University Preparatory Academy Charter

Daniel Ordaz, Executive Director

📍 Principal, University Preparatory Academy Charter

About Our School

Executive Director's Message:
As Executive Director and on behalf of the University Preparatory Academy staff, I welcome you to the University Preparatory Academy. Our school is a public charter school now in its 7th year of operation. Over the years, the University Preparatory Academy has achieved high API scores and high academic rankings in the state. The Students, parents and staff work as a team to ensure the academic achievement of our students. As a school community we also works very hard to maintain a friendly and very safe environment for students to learn.
Please take a few moments to review our School Accountability report card and explore our website. We are proud of the school's accomplishments and the success of the students. I welcome you to visit our school. This truly is a "small school that works."

Daniel Ordaz
Executive Director

Contact

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

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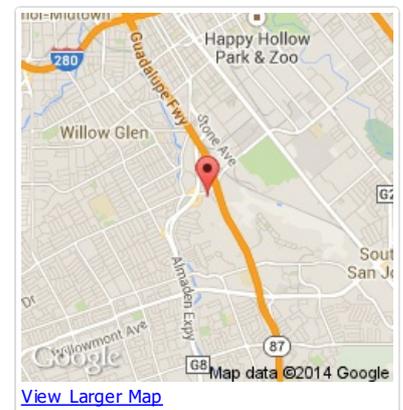
View Larger Map

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	University Preparatory Academy Charter
Street	2315 Canoas Garden Ave.
City, State, Zip	San Jose, Ca, 95125-2005
Phone Number	408-723-1839
Principal	Daniel Ordaz, Executive Director
E-mail Address	ordazdan@gmail.com
County-District-School (CDS) Code	43104390113431

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

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

School Mission:

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

School Description:

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

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

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

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

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

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

• Parent Teacher Student Association (PTSO)
• Executive Director's Advisory Committee
• Curriculum Materials Selection Committee
• Athletic Boosters Committee
• Fine Arts Boosters Committee
• Curriculum / Instruction / Assessment Committee
• Mentoring / Internship Development
• Extracurricular Programs/Activities
• University Preparatory Academy Foundation

