify the parent to inform them that placement testing will be taking place. The parents have the right to decline testing and an exception waiver should be filled out and signed. Parents will be notified of the scores received in the CELDT test and of any modifications that the students will receive in the scheduled classes.

**Definitions**
English Learners are identified through a Home Language Survey that ascertains whether a student speaks a language other than English. The California Department of Education requires students new to a school to be assessed by the California English Language Development Test (CELDT) to determine English language proficiency. The following terms will be used throughout this Master Plan.

**English Only (EO):** the Home Language Survey is marked English only. The student is not assessed for EL placement services.

**English Learner (EL):** Student CELDT Proficiency Scores are 1(Beginning), 2 (Early Intermediate) or 3 (Intermediate) Proficiency Level.
Re-designated Fluent English Proficient (R-FEP): Student’s CELDT score is 4 or 5 and student is performing well in academics tasks.

Initially Fluent English Proficient (I-FEP): A student who initially enrolls in the school and has a 4 or 5. This student does not receive EL services.

### CELDT LEVELS OF ENGLISH LANGUAGE PROFICIENCY

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning 1 (EL)</strong></td>
<td>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.</td>
</tr>
<tr>
<td><strong>Early Intermediate (EL)</strong></td>
<td>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.</td>
</tr>
<tr>
<td><strong>Intermediate 3 (EL)</strong></td>
<td>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.</td>
</tr>
<tr>
<td><strong>Early Advanced 4 (EL or Possible R-FEP)</strong></td>
<td>Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.</td>
</tr>
<tr>
<td><strong>Advanced 5 (R-FEP or Possible R-FEP)</strong></td>
<td>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement may be necessary.</td>
</tr>
</tbody>
</table>

### Instructional Reasoning

University Preparatory Academy recognizes its responsibility to help students overcome language barriers that impede equal participation by EL students in the school’s core instructional programs.
Our educational theory is designed to promote rapid acquisition of the English language through a strong English language development and mainstream curriculum embedded program with primary language pullout support for those students who need it. Students have access to mainstream content classes, where curriculum modifications and adaptations are provided for students who scored below level 3 in the CELDT.

For students who cannot be effectively served in these configurations because of special needs, alternative options are available through Special Education, the Intervention program, AVID and other alternative programs. Services will be clearly documented in the students’ IEPs with special attention given to supporting students’ acquisition of English Language fluency.

When limited English proficient students enter our school, staff members assess their listening, speaking, reading and writing skills with the CELDT test. In addition, the student’s academic skills are tested in their primary language. Based on the results of this assessment, and taking into consideration the student’s academic background, a determination is made as to how the student can best access the core curriculum and develop English language fluency in the most effective and expedient manner.

While most EL students require a customized, well coordinated program of instruction that may involve more than one instructional component, each limited English proficient student receives appropriate English language development (ELD) instruction tailored to the student’s level of proficiency in English. The instructional program is linked to the Common Core and State standards and reflects the content of other subjects. ELD instruction is provided by qualified teachers who hold appropriate authorizations issued by the Commission for Teacher Credentialing.

**Sheltered English**

To enable beginning language learners to have access to the core curriculum, students may receive some instructional support from their EL teacher and their subject-matter teachers through Sheltered English. This approach emphasizes the importance of developing English skills that prepare students to handle the material of their English classes, tailored instruction that is challenging and suited for each student's proficiency, background and needs, and opportunities for continued use of students' native languages. All ELD students access the core curriculum predominantly through mainstream classes. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. Students use technology daily to access text materials and resources. They develop computer skills to succeed in their core classes, when appropriate; students are identified and placed in honors and AP courses, in the areas where they feel more successful and competent.

UPA engages all its teachers in comprehensive staff development that is focused on developing effective teaching strategies for delivery of the instructional program. Among the different methods teachers use to engage language minority students in the curriculum are questioning strategies based on the stages of language development, visual cues, controlled vocabulary, sentence frames, cooperative grouping, use of manipulatives, and others. The school places a high value on all teachers receiving training in Specially Designed Academic Instruction in English (SDAIE) strategies, Differentiated Instruction and in understanding Diversity as a means to closing the achievement gap for language minority students. The curriculum of the ELD class has been aligned to be consistent with prescribed Common Core and State Content Standards. ELD serves as a means to teach English Language Arts Standards to language minority students while
developing at the same time their proficiency in English. We place special emphasis on academic English as a means to provide students with access to the core curriculum.

**LEP Program Design**

Each limited English proficient student receives English Language Development (ELD) instruction commensurate with the student’s English proficiency level. ELD is delivered with sufficient and appropriate materials and is linked to other core curriculum classes through the use of content-based and standards-based materials and strategies. ELD Beginning and Early Intermediate students receive two periods of ELD instruction, one scheduled daily and another throughout the pullout program, where the ESL specialist may work with EL students in their own classrooms and acts as a resource to their regular classroom teachers.

Intermediate and advanced students receive academic support when necessary for their mainstream classes, while further developing and refining their English language skills or they may continue intensive language development at an advanced level. Authorized ELD teachers provide ELD instruction. Students at all levels receive instruction in the school’s core curriculum in the areas of math, science and social studies from teachers qualified to teach English Language Learners.

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>EL Classes</th>
<th>Mainstreamed Classes</th>
<th>Pull out</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Level</td>
<td>ELD 1 (CELDT 1 &amp;2)</td>
<td>Math, Science, P.E., Elective</td>
<td>1 Period</td>
</tr>
<tr>
<td>EL Classes</td>
<td>1 Period ELD English</td>
<td>Math, Science, P.E., Social Studies, Elective</td>
<td>1 Period</td>
</tr>
<tr>
<td>Mainstreamed Classes</td>
<td>ELD 2 (CELDT 3)</td>
<td>Social Studies, Math, P.E., Science, 2 Electives</td>
<td>If needed (2 years follow-up)</td>
</tr>
<tr>
<td>Pull out</td>
<td>ELD 3 (CELDT 4 &amp;5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students at beginning levels are provided sheltered instruction in the core content areas, from appropriately trained and certified staff with English being the language of instruction. In these sheltered classes, primary language support materials and bilingual dictionaries may be available and a bilingual instructional assistant may assist teachers where appropriate. Materials and methods are selected to ensure that the limited English proficient student gains full access to, and learns the same rich, meaning-centered curriculum as all other students in the school. There is a campus-wide commitment among staff to teach students academic vocabulary as a means for them to have equitable access to the core curriculum.

Through the use of SDAIE the content of the core curriculum is made accessible to limited English proficient students. Sheltered instruction is provided by CLAD/SDAIE certified teachers and CLAD/SDAIE teachers-in-training. Electives may be sheltered at the discretion of the school depending on the needs of the students and the availability of certified teaching staff.

After initial placement, limited English proficient students progress from level to level on the basis of criteria established by the department that includes state designated performance levels on the
CELDT. Primarily, teacher recommendation and proficiency test scores achieved on the CELDT test dictate student movement. Teacher recommendations are based upon comparison of student work to course exit criteria. Assessment of student work takes place informally through monitoring of classroom and homework performance, quizzes and tests as well as formal summative assessments.

The EL Coordinator meets regularly with the mainstream teachers to discuss individual student progress and to review students for promotion to the next level. A team of teachers and staff review students who are recommended for re-designation. Students may however, be re-designated at any time when they can demonstrate that they have met the re-designation criteria established by the Board.

**Program Support and Services**

The Board, Administration and Staff are committed to providing parents every opportunity to become more involved in their students’ education and to enhance their understanding of the American School System. To that end, a number of activities, including educational workshops and parent outreach seminars, are sponsored and hosted by our school every year. The school provides a counselor as well as an EL Coordinator who works exclusively with students and families requiring additional support to navigate the educational system.

Parents are invited and encouraged to attend regular meetings where they are given opportunities to provide input and recommendations on how to improve programs and services and will receive evidence that the school is acting on the recommendation received from its stakeholders.

Some of the more popular outreach activities include field trips to colleges and universities, Back to School meetings, Parent-Teacher conferences, and College Bound informational nights at each grade level. Other popular school activities are the PTSO Kick-off BBQ, the UPA “Nest” tutoring center, Student Awards Ceremonies, the Intervention Program, UPA Success Day, and the AVID program. Lastly, for the past two years, the school has held a series of workshops for parent outreach through the SCCOE, which were popular with the parents and provided a unique opportunity for understanding their role in their students’ education.
SECTION 7  SAFETY PLAN
Section 7
School Safety and Supervision Plan Index

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- Administration of Medications, Emergencies, and Head Lice
- Tuberculosis Testing
- Criminal Background Checks
- Drug and Smoke Free Workplace
- Workplace Safety and Violence Prevention
- Facilities Development
- Child Neglect and Abuse Reporting
- Sexual Harassment Policy and Procedures
- Disaster and Emergency Preparedness Plan

Campus Safety and Supervision Committee
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Campus Safety and Supervision
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    Service Dogs (Board Policy)
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    DRAFT Policy on Suicide Prevention and Mental Health Promotion (First Reading)
School Safety Plan 1 (Board Policy)

The University Preparatory Academy (“UPA” or “the School”) is committed to providing and maintaining a healthy and safe environment for all students, employees, visitors, and guests. Accordingly, UPA has instituted an injury and illness prevention program designed to protect the health and safety of all students and personnel. Employees are required to know and comply with the School’s general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to the UPA Executive Director or designee any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace.

STUDENT HEALTH EXAMINATIONS

Health Examination Certificates or Waivers

Upon enrollment, the School will verify that the student’s file contains a certificate of the health examinations required under Health & Safety Code section 124040, or a waiver from those requirements.

Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School’s program are necessary. The School shall conduct health screenings of students as required by the California Ed. Code.

Vision and Hearing Tests: Upon first enrollment in the School and until the child has completed the eighth grade, the School shall test the student’s vision and hearing. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision problems. Where a student’s school performance begins to give evidence that the existence of the problem might be caused by a visual difficulty, a visual evaluation shall be done in consultation with a medical professional, for example, the county school nurse.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the child’s vision, including visual acuity and color. Parents/guardians may also avoid the testing and observation if they file with the School’s Executive Director or designee a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion.

A parent/guardian may file annually with the School’s Executive Director or designee a statement in writing, signed by the parent/guardian, stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the School’s Executive Director or designee is satisfied that any
contagious or infectious disease does not exist.

Scoliosis Screening: Every female student in grade 7 and every male student in grade 8 shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education. The screening shall take place during the regular school day and any staff time devoted to these activities shall be redirected from other ongoing activities not related to the student’s health care. If a student is suspected of having scoliosis, the School will notify the parents. The notice will include an explanation of scoliosis, the significance of treating it at an early age, and the public services available, after diagnosis, for treatment.

The Executive Director or designee shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

The School’s Executive Director or designee may make reports to the Governing Board from time to time regarding the number of students found to have physical problems and the effort made to correct them. The reports shall in no way reveal the identity of students.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Admission: Students shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record, which shows at least the month and year of each immunization the student has received, in accordance with law. Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit from further attendance until that student has been fully immunized as required by law.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School’s record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Exemptions from Requirements: Students will be exempted from immunization requirements if his/her parent or guardian files with the School a letter or affidavit stating that the immunization is contrary to his or her beliefs. Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that the immunization is not considered safe. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

The School will file a written report on the immunization status of new entrants to the School.
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with the Department of Health Services as required by law.

The Executive Director or designee may arrange for qualified medical personnel to administer immunizations at School to any Student whose parent/guardian has consented in writing.