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

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
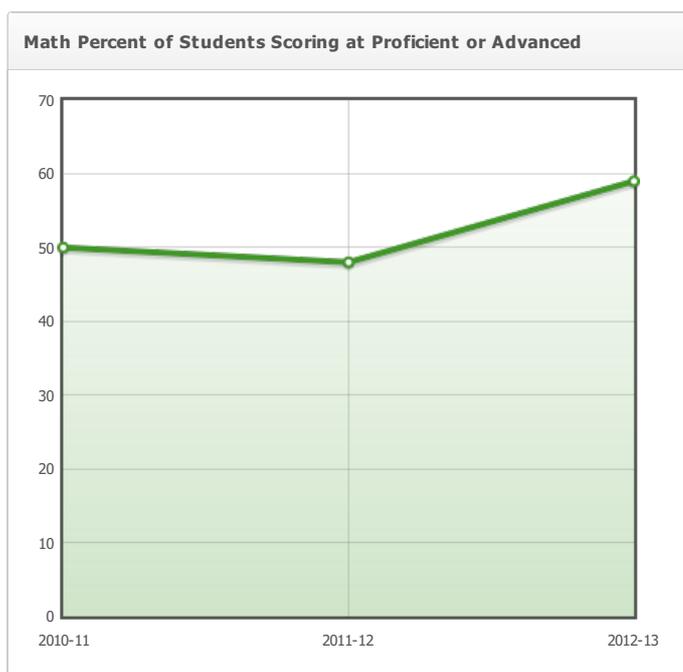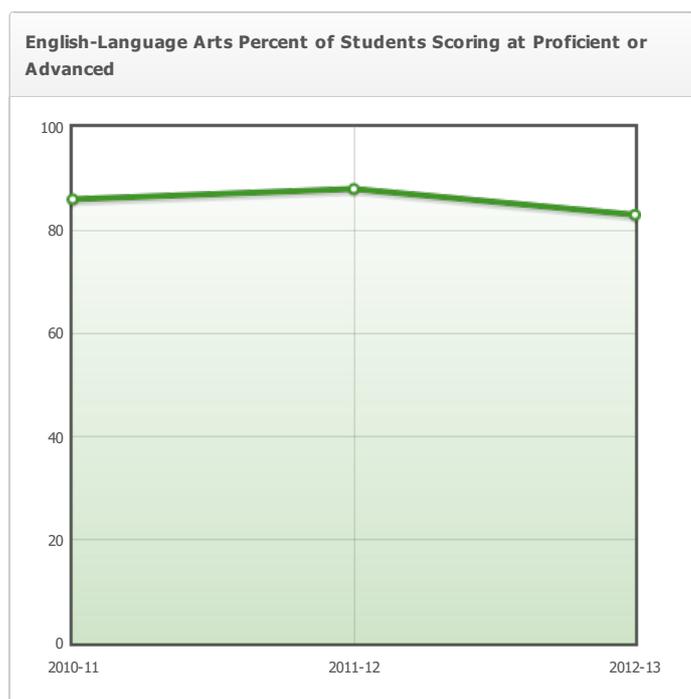
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	86%	88%	83%	55%	58%	57%	54%	56%	55%
Mathematics	50%	48%	59%	55%	57%	58%	49%	50%	50%
Science	82%	88%	87%	51%	65%	63%	57%	60%	59%
History-Social Science	70%	78%	85%	30%	46%	44%	48%	49%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced
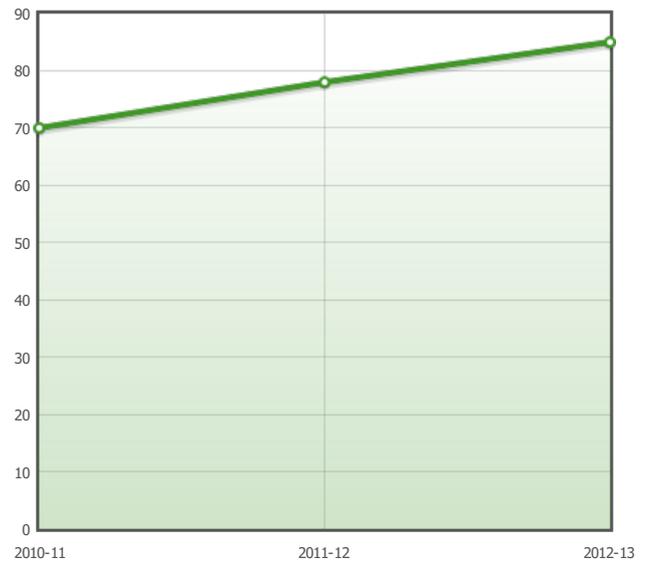
Last updated: 1/23/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	83%	59%	87%	85%
Male	80%	60%	92%	94%
Female	85%	58%	80%	75%
Black or African American	75%	41%	N/A	79%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	94%	87%	84%	91%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	74%	41%	78%	75%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	90%	69%	100%	91%
Two or More Races	85%	63%	93%	89%
Socioeconomically Disadvantaged	68%	42%	74%	75%
English Learners	55%	45%	N/A	N/A
Students with Disabilities	58%	36%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
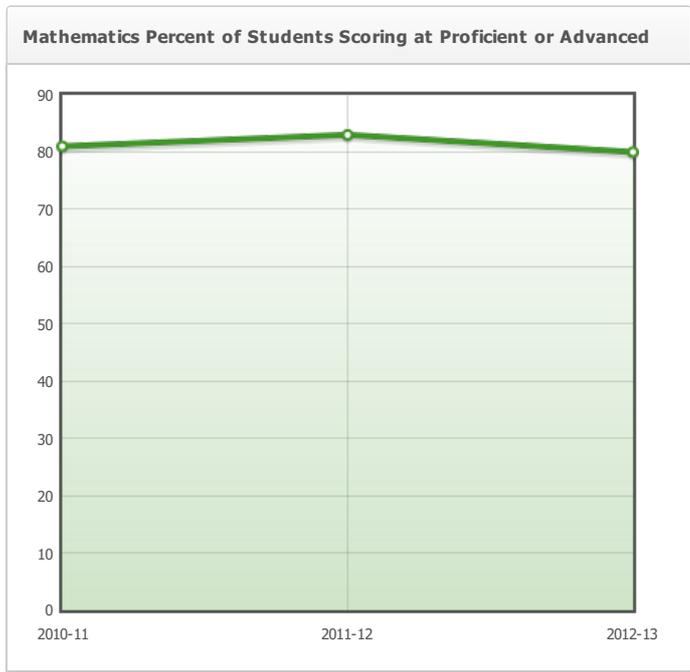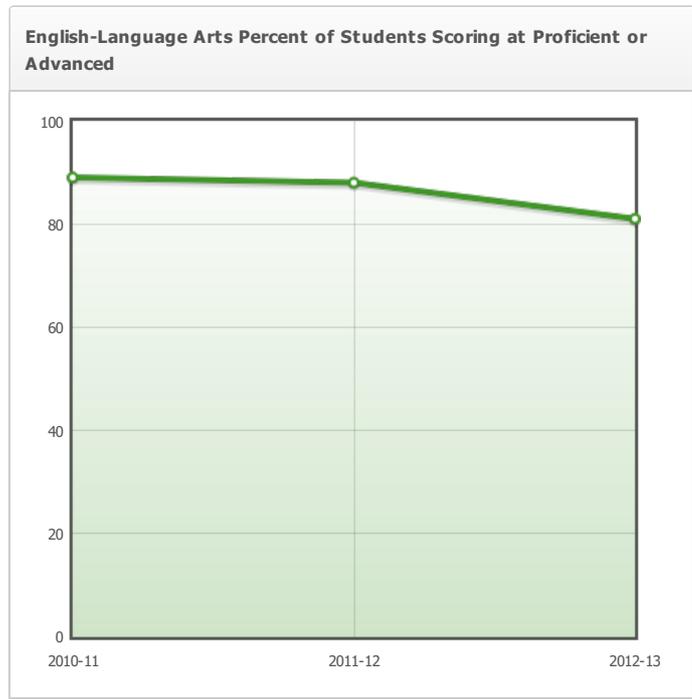
Last updated: 1/23/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	89%	88%	81%	37%	39%	45%	59%	56%	57%
Mathematics	81%	83%	80%	32%	40%	47%	56%	58%	60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/23/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	19%	30%	52%	20%	42%	37%
Male	12%	37%	51%	5%	40%	56%
Female	26%	21%	53%	38%	45%	18%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5%	29%	67%	5%	32%	64%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26%	39%	35%	33%	48%	18%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	20%	20%	60%	7%	53%	40%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	9%	73%	18%	42%	33%	25%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