ADMINISTRATION OF MEDICATIONS, EMERGENCIES AND HEAD LICE

Administration of Medications

The following policy regarding the administration of medications is applicable when the UPA staff is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before UPA will allow a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

1. A written statement executed by the student’s authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken.

2. A written statement by the student’s parent or guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider’s written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider’s written statement.

3. In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student’s self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.

4. New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student’s authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student’s parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the school’s Executive Director or
Responses to the Parent/Guardian upon Request: The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the office of the School’s Executive Director or designee.

Authorized Personnel: A nurse who is employed by or under contract with the School and certified in accordance with Education Code section 44877 will administer or assist in administering the medication to students. If not available, a designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

Storage of Medication: Medication for administration to students shall be maintained in the office of the School’s Executive Director or designee in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student’s parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: School personnel with knowledge of the medical needs of students shall maintain the students’ confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student’s medication needs shall be maintained in a location where access is restricted to the School’s Executive Director or designee or other designated School employees.

Medication Record: The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider’s written statement; 2) The written statement of the parent/guardian; 3) Any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

Deviation from Authorized Health Care Provider’s Written Statement: If a material or significant deviation from the authorized health care provider’s written statement is discovered, notification as quickly as possible shall be made as follows: 1) If discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) If discovery is made by an individual other than a licensed health care professional, notification shall be given to the School’s Executive Director or designee, the student’s parent/guardian, any School employees that are licensed health care professionals and the student’s authorized health care provider.

Emergencies
First Aid and CPR

Teachers are certified in first aid and CPR and are re-certified every year in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical “do not resuscitate” orders. School staff should not be placed in the position of determining whether such orders should be followed. The School’s Executive Director or designee, or his/her designee, shall ensure that all parents/guardians are informed of this policy.

Emergency Contact Information

For the protection of a student’s health and welfare, the School shall require the parent/guardian(s) of all students to keep current with the School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Emergency Aid to Students with Anaphylactic Reaction

The School will provide emergency epinephrine auto-injectors to trained School personnel and those trained personnel may use those epinephrine auto-injectors to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.

Trained School personnel shall immediately administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at School or a School related activity when a physician is not immediately available.

The School’s Executive Director or designee shall create a plan addressing the following issues: 1) Designation of the individual(s) who will provide the training for administration of emergency epinephrine auto-injectors; 2) Designation of a licensed health care provider or local emergency medical services for the Executive Director or designee to call for consultation for the prescription of epinephrine auto-injectors; 3) Documentation as to which School personnel will obtain the prescription from the individual identified under subparagraph (2) and the medication from a pharmacist; and 4) Documentation as to where the medication is stored and how the medication will be made readily available in case of an emergency.

Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the School nurse, or designee, as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household in accordance with the School’s health examination policy. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.
In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to School when reexamination by the nurse, a designee, or other authorized health care representative shows that all nits and lice have been removed. After returning, the student may be reexamined by the nurse as appropriate to ensure that re-infestation has not occurred.

**TUBERCULOSIS TESTING**

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee’s previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting “food handlers” who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall also be borne by the applicant or their respective insurance carrier.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

**CRIMINAL BACKGROUND CHECKS**

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

**DRUG AND SMOKE FREE WORKPLACE**

It is the School’s policy to maintain a drug and alcohol-free workplace. No employee may use,
possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

All School buildings and facilities are non-smoking facilities.

WORKPLACE SAFETY AND VIOLENCE PREVENTION

UPA takes the safety and security of its employees seriously. The school does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect UPA or that occur, or are likely to occur, on School property. You should report any act or threat of violence immediately to the School’s Executive Director or designee.

Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or the School’s Executive Director or designee. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. You should immediately notify your supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of our employees, depends upon the alertness and sensitivity of every individual.

FACILITIES DEVELOPMENT

It is the policy of the Governing Board to provide facilities which offer safe, comfortable, accessible, efficient, and attractive spaces to accommodate and facilitate the organizational and instructional pattern that support UPA’s educational philosophy and instructional goals.

It is the policy of the Governing Board to develop educational specifications for new buildings and those undergoing extensive remodeling with a high level of input from the full staff and the community.

It is the policy of the Governing Board to provide for the systematic maintenance of major and critical building infrastructure components and to provide for the systematic renewal of Charter School facilities.

It is the policy of the Governing Board to use building design and construction that will provide decreased maintenance costs and the conservation of energy, consistent with current and future budgetary considerations. The following factors will also be given special consideration.

Each UPA building will have:

- Safe, effective and efficient mechanical systems, including electrical, plumbing, wiring, ventilation, and air conditioning.
- Sound structural elements including roof, doors, floors, walls, and windows.
• Effective and efficient illumination.

• Adequate classroom space for all students.

• Adequate, safe, outdoor space for the physical education/recreation activities of the School program.

• Adequate supplementary space to support the programs required for instruction of the students required to attend the school, including space for itinerant staff and staff who provide special programs in addition to the regular instructional program and/or on a resource basis.

• Infrastructure required to support instructional and administrative technology.

• Full compliance with all current building safety codes at the time of construction or renovation.

• Full compliance with the access requirements specified in the Americans with Disabilities Act.

**CHILD NEGLECT AND ABUSE REPORTING**

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the police or sheriff’s department, or to the Santa Clara County Probation Department. Child abuse is broadly defined as “a physical injury that is inflicted by other than accidental means on a child by another person.” School employees are required to report instances of child abuse when the employee has a “reasonable suspicion” that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to the police or sheriff’s department, or to the Santa Clara County Probation Department. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child’s parents.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to the police or sheriff’s department, or to the Santa Clara County Probation Department.

**SEXUAL HARASSMENT POLICY AND PROCEDURES**

Sexual harassment of or by any student or member of the UPA staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion, of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual’s performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual’s access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students
are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School’s administrative office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to the School’s Executive Director or designee. The Investigator will promptly investigate all such incidents in a confidential manner.

Statement Against Sexual Harassment

• **No toleration policy** - Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The Governing Board prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.

• **To whom the policy applies** - This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.

• **Discipline** - The Governing Board considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.

• **Prompt and Thorough Investigation** - All claims of harassment will be taken seriously and will be investigated promptly and thoroughly.

• **Confidentiality** - Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent appropriate.

• **No Retaliation** - Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

**Sexual Harassment Defined**

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

• Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;

• Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or

• Such conduct has a purpose or effect of unreasonably interfering in an individual’s work or educational performance, or creating an intimidating, hostile or offensive working or
educational environment.

- Sexual harassment in California also includes: verbal harassment, such as epithets, derogatory comments or slurs; physical harassment such as assault or physical interference with movement or work; visual harassment, such as derogatory cartoons, drawings or posters; unwelcome sexual advances of an employer towards an employee or student of the same sex; and harassment on the basis of pregnancy disability. Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as “heterosexuality, homosexuality, and bisexuality.”

- Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:
  - Vulgar remarks;
  - Sexually derogatory comments regarding a person’s appearance;
  - Physical touching, pinching, patting, or blocking free movement;
  - Sexual propositions or advances (with or without threats to a person’s job or promotion if that person does not submit);
  - Sexually suggestive or degrading posters, cartoons, pictures or drawings;
  - Offensive sexual jokes, slurs, insults, innuendos or comments; or
  - Physical assault.

A Sexual Harassment Policy Information Sheet as well as a copy of the Board Sexual Harassment Policy shall be provided to all School students and employees at the beginning of the first semester of each school year with the disbursement of the Student/Family Handbook, and Employee Handbook, noting whether any amendments have been made. Employees or students who have questions concerning this Board Policy are encouraged to contact the Executive Director or designee.

The Board Sexual Harassment Policy will be displayed in a prominent location at the School.

**Complaint Filing Procedure**

**Informal Resolution** - The Board encourages communication among its employees and students. If you feel that you are being harassed by another student, if reasonably possible, we suggest informing the party directly that his or her conduct is unwelcome or offensive and it must stop. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, follow the complaint filing procedure.

**Written Complaint** – Complaints should be submitted within one (1) year of the alleged incident to ensure a prompt, thorough investigation.

Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer, or agent of the School should promptly report in writing the incident(s) to the his or her supervisor and / or the Executive Director or designee. It is important to provide as much information as accurately as possible.

The Executive Director or designee will investigate all reported incidents within 10 days of receiving a written complaint, unless the Executive Director or designee, is the subject of the investigation, in which case the Governing Board shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the “Investigator.” If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation. Complaints will be treated seriously and investigated.
immediately.

• Complaints will be handled confidentially.

• Complainants will be promptly and fully informed of their rights pursuant to this policy.

• All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.

• All interviews of the accused, witnesses and the complainant shall be conducted in a private area.

• The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.

• No complainant, witness, or party who assists in the investigation will be retaliated against.

• The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others. The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board’s sexual harassment policy has occurred. "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.

• All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.

• The accused shall be provided with a copy of the complaint and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.

• The Investigator shall fully and effectively conduct an investigation that includes interviewing:
  1) The complainant;
  2) The accused;
  3) Any witnesses to the conduct; and
  4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.

• When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board’s policy and regulation and applicable law.

• The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.

• The final determination of the Investigator’s investigation shall result in a report which shall contain, at the minimum:
  1) a statement of the allegations and issues;
2) the positions of the parties;
3) a summary of the evidence received from the parties and the witnesses;
4) any response the accused wishes to add to the report; and
5) all findings of fact.

The final determination report shall state a conclusion that the Investigation Team:

1) Found reasonable cause that the accused violated the sexual harassment policy; or
2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.

Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:

1) individual remedies available to the complainant; and
2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective

Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating

1) the results of any disciplinary actions and the initiation of any appeals; and
2) all further individual remedies available to the complainant.

If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause

There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.
Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board’s sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/ regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Executive Director or designee, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

1. There is newly discovered important evidence not known at the time of the report;
2. Bias on the part of an Investigator member; or
3. The Investigator failed to follow appropriate procedures.

Decision

The Executive Director or designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Executive Director or designee shall be consulted before a decision is made on requests for extensions involving faculty and staff.

DISASTER AND EMERGENCY PREPAREDNESS PLAN

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Emergency Response Procedures
University Preparatory Academy has a comprehensive Safety Plan using the policies and procedures from the National Incident Management System. The Basic Actions listed on the following pages come from the Safety Plan. All staff will be trained and updated annually in the Safety Plan prior to the beginning of each school year. Annual staff training will include:

- First Aid and CPR training for staff
- NIMS training for staff
- NIMS additional training for administration
- ST ART training for staff
- Code Red training

Basic Action: Most emergency responses are covered by the following Basic Actions:
- A. Action: **STAND BY** consists of bringing students into the classroom or holding them in the classroom pending further instruction
- B. Action: **LEAVE BUILDING** consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. Action: **LEAVE BUILDING** is appropriate for—but not limited to—the following emergencies:
  - Fire
  - Peacetime Bomb Threat
  - Chemical Accident
  - Explosion or Threat of an Explosion
  - Following an Earthquake
  - Other similar occurrences that might make the building uninhabitable
- C. Action: **TAKE COVER** consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, Action: **TAKE COVER** consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Action **TAKE COVER** is appropriate for, but not limited to, the following:
  a. Severe Windstorm (short warning)
  b. Biological or Chemical Threat
  c. Sniper Attack
  d. Rabid Animal on School Grounds
- D. Action: **DROP** WARNING: The warning for this type of emergency is the beginning of the disaster itself.