| | Percent of Students Meeting Fitness Standards | | |
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.5%	26.2%	42.5%
9	21.7%	30.0%	30.8%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	3	4	6

Last updated: 1/23/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	20	16	-1
Black or African American			
American Indian or Alaska Native			
Asian	-6	5	9
Filipino			
Hispanic or Latino	41	12	-20
Native Hawaiian or Pacific Islander			
White	12	14	15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Last updated: 1/23/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	453	895			4,655,989	790
Black or African American	39	868			296,463	708
American Indian or Alaska Native	0				30,394	743
Asian	128	946			406,527	906
Filipino	9				121,054	867
Hispanic or Latino	147	835			2,438,951	744
Native Hawaiian or Pacific Islander	6				25,351	774
White	99	927			1,200,127	853
Two or More Races	2				125,025	824
Socioeconomically Disadvantaged	54	822			2,774,640	743
English Learners	27	832			1,482,316	721
Students with Disabilities	13	726			527,476	615

Last updated: 1/23/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/23/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	84
Grade 8	95
Grade 9	128
Grade 10	88
Grade 11	74
Grade 12	33
Total Enrollment	502
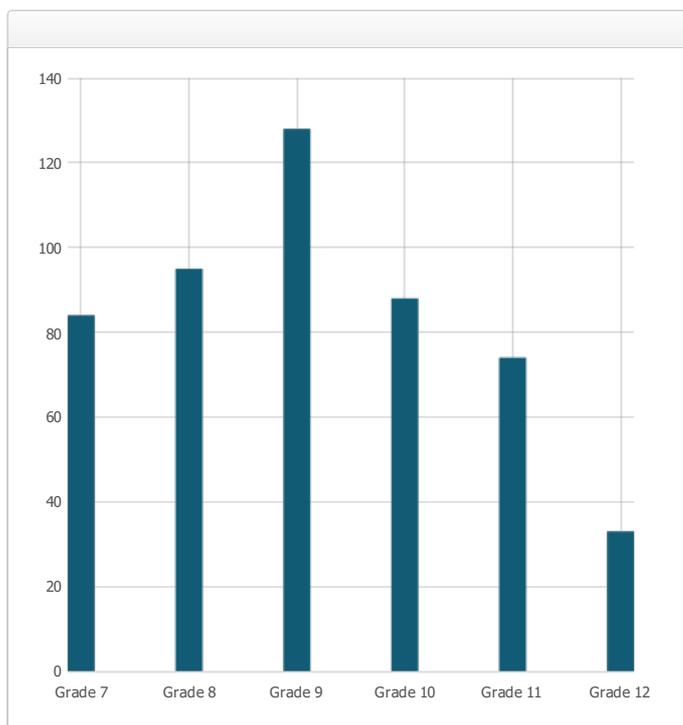
Last updated: 1/23/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.0
Asian	20.5
Filipino	1.4
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	1.4
White	17.9
Two or More Races	0.0
Socioeconomically Disadvantaged	15.1
English Learners	6.8
Students with Disabilities	3.0
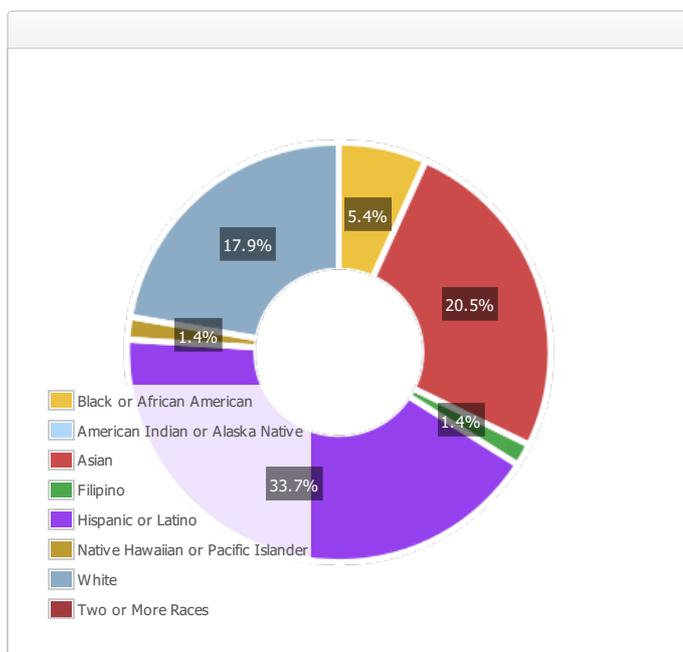
Last updated: 1/23/2014

Average Class Size and Class Size Distribution (Secondary)

	2010-11	2011-12	2012-13
	Number of Classes *	Number of Classes *	Number of Classes *

Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	27.3	5	3	7	28.4	3	8	6	27.0	5	9	5
Mathematics	25.3	6	11	1	25.3	5	12	2	23.0	11	9	2
Science	22.1	9	9	0	27.1	4	7	6	28.0	6	9	4
Social Science	29.9	1	6	5	28.1	4	6	5	28.0	5	6	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2014

School Safety Plan (School Year 2012-13)

School Programs and Practices that Promote a Positive Learning Environment

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

School Safety Plan

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

UPA has employed three campus supervisors whose responsibility it is to monitor the campus, keep all outside doors locked with cyber technology, and to play specific roles assigned to them part and parcel to the school safety plan. Roles and responsibilities have been assigned to all administrative staff that allows UPA to respond to any emergency effectively.