**Inside School Buildings**

- Immediately **TAKE COVER** under desks or tables and turn away from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

**Outside of School Buildings**
• Earthquake: move away from buildings
• Take a protective position, if possible

**Explosion/Nuclear Attack**

• Take protective position, OR,
• Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

• E. Action: **DIRECTED MAINTENANCE:** No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel, Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.
Campus Safety and Supervision Committee

Safety and Supervision Team 2013-2014

<table>
<thead>
<tr>
<th>Member</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil Hophan</td>
<td>Director of Student Services</td>
<td>Co-chairperson (UPA)</td>
</tr>
<tr>
<td>Dan Ordaz Jr.</td>
<td>Director of Operations</td>
<td>Co-chairperson (UPA)</td>
</tr>
<tr>
<td>Lynn Lazo</td>
<td>Director of Operations</td>
<td>Cathedral of Faith (COF)</td>
</tr>
<tr>
<td>Karina Cardenas</td>
<td>Campus Supervisor</td>
<td>UPA</td>
</tr>
<tr>
<td>Jazmin Arceo</td>
<td>Campus Supervisor</td>
<td>UPA</td>
</tr>
</tbody>
</table>

Safety Plan Weekly Monthly Meeting Schedule
First Monday of Each Month 2:00 pm
Office of the Director of Student Services

School Safety Committee Standing Agenda

1. Welcome
2. Review of administrative team agenda items relevant to safety and supervision
3. Review of current issues: safety
4. Review of current issues: supervision
5. Review of current issues: student discipline
6. Review of special event supervision, planning and preparation

Campus Safety and Supervision
<table>
<thead>
<tr>
<th>Safety Plan Calendar</th>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>UPA 2014-2015</td>
<td>Fire Drill</td>
<td>Friday, August 15</td>
<td>Period 3 (10:20)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Duck, Cover, Hold, Evacuate Earthquake Drill</td>
<td>Tuesday, August 26</td>
<td>Period 5 (1:15)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Run, Hide &amp; Defend (Code Red / Code Blue Drill)</td>
<td>Wednesday, September 17</td>
<td>Period 1 (9:15)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Great California Shake-Out Drill</td>
<td>Thursday, October 16</td>
<td>Period 4 (10:10)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Fire Drill</td>
<td>Monday, November 17</td>
<td>Period 2 (9:15)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Drop, Duck, Cover, Hold and Evacuate Drill</td>
<td>Friday, January 16</td>
<td>Period 4 (11:10)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Campus Wide Disaster Drill</td>
<td>Wednesday, February 12</td>
<td>Period 3 (10:20)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Fire Drill</td>
<td>Tuesday, March 11</td>
<td>Period 6 (2:10)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Drop, Duck, Cover, Hold and Evacuate Drill</td>
<td>Monday, April 28</td>
<td>Period 2 (9:15)</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Staff Notification of Blood Borne Pathogens</td>
<td>Yearly - September</td>
<td>PD</td>
<td>All Areas</td>
</tr>
<tr>
<td></td>
<td>Immunization Records / Record Requests</td>
<td>Yearly - August</td>
<td>Upon Enrollment</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Staff Notification of Mandated Reporting Status</td>
<td>Yearly - August</td>
<td>PD/Handbook</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Staff Notification of Sexual Harassment Policy</td>
<td>Yearly - August</td>
<td>Handbook</td>
<td>N/A</td>
</tr>
</tbody>
</table>
All Areas Drop, Duck, Cover Earthquake Drill
All Areas Evacuate to Evacuation Sites
All Areas Staff/Student Release Procedures
All Areas Triage Procedures

Incident Command Leads, Evacuation Supervisor, Evacuation Leads Comprehensive Review

Coordinated Run, Hide & Defend Drill Agenda
Wednesday, September 17, 2014
(9:15 am)

UPA/COF All Areas: Code Blue Announcement

UPA: Mock Review of Code Red Classroom Procedures
COF: Code Red Classroom and Office Procedures
UPA/COF Police Evacuation

Comprehensive Review with Safety Team
<table>
<thead>
<tr>
<th>Key COF Staff Positions</th>
<th>Position Responsibilities</th>
<th>Key UPA Staff Positions</th>
<th>Documentation Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>Coordinate all emergency procedures; receive instructions from police/fire; communicate instructions to Evacuation Commander</td>
<td>Dan Ordaz, Executive Director Phil Hophan, Director of Student Services</td>
<td>A – D E</td>
</tr>
<tr>
<td>Evacuation Supervisor</td>
<td>Coordinate all evacuation procedures; receive instructions from Incident Commander</td>
<td>Dan Ordaz, Jr, Budget Director (Horton Youth Center) Matt Daugherty, Director on Instruction (Learning Center) Tom Guevara, IT Director (Family Life Center)</td>
<td>A – D F</td>
</tr>
<tr>
<td>Evacuation Staff (Go to evacuation site)</td>
<td>Coordinate all evacuation procedures; receive instructions from Incident Commander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Life Center</td>
<td>Coordinate Family Life Center evacuation; report to evacuation supervisor</td>
<td>Billy Fowler, Athletic Director (PE Students to Campus Supervisor #1)</td>
<td>C G</td>
</tr>
<tr>
<td>Evacuation Lead #5</td>
<td>Teachers and Students (Go to evacuation site)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horton Youth Center</td>
<td>Coordinate Horton Youth Center evacuation; report to evacuation supervisor</td>
<td>Karen Crump, Teacher (Art students to Campus Supervisor #2)</td>
<td>C H</td>
</tr>
<tr>
<td>Evacuation Lead #6</td>
<td>Teachers and Students (Go to evacuation site)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Center</td>
<td>Coordinate Learning Center evacuation; report to evacuation supervisor</td>
<td>Chris Weitzil, Teacher (Science Students to PLTW Classroom #2)</td>
<td>C I</td>
</tr>
<tr>
<td>Evacuation Lead #3</td>
<td>Teachers and Students (Go to evacuation site)</td>
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</tbody>
</table>

UNIVERSITY PREPARATORY ACADEMY/CATHEDRAL OF FAITH
COORDINATED DISASTER PLAN – Key Documentation Reference

Document A = Emergency Response Training Power Point (Introduction)
**Emergency Drill Instructions**

**Fire Drill Instructions**

1. Fire bell will ring at 5 minutes after the start of class, to allow for late students.
2. When fire bell rings, instruct students to leave all materials behind, to stand and to in an organized fashion line up and proceed through the classroom door in the designated direction (as outlined on evacuation poster in each classroom).
3. Students are to proceed through the hallways keeping in mind the four rules of evacuation:
   a. Don’t talk
   b. Don’t push
   c. Don’t run
   d. Don’t turn back
4. Teacher is to ensure that all students exit classroom, retain **red emergency folder** and **updated rosters**, keep all students moving forward, and that all student remain quiet and attentive.
5. Students are to line up facing the school buildings in the designated parking lot location:
   - Learning Center (West Parking Lot)
   - Horton Youth Center (East Parking Lot)
   - Family Life Center (South Parking Lot)
6. Teachers are to take attendance, report any irregularities, and have attendance collected by school administration prior to returning to classroom.
7. Students and teachers are to return to class only after school administration has cleared the evacuation location and students are to remain quiet and organized as they return to class.
8. In most cases, a follow-up email will be sent to review the procedures of the day.

**Earthquake Drill Instructions**

1. Teachers are instructed to begin Earthquake Drills at the time designated on the UPA activities calendar; there will be no bell or notification.
2. DROP – students and teachers are to drop to the ground, and secure a safe place close to the ground,
3. COVER – where they are covered by a sturdy table or desk, and have placed their hands over their heads,
4. HOLD – and they are to remain in place until all shaking has stopped.
5. Follow Fire Drill evacuation and attendance procedures.
6. If tremors continue while evacuating, STOP, DROP, COVER, and HOLD, until shaking stops.
7. Students and teachers can expect a longer wait to return to class, as buildings must be inspected for damage, and a decision must be made to return student to class, or implement a “parent pick-up” protocol, in situations where buildings are compromised.
Code Red Code Blue (Run, Hide, & Defend)

The contents of this message are not to be shared with any student, parent, or other non-UPA employee. Do not post in classroom; leave inside red emergency folder.

**Code Blue**
When you are notified that the school is in a CODE BLUE scenario, this means that there is an emergency, police action, or threatening situation off-campus, not on campus but in the neighborhood of the school.

**Code Blue Procedures For Students And Teachers**
Lock doors.
No movement outside of the classroom.
Continue instruction.
Monitor email and phone. Wait for further instructions.
Ignore passing periods and continue with instruction through breaks and lunch as needed.

All students are to remain in classrooms, or in the case of lunch/break will be asked to move to a closed location (such as Horton), and will remain in those locations until school administration gives the okay to return to normal movement. All classroom doors should be locked. No movement of any kind by students or teachers is allowed, bathroom included. Explain to students that there is an emergency in the area and continue with studies and classroom activities.

School administration will lock all outside entrances, move all students to secure locations, remain in contact with authorities, and monitor the campus for unusual activity. Students will not pass, or attend lunch or break until the all clear is given.

**Code Red**
When you are notified that the school is in a CODE RED lockdown, this means that there is an emergency, police action, threatening situation, or intruder ON CAMPUS and drastic measures must take place in order to keep our students safe.

**Code Red Procedures For Students And Teachers**
Lock doors.
Cover door window and exterior ground floor windows.
Build door barricade.
Build interior barricade.
Turn off lights.
Cover window in door with provided cardboard slat.
Shelter in place, silently.
Monitor email and phone.

All students are to remain in classrooms, or moved to secure locations if during break or lunch, and will remain in those locations. All classroom doors should be locked. Windows should be covered or blinds drawn. Lights should be turned off. Barricades must be built against classroom
doors. Students are to shelter in place behind a second interior barricade. Students and staff are to stay quiet and should open the classroom door for absolutely no reason.

School administration will lock all outside entrances, move all students to secure locations, and remain in contact with authorities.

Further, unlike a CODE BLUE, school administration will not come around and release students and staff with a simple OK. Instead, the only way by which a classroom door should be opened, barricades dismantled, and students allowed to proceed, is through the exchange of a special code.

If a school administrator, for example, comes to your door and asks that you open the door, the teacher or staff member in charge of that classroom and those students must yell out to the school administrator a number less than 10. If the teacher yells out "6" for example, the school administrator must respond by yelling back "4" - in other words, the two numbers must add up to 10. Whatever number the teacher yells, the person at the door must be able to yell the number back that adds up to 10. That is the only way that door gets unlocked. Once cleared through this method, further instructions will be given around how to proceed with the day.

RUN, HIDE & DEFEND

Santa Clara County law enforcement and law enforcement agencies around the country are asking classroom teachers and administrators to plan for a worse case scenario, where an armed intruder gets past the locked classroom door and barricade and is able to enter the classroom:

1. Build barricade in such a way that if an intruder is able to enter the classroom, he/she is "led" in a known direction, for example, "to the right along the whiteboard" or whatever is appropriate in any given classroom, so that if the classroom teacher must defend the classroom, the teacher knows which direction the intruder will go.
2. Teachers should know what instrument (garbage can, fire extinguisher, textbook) they could use to attack the intruder and defend the classroom if needed.
3. Be sure that the classrooms are as dark as possible; a great defense is an intruder who cannot see.
4. Discuss with students what they can do to defend their classroom, particularly knowing what they can throw at the intruder if he/she gains access to the classroom (i.e. books).

Teachers, students, and school administration are not being asked nor should they ever put them selves in harms way unnecessarily, but law enforcement is asking that we reflect on these worse case scenarios and what we can do to defend our classrooms and our students.