UPA has adopted One Call systems to improve emergency communications with parents and the community via text messaging. School building broadcast technology has been updated and now allows for strategic communications between campus supervisors, administration, and staff and students. Coordination between the school and the landlord around safety and emergency communications and response has been solidified to ensure a safe and secure campus.

Appropriate and effective strategies for emergency response and prevention have been developed for power outages, rolling blackouts, bomb threats, medical emergencies, and many other emergency scenarios. Areas of the campus have been carefully designated as evacuation centers and safe passage pathways. These safety related policies and procedures are extended to all aspects of campus life, including athletic events, after school activities and field trips.

Suspensions and Expulsions

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

The UPA governing board reviews the student discipline policies at least annually, and more frequently if necessary, to determine if the policies should be modified

to more accurately meet the needs of the UPA school community.

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

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

Last updated: 1/30/2014

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.03	0.03	0.02			
Expulsions	0.01	0.01	0.01			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.
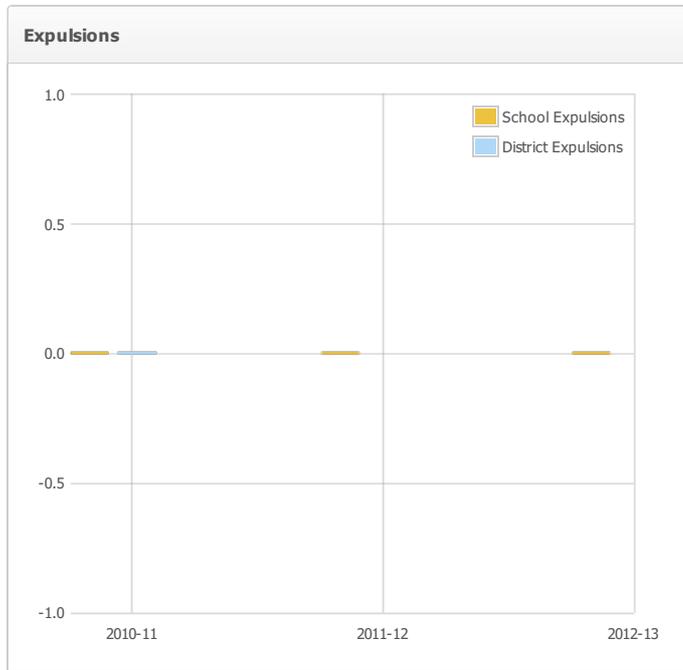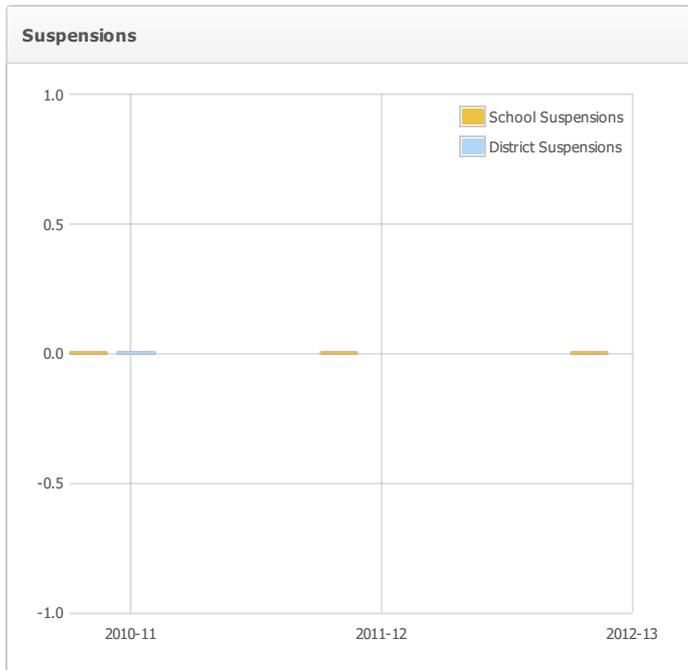
Last updated: 1/30/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