Be aware that a Code Blue can turn into a Code Red.

Classroom And Offices Procedures
1. Code Blue speaker announcement / Code Blue Procedures
2. Wait for classroom door inspection.
4. Wait for classroom blockade inspection.
5. End drill announcement / reconfigure room
6. Evacuation (backpacks and jackets left behind, hands in air, silence) (NOT IN DRILL)
7. Post drill analysis at Lead Team.

Administrative Procedures

1. Use phone speaker to announce Code Blue, call 911 as needed.
2. Use radios to communicate who will remain in contact with law enforcement.
3. Go to assigned locations and inspect classroom doors:
   a. Dan Sr.: Family Life Center second floor, computer lab, first floor, dance room, FLC staff, lock exterior doors and FLC/UPA doors, Main Office (back office).
   b. Dan Jr.: Horton second floor classrooms and offices, first floor classrooms, school store, and Horton Auditorium, lock Horton front and back doors, Horton lobby (sound room).
   c. Matt Daugherty: sub for Dan Sr., otherwise, proceed to Learning Center Back / My School stairs (science closet).
   d. Tom Guevara: sub for Dan Jr., assist PE and Band, Gym (back storage room).
   e. Phil Hopahan: first floor and second floor Learning Center, lock all exterior doors, Learning Center / Staff Lounge (science closet).
   f. Special Rooms:
      Billy Fowler (Gym): 408-239-7534
      Jemal Ramirez (Horton): 415-307-5994
      Claire Westwood (Princeton): 408-569-8300
      Marisol Reyes (Princeton): TBD
      Doreen (School Store): 408-499-2874
   g. Campus Supervisors report to Horton (Dan Jr.) & Gym (Tom Guevara)

4. Use phone speaker to announce Code Red, shelter in place, remain vigilant, and remain in communication with whoever is in contact with law enforcement (call 911).
5. Lift Code Red after confirmation with law enforcement, with code, and allow students to evacuate upon orders of law enforcement.
6. Coordinate with law enforcement and administration to triage emergency situation, site unification, and release of students to parents (as needed).
7. Refer all communications with press to administration or police.
8. Let police know of potential witnesses as soon as you become aware of them.

UPA Office Staff Procedures
• A Code Blue is called over the phone speaker system.
• Secure any students or visitors inside main office; allow no movement to any location.
• Lock outside entrance (which is the only door on campus that is left unlocked throughout the day)
• Close and lock main office door.
• Close office blinds.
• Monitor outside phone calls with great caution, anticipating the possibility that you could be contacted either by the intruder, police, classroom teachers, or any UPA staff member.
• Forward phone calls and messages to the Administration via radio communication, until administration arrives at Main Office.
• Remain behind closed and locked main office door until released by administration.
• Prepare for possibility of Code Red (see below).

• A Code Red is called.
• Barricade main office door.
• Turn off lights.
• Remain out of view behind office desk inside interior office.
• Monitor email and phone (cautiously), and whisper messages and communications.
• Secure grab and go emergency binder with updated student contacts.
• Remain sheltered in space.
• Follow same evacuation procedures as students and teachers when released from office to nearest staging area (outside main office).
• Coordinate with law enforcement and administration to triage emergency situation, site unification, and release of students to parents (as needed).
• Refer all communications with press to administration or police.
• Let police know of potential witnesses as soon as you become aware of them.

Staging Area Locations and Associated Classrooms

#1 – West Parking Lot (Horton)

#2 – East Parking Lot (Learning Center)

#3 – South Parking Lot (Family Life Center, Main Office)

Reunification Area: COF Evacuation Location (East Parking Lot near Reaching Out)

Triage Area: Horton Auditorium (inside or outside, depending upon circumstances)

SY Code Blue / Code Red Drill Scenario

• Review the aforementioned instructions (review at Professional Development):

• Participate fully in the emergency drill to be conducted on Wednesday, as your insights into what worked and did not work will be enlightening.

• On the day of the drill, we will pretend that a police cruiser has pulled up alongside the breezeway. The officer has communicated to our campus supervisor that there is a police
chase in the area following a bank robbery. Campus supervisor communicates the message immediately via radio to main office, main office to lead administrator (Dan Sr., or substitute) calls for a Code Blue via phone speaker system. Phil, from his post in the Learning Center observe the police chase on foot enter the campus and the bank robber trying doors to gain admittance to Learning center. Phil radios Dan (or sub) for Code Red announcement; Code Red is announced. UPA shelters in place, police apprehend suspect, administration and campus supervisors release Code Red classroom by classroom, students evacuate upon police instruction.

Advisory Lesson Plan: Code Blue / Code Red Emergency Drill Lesson Plan

Instructions to Advisory Teachers
Please go over the points listed below with your Advisory students during Advisory class this Thursday, Friday, Monday or Tuesday. The lesson is intended to prepare teachers and students for the planned Code Blue/Code Red/Run, Hide Defend Drill that will take place at TBD.

Please identify any specific issues you see as critical to your specific classroom situation, and we will build into the drill any additional measures to address those issues. This lesson and our drill on Wednesday are intended to tease out observations about our security systems that we can improve on where needed.

Introduction
Free Write: Ask the students to take 2 minutes to write about the extent to which they feel SAFE while attending school at UPA. Invite the students to write about the reasons why or observations they have made that make them feel safe from violence on campus (focusing on exterior threats, as the national conversation is doing) and what they feel could be done to help them feel and actually be safer while attending school. Then have an open discussion with those students who want to share their writing. Make note of any especially enlightening comments the students make and send those to me as you see fit.

The Drill
Let the students know that on Wednesday, during the last half of first period, beginning at 9:15 and running for 20-30 minutes, all students, teachers and staff at UPA will be engaged in a safety drill. We should not share with the students specifically what Code Red and Code Blue mean, nor any of our specific strategies around how we conduct the drill; we do need to ensure the students take the drill seriously and conduct it how we instruct them to do so. Remember, as hard as it is for us to admit this, but a future threat could come from within the student body.

Let the students know that we are conducting the drill under the pretense that an armed bank robbery has occurred down the street from UPA (FYI Code Blue) and that the armed bank robber eventually comes to UPA to hide from the police who are chasing him (FYI Code Red).

Review the following steps that THE STUDENTS AND CLASSROOM TEACHER will take to address this threat.

A. Teacher Only (do not share with students): When the Code Blue is called:

1. Lock your door (classroom doors should be locked and windows covered already).
2. Close window blinds if in ground floor classroom.
3. Do not allow any student to leave the classroom, even if the period ends.
4. Continue instruction.
5. Monitor your email and room phone for further instructions.
6. Campus supervisors will clear all hallways and bathrooms and return students to classrooms when a Code Blue is called. Administrators will be monitoring the situation.

B. When the **Code Red** is called:

1. Let the students know that there is an “emergency” on campus.
2. Close window blinds immediately and ensure that ground level classroom windows are completely covered.
3. Have students create a barricade of any classroom doors by stacking whatever is manageable against the door, including file cabinets, chairs, desks, and then use backpacks and softer/smaller items to fill in the gaps in the barricade. Attempt to create a barricade that forces the intruder in a known direction if he/she was to gain entry to the classroom.
4. Have students create an interior barrier away from and out of the sight line of the door and any windows using remaining desks and chairs.
5. Have students hide behind the barrier and remain completely silent, silent, silent!
6. Turn off classroom lights and remain sheltered in place.
7. Do not open the door or evacuate students unless police enter the classroom themselves and give instructions, or by way of the special “10” code, you are asked to evacuate. (This information is not for student consumption!).
8. Monitor email and classroom phone.
9. Identify and prepare to use an instrument of last resort that can be used against an intruder who has gained entry to the classroom.
10. Call 911 if you have an additional emergency in your classroom, or if you are with an injured student.

**Special Situation (please describe to students):**

If a staff member, teacher, or students and staff member are caught locked out of the buildings or if engaged by an armed intruder, follow these instructions:

1. Have a survivor mentality – explain to the students that they must act quickly and carefully to protect themselves and that they have to be thinking that they will get through this emergency.
2. Avoid the fatal funnel – explain to students that the main goal is to avoid the armed intruder and if engaged to run away from the intruder in a zig-zag pattern to the safest place they can think of or to the nearest visible adult who might be just inside a locked door. We cannot cover all scenarios by description, but these are some helpful hints to survive an emergency as serious as this.
3. Shelter in that place until a UPA adult finds you and gives you further instructions.

C. Evacuation (we will not conduct this aspect of the drill until our campus wide drill in January):

1. Maintain silence as evacuation takes place.
2. Let students know that they will be evacuating with their hands on top of their heads, so that police can assure their safety. Students must also leave behind any bulky sweatshirts, jackets, etc. (no need to go into detail, but let students know that this is now what is required by law enforcement).
3. Please let the students know that when instructed by police, teachers or school administration to do anything when evacuating (walk, run, crawl, or going to a location
the students are not familiar with) that they should absolutely do everything they are told without question.

4. Please let the students know that police may enter their classroom or engage them in ways that we may not expect.

5. Please let students know that they are to leave everything behind, no personal belongings, coats or anything shall be taken with them as they evacuate the classroom and building.

6. Evacuation routes and destination locations will remain the same as they are for fire drills and earthquake drills.

7. Teachers must bring with them updated attendance rosters inside of their red emergency folders. Take roll and note any knowledge you have of any missing students, where they were (computer lab, bathroom, injured). (For teacher consumption only).

8. Once evacuated, please prepare the students for the possibility that they will be released to reunite with their parents or guardians to go home, and emergency services will be on campus to handle injuries or other complications involving the incident and to not be surprised by the organized chaos that an emergency brings about.

D. Wrap-Up

1. Ask if the students have any questions and if there is time, review the above procedures by asking the students to name off each step of the code red process.

2. Send me any questions or concerns you might have regarding our procedures and I will take those under advisement.
Code Blue / Code Red Drill Analysis (January 2013)

1. Closing and locking of classroom doors.

Teachers are locking doors so that they may shut easily. Rooms (San Jose State, Yale) get too hot to close door at all times, teachers have been instructed to manage as best they can and keep students comfortable. Keys are being distributed to students leaving a door open per period (report of campus supervisors).

Action #1: Report HVAC issues to COF for resolution.

Action #2: Message teachers on using campus supervisors to run students, no keys in students’ hands.

2. Covering classroom door windows.

Fire Code?

Action #3: Report to teachers results of findings and enforce as necessary.

3. Facility door repairs.

Doors around campus that are broken or that do not lock when they are supposed to, have been reported to Dan Jr. by Erin via email.

Action #4: Report door repair issues to COF for resolution.

4. Phone in NYU (3307) not working.

Action #5: Report phone repair issues to COF for resolution.

5. Communication of initial Code Blue or Code Red

Action item #6: Revise emergency plan to allow main office to code in Code Blue / Code Red with provided script, upon notice from Campus Supervisor and with confirmation of Administrator (also ensuing communications confirming lockdown).

Action Item #7: Prepare main office to further communicate to places and people who will not be reached by loudspeaker, including:

Billy Fowler (Gym):
408-239-7534

Amber Held (Gym/Dance):
310-804-2994

Jenal Ramirez (Horton):
415-307-5994

Nathan Duvaul (Princeton):
408-540-4917

Doreen (School Store):

Action Item #8: Review students in Horton (attending band) and in the gym (attending physical education) Code Red practice of hiding and barricading back storage closet.

7. Prepare Dance Studio for Code Red

Action Item #9: Create a Code Red plan specific to Dance Studio with Amber Held.