UPA's campus is located at 2315 Canoas Garden Avenue in San Jose on the 13.4-acre site of the Cathedral of Faith, across the street from light rail facilities and near to the entrance to all major highways. The school site provides ample space for student outdoor recreation, outdoor eating facilities, and physical education tasks. The school utilizes two classroom wings, a gym, a theatre, a computer center and an office complex. In addition, the school site includes a University Research Center, a student run school store, a book depository, and art gallery, as well as access to a professional dance studio and aerobics and weightlifting facility. Classrooms feature ergonomic chairs and desks for students, high speed Internet and server resources, and digital projection and laptop and desktop computer resources for each and every classroom. This modern, safe and secure environment provides parents and staff the comfort and confidence of knowing that students can focus on learning. Our students take pride in their campus; parent surveys conclude that parents feel as though the facilities are well above standard, they are safe, and that they prompt students to do their best academic work. UPA plans for long term leasing of these school facilities.

School Facilities, typical use and description

Classrooms: Academic and after school programs. Classrooms are spacious and nicely appointed; they feature all of the amenities noted above, including wireless technology services, and classrooms are safe, clean, well maintained, and inspiring to students and teachers.

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

Computer Center: Used for teaching technology & other electives, and houses server resources. UPA' s computer lab is a state of the art Apple facility that includes 40 desktop computers and laptop cart, fully loaded with web-based presentation, and academic software, made available to three levels of technology classes, multimedia classes, and academic classes alike. The facility, and the instruction that goes on in the computer lab embraces the Web 2.0 environment and encourages students to employ technology as an important tool and key to their success.

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

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

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms,	Good	

|	
Sinks/ Fountains	
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good

Overall Facility Rate (School Year 2013-14)

Overall Rating	Exemplary

Last updated: 1/30/2014

Teachers

Teacher Credentials

Teachers		School		District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	25	26	28	
Without Full Credential	1	0		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0		
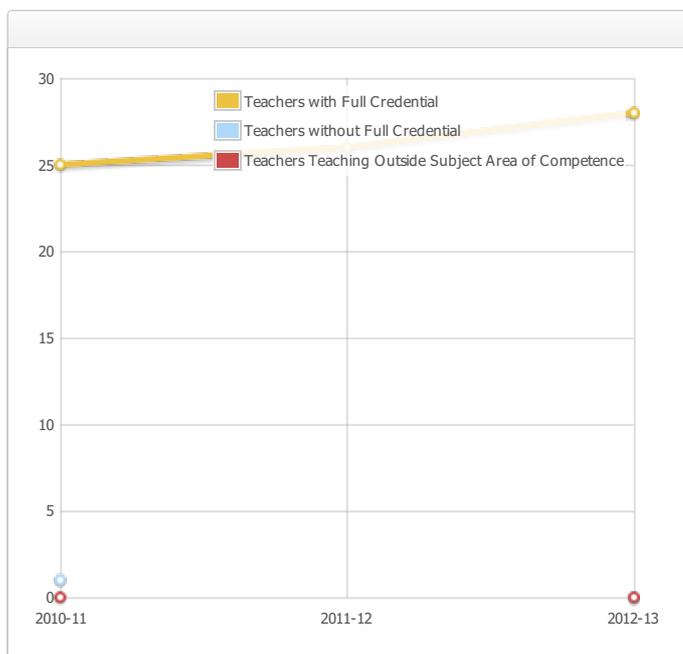
Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
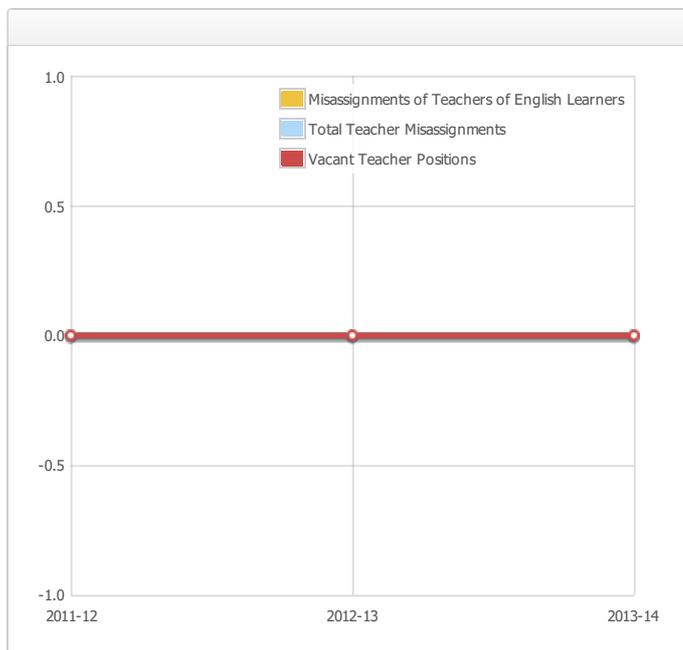
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