8. Outward Swinging Classroom Doors

Action Item #10: Consider suggestions to teachers re: outward swinging doors.

9. Campus Supervisor Training

Action Item #11: Consider providing safety training to campus supervisors.

10. UPA / COF Cooperation and Alignment

Action Item #12: Prepare for and execute coordinated Code Blue / Code Red drill with COF and My School

11. Gym / Family Life Center Double Doors / Windows

Action Item #13: Discuss locking doors and blocking windows (temporary).

12. OTHER RECOMMENDATIONS:

Next Steps:

- Make changes to Code Blue / Code Red Plan and update emergency binder
- Notify appropriate staff members of changes to plan
- Reschedule drill
- Reassess
SAN JOSE POLICE DEPARTMENT

RUN, HIDE AND DEFEND TRAINING
A new county wide approach to an active shooter for schools, educational facilities and youth centers

When: Thursday August 29, 2013
Where: CET
Center for Employment Training
701 Vine St, San Jose Ca 95110
Time: 10:00am-12:00pm

TOPICS:
- How to deal with an active shooter
- Police Protocol
- Barricading and evacuating

SPECIAL GUEST SPEAKERS:
- Jimmy Trotter & Billy Coburn
  Educational Operational Consultants

RSVP!! Space is limited
Contact the San Jose Police Department’s School Liaison Unit at (408) 277-5263
Or
Email at 3376@sanjoseca.gov

Endorsed by the Santa Clara County Police Chief’s Association
University Preparatory Academy

Red Emergency Folder Table of Contents

1. Campus Supervision Locator
2. Safety Drill Calendar
3. Fire and Earthquake Procedures
5. Student Discipline
6. Attendance Taking Procedures
7. Classroom Sign-Out / Class Pass Procedures
8. Mandated Reporting
9. Blood Borne Pathogens
Classroom and Workplace Disaster Preparedness Backpacks

<table>
<thead>
<tr>
<th>Professional Pack</th>
<th>Economy Pack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item # DPP101</td>
<td>Item # DPP100</td>
</tr>
<tr>
<td>$129.95*</td>
<td>$79.95*</td>
</tr>
</tbody>
</table>

QUANTITY DISCOUNTS!
SPECIAL OFFER FOR SCHOOLS...
EMAIL OR PHONE FOR DETAILS!

Professional Pack $129.95*

Ideal for school, business and home. Based on program recommendations for classrooms from Santa Clara County Office of Education. Designed to help disaster victims be self-sufficient in crisis. Contains all the essentials. Hangs on wall where it's handy and visible should disaster strike. Easily carried outdoors and on trips. Contains 5 separate supplies packets for First Aid, Cleaning Wounds, Covering Wounds, Basic Tools and Additional Supplies. All supplies organized, labeled and packed with 5-year life on water and batteries.

**CONTENTS LIST**

**FIRST AID PACKET**
- 24 Sheer Bandages to cover small wounds
- 12 Cleansing Wipes for hands and wounds
- 1 Fever Strip to take temperatures
- 4 Disposable Gloves for cleansing wounds
- 2 small Plastic Bags to dispose of wastes
- 1 CPR Mouthpiece

**PACKET TO CLEAN WOUNDS**
- 12 Wound Cleaner Towelettes
- 12 Hand Cleansing Wipes (use soap ASAP)
- 4 Sterilized Water Packets to rinse wounds
- 200 Gauze Sponges to cleanse wounds
- 2 Polytowel Liners for small work area
- 2 Poly-back Sheets for large work area
- 24 Disposable Gloves to handle body fluids
- 10 small Plastic Bags to dispose of wastes
- 2 large Plastic Bags to double bag wastes

**ADDITIONAL SUPPLIES PACKET**
- 2 Emergency Blankets for protection
- 2 Instant Ice Packs for swelling and itching
- 1 Flashlight for emergency lighting
- 2 Batteries, D size, alkaline
- 20 Disposable Cups for fluid intake
- 1 box Tissues for nose discharge, etc
- 2 Splints for suspected fracture

**BASIC TOOLS PACKET**
- 1 pair Scissors, sharp with blunt tip
- 12 Safety Pins to mend, secure notes
- 1 Tweezers, pointed for splinters
- 1 Whistle to signal help
- 1 Pencil and Note Pad for messages
- 4 Accident Reports *
- 2 Quarters for phone calls *

**PACKET TO COVER WOUNDS**
- 2 Adhesive Tape rolls to secure cover
- 12 Sheer Bandages for small wounds
- 4 Gauze 2" rolls to hold wound cover
- 12 Gauze Pads, 3"x4" for wound cover
- 12 Gauze Pads, 4"x4" for wound cover
- 4 Sanitary Pads to stop hemorrhage
- 2 Eye Pads, sterile for eye injuries
- 2 Triangle Bandages to sling or splint

**OTHER ITEMS**
- 10 small Plastic Bags to dispose of wastes
- 2 large Plastic Bags to double bag wastes
- 2 Emergency Blankets for protection
- 2 Instant Ice Packs for swelling and itching
- 1 Flashlight for emergency lighting
- 2 Batteries, D size, alkaline
- 20 Disposable Cups for fluid intake
- 1 box Tissues for nose discharge, etc
- 2 Splints for suspected fracture
* These items to be supplied by purchaser

=================================================================================

Economy Pack $79.95*

Ideal for budget-minded. Designed to support class or office for the first few hours until additional response supplies can be fully deployed during disasters like flood, fire, earthquake or hurricane. Contains essential items for short-term emergency. Hangs on wall where it's handy and visible. Easily carried outdoors and on trips.

**CONTENTS LIST**

<table>
<thead>
<tr>
<th>MEDICAL SUPPLIES PACKET</th>
<th>PERSONAL PROTECTION SUPPLIES PACKET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Adhesive Tape roll to secure wound cover</td>
<td>1 Disposable Safety Vest</td>
</tr>
<tr>
<td>6 Sheer Bandages to cover small wounds</td>
<td>1 Poncho, with hood</td>
</tr>
<tr>
<td>1 ABD Pad, sterile, 5&quot;x9&quot; for larger wound</td>
<td>1 Dust Mask</td>
</tr>
<tr>
<td>6 Gauze Pads, 4&quot;x4&quot; for wound cover</td>
<td>1 CPR Mouthpiece</td>
</tr>
<tr>
<td>30 Cleansing Wipes for hands and wounds</td>
<td>2 Emergency Blankets for protection</td>
</tr>
<tr>
<td>4 Wound Cleaner Towelettes</td>
<td>4 Sterilized Water Packets to rinse wounds</td>
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<tr>
<td>4 Antibiotic Ointment</td>
<td>1 Lightslick, 12 hours emergency lighting</td>
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<tr>
<td>8 Disposable Gloves</td>
<td>1 Whistle to signal help</td>
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<tr>
<td>1 pair Scissors, sharp with blunt end</td>
<td>1 Duct Tape for temporary repairs</td>
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<tr>
<td>2 Safety Pins to mend, secure notes</td>
<td>1 Box Tissues for nose discharge, etc</td>
</tr>
<tr>
<td>1 Tweezers, pointed for splinters</td>
<td>10 small Plastic Bags to dispose of wastes</td>
</tr>
<tr>
<td>4 Q-Tips for swabbing</td>
<td>1 Pencil and Note Pad for messages</td>
</tr>
</tbody>
</table>

* We can imprint your school name, logo or emblem on backpack at extra charge. Medical cross is shown for illustration only and is not included in prices listed.

Order by email: sales@sportsmarkusa.com
# University Preparatory Academy Charter School

## Emergency Evacuation Procedures

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>Student and Teacher Evacuation</th>
</tr>
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</table>
|   | Teachers and students evacuate buildings and report to Evacuation Site, of if unable to proceed, students and teachers wait for emergency response and shelter in place. Upon evacuation, teachers will “grab” red emergency folder and red first aid backpack.  
(West side of Cathedral of Faith, south side of Reaching Out Center) |
|   | 2       | Buildings Clear |
|   | Key UPA / COF individuals take up coordinated positions and follow positions’ flow chart instructions in order to clear all buildings and coordinate emergency response. Individuals will “grab” emergency first aid and communications backpack before clearing building.  
(Incident Commander, Evacuation Supervisor, Evacuations Leads) |
|   | 3       | Safe Return |
|   | Students are accounted for at Evacuation Site, emergencies are reported to Incident Commander by Evacuation Supervisor, through communications with Evacuation Leads.  
Safe return of students to parent / guardian as per Safe Return policies. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – 8 am</td>
<td>Karina (open)</td>
<td>Jazmin (open)</td>
<td>Karina (open)</td>
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<td>8 – 9 am</td>
<td>Karina</td>
<td>Jazmin</td>
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<td>Jazmin</td>
<td>Karina &amp; Jazmin</td>
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<td>9 – 10 am</td>
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<td>10 – 11 am</td>
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<td>Karina &amp; Jazmin</td>
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<td>Karina &amp; Jazmin</td>
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<tr>
<td>12 – 1 pm</td>
<td>Karina &amp; Jazmin &amp; TBD</td>
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<td>Karina &amp; Jazmin &amp; TBD</td>
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<tr>
<td>1 – 2 pm</td>
<td>Karina &amp; Jazmin &amp; TBD</td>
<td>Jazmin (7-2) &amp; TBD</td>
<td>Karina &amp; Jazmin &amp; TBD</td>
<td>Jazmin (7-2) &amp; TBD</td>
<td>Karina &amp; Jazmin &amp; TBD</td>
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<tr>
<td>2 – 3 pm</td>
<td>Karina (7-3) &amp; Jazmin (9 – 3:30) &amp; TBD</td>
<td>TBD</td>
<td>Karina (7-3) &amp; Jazmin (9-3) &amp; TBD</td>
<td>TBD (11-3)</td>
<td>Karina (7-3) &amp; Jazmin (9-3) &amp; TBD</td>
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<td>3 – 4 pm</td>
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<td>4 – 5 pm</td>
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SUSPENSION / EXPULSION POLICIES AND PROCEDURES

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at UPA. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as UPA’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook that is sent to each student at the beginning of the school year. The school administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at UPA or at any other school, or 3) a UPA sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

a) while on school grounds;
b) while going to or coming from school;

(c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.
Suspension Offenses

Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.

2. Willfully used force of violence upon the person of another, except self-defense.

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property.

7. Stole or attempted to steal school property or private property.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.

13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

14. Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Non-Discretionary Suspension Offenses: Students shall be suspended and recommended for
expulsion for any of the following acts when it is determined the pupil:

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

**Suspension Procedure**

*Suspensions shall be initiated according to the following procedures:*

- **Conference**
  Suspensions shall be preceded, if possible, by a conference conducted by the Executive Director or the designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

- **Notice to Parents/Guardians:** At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

- **Suspension Time Limits/Recommendation for Expulsion**
  Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Executive Director or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations:

- **The pupil’s presence will be disruptive to the education process**

- **The pupil poses a threat or danger to others**

*Expellable Offenses*
Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

• Caused, attempted to cause, or threatened to cause physical injury to another person.

• Willfully used force of violence upon the person of another, except self-defense.

• Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

• Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

• Committed or attempted to commit robbery or extortion.

• Caused or attempted to cause damage to school property or private property.

• Stole or attempted to steal school property or private property.

• Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

• Committed an obscene act or engaged in habitual profanity or vulgarity.

• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

• Knowingly received stolen school property or private property.

• Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

• Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

• Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

• Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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• Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

• Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

• Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

• Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

• A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, or possesses a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) device similar to any of the devices described in the preceding clauses.

Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the UPA’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the
student's status at the school to any other school district or school to which the student seeks enrollment;

- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- The School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

- At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the School must present evidence that the
The witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Students With Disabilities**

A pupil identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

**Notification Of District**

The school shall immediately notify the SCCOE and coordinate the procedures in this policy with the county office the discipline of any student with a disability or student who the school or District would be deemed to have knowledge that the student had a disability.

**Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive
services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

**Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP, then the School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

**Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of
Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Special Circumstances

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's IEP team shall determine the student’s interim alternative educational setting.

Procedures For Students Not Yet Eligible For Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the School had knowledge that the student was disabled before the behavior occurred.

The School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.
- The child’s teacher, or other School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other School supervisory personnel.
If the School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the School pending the results of the evaluation.

The School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

**Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the
student seeks to enroll of the student's status with the School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:

- The student's name

- The specific expellable offense committed by the student. The Board’s decision to expel shall be final. The parent does have the right to appeal the Board’s decision to the Board of the Santa Clara County Office Education. The County Office of Education Board may uphold the local Board's decision to expel or may overturn the expulsion. In such case, the County Board's decision is final.

**Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

**Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

**Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

**Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

**CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE PROCEDURES**

**Philosophy**

*The behavior a child demonstrates is serving a purpose for him or her, reinforced by a negative environment. If we can get at the problem, and if the school environment is supportive, we should be able to extinguish acting out. Our students need help developing communication skills, social skills, and self-management in order for students to make better choices.*
We employ these and other best practices when it comes to student behavior:

- When students make poor choices, we look to restorative justice practices.
- We consider the response to intervention when applying academic treatments.
- Teachers and administrators building relationships with students in this small school.
- Teachers and administrators building and focusing upon a college going culture.
- Teachers engaging students in the classroom with excellent teaching.
- Administrators supervising the common times and spaces effectively.
- Strict expectations up front, sustained throughout school day and school year.
- Preventative discipline.
- Positive behavior support.
- Handbook scenarios lesson in Advisory.
- Documentation is not just important; it is absolutely necessary.
Discipline Procedures

Level One (Profanity)
- Teacher Counsel
- Parent Contact
- Conference
- Referral (Hohan)

Level Two (Vulgarity)
- Referral (Hohan)
- Administrative Parent Contact
- Intervention
- Suspension

Level Three (Intimidation)
- Referral (Hohan)
- Administrative Parent Contact
- Intervention
- Suspension
- Re-entry Rehabilitation

Student Removal (650) 242-2451
## Preparatory Academy
2315 Canoas Garden Ave.
San Jose, CA 95125

### FOR ACTION

### FOR INFO

### STUDENT REFERRAL NOTICE

**DATE:**

**STUDENT NAME:**

**TIME:**

**REFERRED BY:**

**LOCATION:**

### STUDENT INFRACTION

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### PREVIOUS STEPS TAKEN BY REFERRING STAFF

The first three steps should be taken prior to a referral to the office:

1. **Student Warned**
   - **Date:**

2. **Conference**
   - **Participants:**
   - **Date:**

3. **Parent Contacted**
   - **Email:**
   - **Phone:**
   - **In person:**
   - **Date:**

4. **Suspension From Class**
   - **Date:**

**Description of behavior resulting in referral (include date and time of incident):**

### DISCIPLINARY ACTION TAKEN BY ADMINISTRATION

- **Counseled / Warned**
- **Conference / Intervention**
- **Parent notified**
- **Saturday School**
- **Class Suspension**
- **In-House Suspension**

- **Out of School Suspended**
- **Police Citation**
- **Probation Notified**
- **Recommendation for Expulsion**
- **Other:**

**Administrator’s Comments:**

**Administrator Signature:**

**Date:**

Copy Distribution: Discipline File

Advisor

Staff Member

181
ATTENDANCE TAKING EXPECTATIONS AND PROCEDURES

1. Students are to be seated in classrooms at the official start of the period.

2. Teachers take attendance every period using Power School within the first 5 minutes of class (don’t forget to hit “submit”).

3. Attendance report is run each period by office staff to determine if attendance is taken and to confirm school daily attendance. Office will call classroom if attendance has not been taken, or an administrator or technology lead will be sent to the classroom if there is a technology related problem with taking attendance.

4. The One Call System will be employed to call parents of students who are marked absent periods one and two, for whom we have not received notification from a parent.

5. Students who are tardy first period will go directly to class. Students who are marked absent, who show up late to class, must be remarked as tardy.

6. Students who arrive more than 5 minutes late to periods 2-7 without a pass must be referred.

7. Students are required to have a pass if they arrive late to periods 2-7.

8. Lunchtime restriction will be applied to any student receiving two (2) or more “tardies” in one week. Repeat offenders will be referred for parent conference and intervention.

9. Attendance taking along these lines is never optional; it is a requirement of our work, and ultimately protects students, our teachers, and our school.

To protect instructional time, UPA students are asked to leave the classroom only in the case of an emergency or if they must use the restroom. If a student must leave the classroom, the student must sign-out using the Classroom Sign-Out (attached) and must carry with them a Class Pass. Students must return promptly to their classroom. Campus supervisors check that a student has a Class Pass and returns any students who are out of class without a pass.

Special Circumstances

- If attendance is unable to be taken due to technology outage, attendance is to be taken on emergency rosters and made available for pick-up by staff as needed. Once technology comes back on-line, please log all absences and “tardies” into Power School after the fact, OR see specific instructions over email notification.

- If a student arrives to your class, but is not present on your Power School rolls, that student is to be sent to the main office for administrative or counselor attention (this is particularly likely week one of the school year).

- Teaching Assistants are not allowed to take or enter attendance for teachers.

- Substitute teachers will be provided credentials with which to report attendance.
<table>
<thead>
<tr>
<th>Today's Date</th>
<th>Student Name</th>
<th>Reason</th>
<th>Time-In</th>
<th>Time-Out</th>
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</table>
COMMON DRESS CODE (BOARD POLICY)

University Preparatory Academy students abide by what is known as common dress. Dressing for success fits with UPA’s high academic expectations it has for all UPA students. UPA’s common dress is also intended to assist in the creation of a positive learning environment. We expect parents and guardians to actively support the following common dress guidelines:

**General Expectations**
1. All clothing must fit properly and appropriately.
2. Any clothing, jewelry, accessories, hairstyle, footwear, or body adornment that creates a disturbance, interferes with the educational environment, or is a safety hazard is not allowed.

**Approved Tops**
1. Polo shirt, oxford shirt, and crewneck sweatshirts purchased from UPA approved vendors
2. Long sleeve or short sleeve
3. White, navy blue or light blue color
4. Official academic college sweatshirt in any color (sports teams are not allowed)
5. School sponsored organization and event polo shirts, oxford shirts, and crewneck sweatshirts purchased from UPA approved vendors (designs must be approved by school administration)
6. School sponsored organization and event t-shirts (designs must be approved by school administration) may be worn for one week following the school sponsored event
7. Outer jackets and sweatshirts may be of a solid white, navy or light blue color with no emblems and may be removed and carried upon entering a school building. These do not require a school logo, however an approved top must be worn under outer jackets and sweatshirts

**Approved Bottoms**
1. Pants, shorts, (cargo pocketed pants and shorts not allowed) skirts and skorts
2. Navy blue or khaki color
3. Dress khaki material

**Approved Footwear**
1. Shoes, sneakers and laces that are appropriate for an academic or professional environment
2. Boots with a solid rubber sole, of normal height, and without steel toe or other unsafe features
3. Majority solid color
4. For safety reasons, flip-flops, slippers, and open toed shoes may not be worn

**Additional Common Dress Guidelines**
1. Sunglasses, visors, hats and hoods may not be worn unless for religious or medical reasons
2. Backpacks or rolling cases must be a solid color with no writing on them except the product logo.
3. Jewelry must be fit to the neckline, wrist or ears. Spiked or studded jewelry is not permitted for safety reasons.
4. Undershirts must not be longer than the common dress shirt worn over top.
5. Free dress days and spirit days will on occasion be earned by the student body and will specifically designate what reasonable and appropriate clothing is allowed for that day.
6. Students are restricted from “showing colors or gang affiliation” as part of their dress code or on free dress days.
7. Physical Education Uniform (will be provided in course syllabus)

Enforcement of Common Dress
The Executive Director or designee will make the final decision on admissibility of clothing. Any grievances concerning the dress code should be submitted in writing to the Director of Student Services. If there is any doubt, ask first and then wear.

Dress code is required while on school property or at school events, unless otherwise specifically designated.

Students in violation of the dress code will be asked to “fix” their dress if possible and will be assigned one day of lunchtime detention for that violation.

Students who are unable to “fix” their dress will be asked to call home to retrieve new clothes for the day before they are permitted to attend class.

A second violation of the dress code will result in one week of lunchtime detention, and a third violation will result in suspension from school. Repeated violations will result in a mandatory meeting between parent, student and the Director of Student Services before the student will be allowed to return to school.

University Preparatory Academy Charter School

UPA STUDENT DRIVER/ STUDENT VEHICLE RULES AND EXPECTATIONS (Board Policy)

A UPA student, who is of age and has earned a qualifying license that allows him or her to drive to and from school alone, must complete the attached "student driver permit application" before driving to school. The student driver application requires a student to:

• Identify themselves and their vehicle and provide contact information
• Show proof of insurance for a vehicle that is in good operating condition (copy)
• Show proof of vehicle registration (copy)
• Show proof of provisional drivers Licensure (copy)
• Sign and date the application (parent and student)

Signing the student driver application signifies that both student and parent have read and understood the following rules and expectations for driving on and around the UPA campus:

• Display authorized parking decal at all times on front windshield
• Vehicle must remain in good operating condition
• Park only in the west parking lot, and never alongside the school building
• Abide by all traffic laws, and rules of the road, and abide by all license restrictions
• Enter and exit the parking area following the directional cones
• Operate their vehicles in a safe and courteous manner while on school property and while using public roads to and from school or face the possible suspension or revocation of driving privileges
• Students may not visit their car during the day without administrative permission
• Students may not leave campus with their car, or leave and return at any point in the day
Students may not leave car on premises more than 30 minutes after the end of the school day or school activity.

Student cars parked in a school parking lot are subject to search when school officials have reasonable suspicion that a student has broken a school rule or law.

University Preparatory Academy and/or Cathedral of Faith does not guard or assume care, custody, or control of your vehicle or its contents, and in no way is responsible for fire, theft, damage, or loss.

Students must reapply each school year for permission to drive to school. Student drivers who are included on the weekly tardy report, who are at-risk academically (1 or more D/F grade), or who are disciplined for breaking school rules will be subject to suspension or revocation of parking privileges. The consequences for breaking any of the aforementioned rules and expectations may result in:

1. Your application and permission to drive and park a car on the UPA campus will be revoked for the remainder of the semester, school year, or permanently.
2. School disciplinary action.
3. Police citation.

University Preparatory Academy Charter School

Student Policy #5 Use of Mobile Digital Devices
Administrative Regulation #5

Philosophy

The use of mobile digital devices to assist students and teachers in improving learning and make the learning process more enjoyable for students is encouraged. The processes and procedures below are intended to ensure appropriate use of the school’s Wi-Fi network and use of mobile devices by students and staff while on any part of the UPA campus and grounds at 2315 Canoas Garden Ave, San Jose CA 95125 (grounds of the Landlord).

Definitions

Mobile Device:

A generic term used to refer to a variety of devices that allow students and staff to access data and information (through Wi-Fi) from wherever they are on campus. These devices include video game consoles, cell phones, smart phones, electronic tablets, digital audio players and laptops.

Wi-Fi:

A technology that allows an electronic device to exchange data wirelessly using radio waves over a computer network including high-speed internet connections.

Instructional purposes:
As defined at UPA, “instructional purposes” includes any Wi-Fi activity connected to classroom instruction, usually assigned or permitted by the teacher to facilitate learning, complete assignments, and conduct research.

Use of Mobile Devices Regulations:
The academic use of mobile devices, including cell phones, laptops, tablets and other devices as outlined in the definitions above is permitted provided the following procedures are met:

1. Students bring mobile devices to school at their own risk. UPA does not assume responsibility for the safe keeping of those devices.

2. Student use of mobile devices for academic purposes within the classroom falls under the direct jurisdiction of the classroom teacher. The teacher at his/her discretion may allow/disallow the use of any mobile device(s) in their classroom.

3. Student use of laptops, tablets, and smart phones for classroom/instructional use only is permitted on the campus and grounds of the Landlord.

4. Student use of cell phones to make phone calls or text messaging is not permitted during school time from the start of period 1 through the end of period 7 for all students regardless of their last period of the day. Cell phones must remain off and in the student’s backpack throughout the day, before school, break, and during lunch.

5. All UPA students must agree to and abide by this regulation and other rules published in the Student Handbook on pages 31-32.

**Infractions on the Use of Mobile Devices:**

Infractions of the regulations outlined above will lead to action ranging from a warning, confiscation of the mobile device, to severe disciplinary action deemed appropriate to the infraction(s).

Created 10/15/12
STUDENT HEALTH

HEALTH SCREENING CALENDAR AND DOCUMENTATION
<table>
<thead>
<tr>
<th>Screening Task</th>
<th>Specific Requirements</th>
<th>Ed Code Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunizations</td>
<td>polio, dt, td, mmr, tb, hepatitis b, varicella</td>
<td>49403, 3380-897</td>
</tr>
<tr>
<td>Hearing</td>
<td>7th grade</td>
<td>49450-49457</td>
</tr>
<tr>
<td>Vision</td>
<td>8th grade</td>
<td>49450</td>
</tr>
<tr>
<td>Scoliosis (Girls)</td>
<td>7th grade</td>
<td>49450-49457</td>
</tr>
<tr>
<td>Scoliosis (Boys)</td>
<td>8th grade</td>
<td>49452.5</td>
</tr>
</tbody>
</table>

University Preparatory Academy Screening Plan
Checklists for Scoliosis Screening

For the Administrator

This checklist provides a number of items that are essential for a good scoliosis screening program in the school and can be used to plan your program.

Is the school doing the scoliosis screening on all grade seven girls and grade eight boys as required? (Education Code Section 49452.5)  
Yes ___  No ___

Does the screener meet the state requirement for performing this service?  
Yes ___  No ___

Has the screener had the appropriate in-service training to perform this service?  
Yes ___  No ___

Is a lesson conducted in the classroom on scoliosis and its potential effects on growth and development?  
Yes ___  No ___

Has the trained screener been provided with the necessary forms and appropriate space?  
Yes ___  No ___

Is there a follow-through plan for rescreening and making the necessary school adjustment to accommodate the student?  
Yes ___  No ___

Has the school identified community resources for students needing referral?  
Yes ___  No ___

Does the school have a plan to coordinate with community agencies offering gratuitous help?  
Yes ___  No ___

Have parents been informed in writing in their primary language about the scoliosis screening program and their right of refusal to consent for the child’s participation?  
Yes ___  No ___

Are screening and recording work sheets available?  
Yes ___  No ___

Is a report form to parents available?  
Yes ___  No ___

Is a referral form available?  
Yes ___  No ___

Is there a check sheet for referral follow-up?  
Yes ___  No ___

Are data sheets for including information about requirements for state reimbursement available?  
Yes ___  No ___

Has a schedule been made for necessary ancillary services (persons for screening assistance, recording, custodial services)?  
Yes ___  No ___

Has a suitable physical environment been selected?  
Yes ___  No ___
Report of School Vision Test

(This form is approved by the California State Superintendent of Public Instruction, as required by California Education Code Section 49456, for reporting results of vision testing to parents and guardians and for obtaining recommendations from the professional examiner.)

Dear Parent/Guardian:

Your child recently received a vision test at school.

The following results were obtained:

Optotype test: right eye 20/_____ left eye 20/_____

Additional procedures ____________________________

Comments ______________________________________

It is recommended that your child’s eyes be examined by an eye or vision practitioner.

It is requested that you take this form with you, have it completed by the examiner, and then return it to your child’s health office.

Name of school __________________________________

Address ________________________________________

Date _____  Grade ___ Teacher ____________________  Phone ________________

______________________________________________

(Signature of school nurse)

| English Version: Report of Vision Test to the School |
|---------------------------------|-----------------|-----------------|------------------|------------------|
| Name of student | School | Grade | Date examined | Date of re-examination |
| Visual acuity | Lens requirements |
| Without lens R 20/____ | With lens R 20/____ | Results | Frequency |
| L 20/____ | L 20/____ | o Correction not required for right eye | o Wear at all times |
| | | o Correction not required for left eye | o Wear for close work |
| | | o Glasses | o Contact lens |
| | | o Wear for distance only |

Diagnosis | Recommendation (special seating, large print, special education placement, etc.)
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Examiner’s signature</td>
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</table>

[If you have comments or questions regarding this translation, please contact the California Department of Education, Clearinghouse for Multilingual Documents at cmd@cde.ca.gov.]
<table>
<thead>
<tr>
<th>Name of student</th>
<th>School</th>
<th>Grade</th>
<th>Date examined</th>
<th>Date of re-examination</th>
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<th>Visual acuity</th>
<th>Lens requirements</th>
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<tr>
<td>Without lens</td>
<td>With lens</td>
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<td>R 20/___</td>
<td>R 20/___</td>
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<td>L 20/___</td>
<td>L 20/___</td>
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<td>Results</td>
<td>Frequency</td>
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<td>o Correction not required for right eye</td>
<td>o Wear at all times</td>
</tr>
<tr>
<td>o Correction not required for left eye</td>
<td>o Wear for close work</td>
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<tr>
<td>o Glasses</td>
<td>o Contact lens</td>
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Diagnosis

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<tr>
<th>Examiner’s signature</th>
<th>Address</th>
<th>Phone Number</th>
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I give permission to share this information with the school.

_______________________________
(Signature of parent)
Two to three weeks before the screening date:

Has there been confirmation from appropriate personnel as to dates and locations for screening and rescreening? Yes ___ No ___
Are the screening and recording forms available? Yes ___ No ___
Has there been an education program scheduled for students as close to the screening date as possible that includes instruction on the screening process? Yes ___ No ___
Has information been sent to the parent/guardian regarding the scoliosis screening program? If the district requires parent/guardian consent, have the consent forms been sent? Yes ___ No ___
Is there a plan for follow-up procedure(s)? Yes ___ No ___

One week before the screening date:

Is the screening roster updated and ready for use? Yes ___ No ___
Have staff and volunteers been reminded of screening dates and locations? Yes ___ No ___
Was an information item included in the school bulletin or newspaper? Yes ___ No ___
Have the facilities been checked for appropriate lighting, room temperature for comfort, and privacy? Yes ___ No ___

The day before the screening:

Has a selected staff member, such as a physical education instructor, been designated to review with students the preferred clothing for scoliosis screening? Yes ___ No ___
Is there a supply of forms necessary for the program? Yes ___ No ___
Is the screening area set up for the scoliosis screening? Yes ___ No ___
Are separate areas set up for boys and girls if screening is to be done at the same time? Yes ___ No ___
Are there paper exam gowns for girls who may have forgotten to be appropriately attired? Yes ___ No ___
If parent/guardian consent forms are used, have the completed forms been received by the school? Yes ___ No ___
For the Screener to Set Up and Organize the Screening

Have educational materials been prepared to present to students, parents, and the community:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes ___</th>
<th>No ___</th>
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<tbody>
<tr>
<td>For student orientation?</td>
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<td>For staff orientation?</td>
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<tr>
<td>For in-service training?</td>
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<tr>
<td>About the screening date?</td>
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<tr>
<td>About a screening date for absentees?</td>
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<tr>
<td>About a rescreening date?</td>
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PROTOCOL FOR ADVISING STUDENTS

Introduction
Teachers are the front lines of advising students who come to their teachers with problems, issues, and trauma in their personal and school lives. We need to allow that community of support to thrive at UPA, though we also need to understand and adopt a protocol for these encounters that keeps students safe and respects liability issues.

Mandated Reporting
UPA teachers have encountered the following examples of where students have decided on their own, or with the help of their friends, to seek help from teachers, and in these cases our responsibilities as mandated reporters applies:

- Domestic child abuse, neglect, or abandonment
- Alcohol and drug abuse affecting home environment
- Domestic violence
- Sexual assault

Mandated Reporting Protocol
1. When you sit with a student and it looks like you might be called on as a mandated reporter given what the student has reported to you, allow the student to speak openly, using clarifying (not investigatory or biased) questions that will help the student tell the whole story, and refrain from offering advice; just be a great listener.

2. Take notes, or after the discussion write down as much of the detail of the story you can remember, as these details will be important when speaking with CPS.

3. Be prepared to answer the potential request of the student to keep what they are telling you confidential. If asked, teachers should let the students know that certain things must be reported to someone who can help. In other cases where mandated reporting might not be required, a student should be encouraged to and told that it will be necessary to contact a parent with what is troubling them (except in the case where the parent is implicated).

4. When the student has finished telling their story, you may want to secure the student in a safe place as necessary. You should notify both the appropriate grade level counselor and the Director of Student Services or in his absence the Executive Director, of the situation, and you will need to call CPS. The Director of Student Services or the appropriate counselor will help you make that phone call and will need to provide demographic data if you do not have access to that data that CPS requires.

5. Following the phone call to CPS, you will need to fill out and mail a CPS report, as well as provide a copy of that report to the Director of Student Services. Retain a copy for yourself.

6. Depending on the situation, the Director of Student Services will assist in deciding whether parents or law enforcement will need to be contacted, and what next steps are necessary for the student.
7. When checking back with the student after making a CPS call, the student should not be asked how the CPS proceedings went and **please refrain from giving advice** beyond comforting the student or offering to listen again if the issues persist. School administration or counselors will ensure that the student has the information they need from professional services around how to report additional instances of the abuse and how to seek continued support.

8. Please note that it is **unlikely** that CPS will provide school officials or the mandated reporter any information related to the investigation.

**Advising Students**

UPA students also report issues and problems that fall outside of mandated reporting guidelines. These include but are not limited to:

- Self-harm (cutting)
- Mental health related concerns (depression)
- Bullying
- Drug, alcohol, weapons or other behavioral concerns involving other students’ actions
- Social issues
- Academic issues

**Advising Students Protocol**

1. **Listen** to the student’s concern and **refrain from giving advice** that would be more appropriately given by counselors, administrators, law enforcement, or a parent.

2. Again, manage the student’s expectations around **confidentiality**. Please encourage the student to go to the appropriate counselor or administrator, to allow you to report the matter, or offer to bring the student to a counselor or administrator to report the matter with you. The counselor or administrator will ensure the student speaks with their parent as well.

3. **Report** in a timely manner the concern to the appropriate counselor and to the Director of Student Services as quickly as possible. One of those individuals will provide feedback to you as to the progress of any investigation and follow-up with the student. Teachers should not contact parents with these issues before speaking with the counselor.

**Counseling Department Guidelines**

1. When a student is referred to the counseling staff per the aforementioned protocol, counselors will interview the student in a timely manner and will utilize the Santa Clara County Mental Health TALK (**tell, ask, listen, and keep safe**) protocol for handling students who present mental health issues.

2. Counselors will receive **training and certification** as a Suicide Alert Helper, provided by Santa Clara County Mental Health.

3. Following the interview, the counselor will **contact the parent** of the student, and share the details of the interview and the initial report with the parent. The counselor shall document the meeting or phone call held with the parent.

4. Having notified the parent, the counselor will **encourage the parent** to utilize existing family health care resources to have the student meet with a primary care physician or specialist.
5. Where the parent is unable to access health care services, and self-harm or mental health is a concern, the Santa Clara County Mental Health suicide and crisis hotline phone number (1-855-278-4204) and resource pamphlet shall be provided to the parent and the recommendation to seek help given.

Please note: the SCC suicide and crisis hotline phone number and resources may not be provided to a student directly, rather these resources should be provided to the parent of the affected student.

6. The counselor should confirm and document with the parent, that action (or the decision not to act) on the counselor’s recommendation to seek help was taken.

7. The counselor shall follow-up with the parent, student and appropriate staff on a regular basis in order to monitor academic progress.

8. The counselor shall report to the Director of Student Services on each occasion where a mental health referral is made, so that the determination of need for a 504 Plan is considered.

SERVICE DOGS (BOARD POLICY)

Service dogs are permitted on University Preparatory Academy (“UPA”) property and/or at UPA-sponsored activities for persons with disabilities. Service dogs whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded at the time of the threat/disruption, regardless of training or certification. In a continued effort to provide a safe working and learning environment for the entire school community, UPA will not permit a service dog on the UPA property and facilities unless the guidelines noted below are met.

A service dog is individually trained to the requirements of the individual with a disability, including, but not limited to, minimal protection work, rescue work, pulling a wheelchair, or fetching dropped items.

The work or tasks performed by a service dog must be directly related to the handler’s disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks. As such, therapy or companion dogs, including pets, are not service dogs and are not permitted on the UPA property and facilities or at UPA-sponsored activities.

Requirement of Service Dogs and their Handlers

Training: A service dog must be specifically trained by a professional service animal training program to perform a service function.

Identification: The service dog should wear a harness, cape, identification tag or other gear that readily identifies its working status.

Control: The student handler must be in full control of the service dog at all times.

Care of Service Dog: The care and supervision of a service dog is solely the responsibility of its student handler.
Leash: The service dog must be on a leash at all times.

License and Tags: All service dogs should be licensed by the San Jose Animal Care & Services and wear such license and an owner identification tag.

Clean Up Rule: The student handler must always carry equipment sufficient to clean up the dog’s waste, immediately remove the waste, and be responsible for the proper disposal of the dog’s waste.

Vaccinations: The service dog must have a current rabies vaccination.

Conditions for Keeping a Service Dog
• The student handler of a service dog may be asked to remove his/her dog from UPA property and/or facilities at the time of the disruption if it is unruly or disruptive (e.g. barking, running around and causing disruption). If the improper behavior happens repeatedly, the handler may be required to take significant steps to mitigate the behavior before bringing the dog onto UPA property and/or facilities. Mitigation may include muzzling a barking dog, obtaining a refresher training course for both the dog and the handler, or other appropriate measures. If any service dog behaves aggressively or causes injury to staff or students, the dog must be immediately removed from the UPA property and/or facilities until the situation is resolved.

• Service Dogs must meet the following standards:
  - Public appropriateness standards: Clean, well-groomed with no offensive odor.
  - Behavior standards: Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily (e.g., barking, growling or whining).
  - General training standards: Works calmly and quietly on harness, leash, or other tether.

Administrative Responsibilities
• Before an individual may bring a service dog onto the UPA campus, the Executive Director or designee shall first provide written notification to all parents/guardians of UPA students, requesting information regarding whether their child has any known allergies, asthma, or other health-related conditions that may be affected by the dog's presence on the UPA campus. If the Executive Director or designee determines that a UPA student or staff member has a health-related condition that would be affected by the presence of the dog and reasonable accommodations cannot be made to honor a request to utilize a service dog on campus, the Executive Director or designee may deny the individual’s request to bring the dog into the classroom.

• UPA staff must allow a service dog to accompany the student handler at all times and everywhere on campus, within UPA property, except where service animals are specifically prohibited due to health, environmental, or safety hazards.

• UPA staff should direct staff, students, and other persons to refrain from petting, feeding, or deliberately startling a service dog.
• UPA staff should immediately report any disruptive behavior of a service dog to the Executive Director. No attempt should be made by the UPA staff member to separate a student from his/her service dog.

**Service Dogs in Training**
To ensure the safety and security of the school community, students, staff, and community members who are training service animals, voluntarily or for compensation, are not allowed to bring the service animal in training to UPA property and/or facilities or to participate in UPA-sponsored activities.

**SMOKE FREE ENVIRONMENT POLICY AND ADMINISTRATIVE REGULATION**

Board Meeting of August 28, 2014

To: Board of Trustees

From: Executive Director

Subject: Approve Smoke Free Environment Policy and Administrative Regulation

Santa Clara County Office of Education contacted the Executive Director regarding adoption of a Smoke Free Environment Policy. For the Board’s information, UPA makes reference to prohibition of smoking and use of tobacco products and e-cigarettes but does not have an actual “stand alone” policy regarding promotion of a Smoke Free Environment. Such a policy is needed in order for the school to qualify for state funds from the Tobacco Use Prevention Education program (TUPE).

The deadline for submission of the TUPE application including submission of the Board’s policy on a Smoke Free Environment in order to qualify for funding has passed. The amount of funding for UPA to implement a smoke free program including smoking cessation programs would have been very small. However, for future funding should the school wish to apply and because it is in the interest of all the UPA community to promote good health, a Board Policy and accompanying Administrative Regulation regarding a Smoke Free Environment has been developed and is provided for the Board’s consideration and adoption.

**PROPOSED POLICY ON SUICIDE PREVENTION AND MENTAL HEALTH PROMOTION**

(DRAFT – FIRST READING)

All schools in California are being asked by the State Superintendent of Public Instruction to develop policies on suicide prevention. As the Board is aware this is a growing problem among today’s youth. Indeed through the fine efforts of our own staff we believe we have helped some students who have entertained such thoughts or who have contemplated harming themselves.

During the spring of 2013-14, the Executive Director conducted various grade level parent and student meetings to determine priorities for our Local Control Accountability Plan. One of the
highest-ranking priorities for parents and students was mental health and wellness. This policy and accompanying Administrative Regulation are a very important start in meeting this high priority. The policy and Administrative Regulation outline school efforts in developing an effective program designed to meet student needs.

Attached please find a draft Student Policy #6, Suicide Prevention and Mental Health Promotion and accompanying Administrative Regulation for your review. The Policy and Administrative Regulation were adapted from model policies and regulations suggested by the State Department of Education.

The Executive Director is recommending that the Board review the draft policy and Administrative regulation and be ready to adopt the policy and regulation at the September Board meeting.

University Preparatory Academy

Suicide Prevention and Health Promotion Policy – Student Policy #6

The UPA Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures.

The Executive Director or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies may include, but are not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The school’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and find help for students at risk of suicide. The training shall be offered under the direction of the school’s Professional Development Coordinator and/or in cooperation with one or more community mental health agencies and may include information on:

- Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of
isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors;
• Warning signs that may indicate suicidal intentions, including changes in students’ appearance, personality, or behavior;
• Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
• School and community resources and services for students and families in crisis and ways to access them;
• School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Intervention

Whenever a UPA staff member suspects or has knowledge of a student’s suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student’s parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged through the education program and in school activities to notify a teacher, a school administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student’s suicidal intentions.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made by a member of the student body or staff on campus or at a school-sponsored activity.

University Preparatory Academy Administrative Regulation – AR #6

Suicide Prevention and Health Promotion

Prevention and Instruction

UPA’s suicide prevention curriculum is to be addressed in Advisory Classes and shall be designed to help students to:

• Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide;
• Identify alternatives to suicide and develop coping and resiliency skills;
• Learn to share feelings and get help when friends are showing signs of suicidal intent;
• Identify community crisis intervention resources where help is available and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

• Annual in-service suicide prevention training will be conducted in order for UPA staff to learn to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify community resources. Staff will learn to identify potentially suicidal students, to take preventative precautions, and to report suicide threats to the
appropriate authorities. Training will be offered under the direction of trained
counselors/psychologists.

- Staff shall promptly report suicidal threats or statements to the Executive Director or designee
  who shall promptly report threats or statements to the student’s parents/guardians and
  take appropriate action until the parent or guardian arrives.

Immediate Intervention for a Suicide Threat or Attempt

When a suicide attempt or threat is reported, the Executive Director or designee shall:

- Ensure the student’s physical safety by one of the following, as appropriate:

- Secure immediate medical treatment if a suicide attempt has occurred,

- Secure law enforcement and/or other emergency assistance if a suicidal act is being actively
  threatened,

- **Keep the student under continuous adult supervision until the student’s parent/guardian and/or
  appropriate support agent or agency can be contacted and has the opportunity to intervene. The student must not be left alone.**

- Designate specific individuals to be promptly contacted, including the school counselor,
  Executive Director or designee and/or the student’s parent/guardian, and as necessary,
  local law enforcement or mental health agencies;

- Document the incident in writing as soon as feasible;

- Follow up with the parent/guardian and student in a timely manner to provide referrals to
  appropriate services as needed;

- Provide access to counselors or other appropriate personnel to listen to and support students
  and staff who are directly or indirectly involved with the incident at the school;

- Provide an opportunity for all who respond to the incident to debrief, evaluate the
  effectiveness of the strategies used, and make recommendations for future actions;

- Document the steps taken in the student’s record;

- Develop an effective plan for reintegration of the student back into UPA following the
  crisis.

Intervention after a Death Suggested to be Suicide

When a tragedy occurs and a student dies, the Executive Director or designee shall:

- Contact the President of the Board. School staff will be reminded to identify and provide
  counseling to any student who might have known or been connected in any way with the
  student who died.
• Call an emergency staff meeting to relay known information and formulate appropriate procedures for supporting students, staff, and parents. The death should not be called a suicide. This is a legal determination that can only be made by the coroner’s office. It should be referred to as a death or a tragic death.

• Talk with students who were in class with the student by going to that classroom.

• Contact other students who might know the student in direct, one-to-one conversations.

• Provide counseling support to students. Contact additional psychologists/counselors to increase the available support. Have a place available for students to go to (Support Room) and walk around campus to be available for any student needing support. Counselors should follow the student’s schedule and be available to assist the students and teachers in those classes. Students must be allowed to grieve, but there should be no large group gatherings such as an assembly. Students should not be allowed to congregate in groups without adult supervision. Identify any students who might be at risk and call them in to talk.

• Contact the family to express condolences and to let them know what the school is doing. Ask when the family would like the student’s personal items returned to them.

• Designate a spokesperson that will respond to questions and inquiries from the media.

• School will be conducted as usual to the greatest extent possible. In no case should school be canceled.

• Prepare a note to send home to parents indicating that a tragic death has occurred and that post intervention procedures and counseling have begun.

• If appropriate, schedule a parent meeting as soon as possible to help parents deal with the issue and to advise them how to help students.