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

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

Last updated: 1/23/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	285.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2009

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Textbooks and instructional materials McDougal Littell Novels – Follett Vocabulary – Sadlier Oxford	Yes	0.0
Mathematics	Houghton Mifflin Harcourt Cengage	Yes	0.0
Science	Pearson Cengage Houghton Mifflin Harcourt	Yes	0.0
History-Social Science	Houghton Mifflin Harcourt Pearson	Yes	0.0
Foreign Language	Wayside Publishing Pearson Houghton Mifflin Harcourt	Yes	0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$6,714	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	21.30%	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/30/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate	0.0	14.3	10.5				16.6	14.7	13.1
Graduation Rate	100	80.00	89.47				74.72	77.14	78.73

Dropout/Graduation Rate Chart
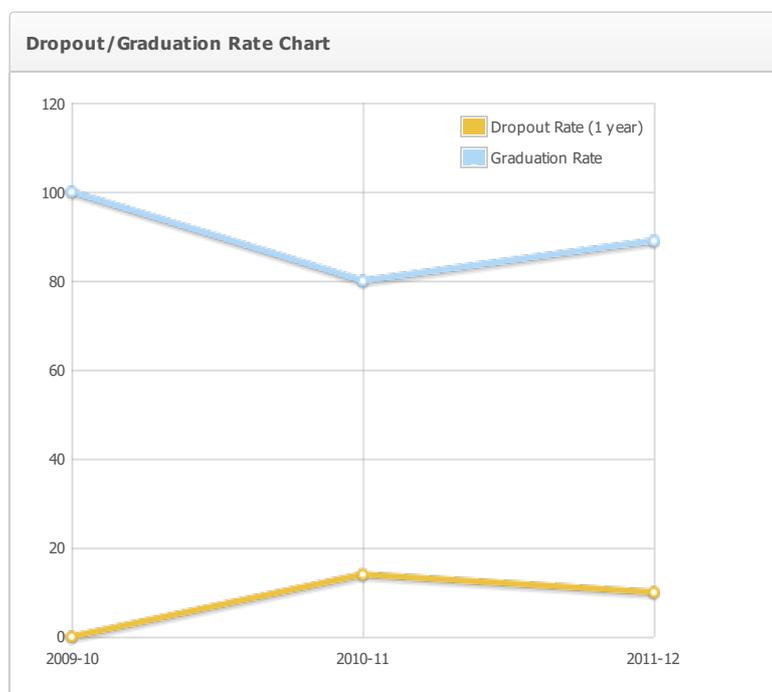
Last updated: 1/30/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	35	160	418,598
Black or African American	3	6	28,078
American Indian or Alaska Native		1	3,123
Asian	7	21	41,700
Filipino	5	11	12,745
Hispanic or Latino	11	95	193,516
Native Hawaiian or Pacific Islander			2,585
White	8	24	127,801
Two or More Races	1	1	6,790
Socioeconomically Disadvantaged	2	102	217,915
English Learners	1	56	93,297
Students with Disabilities		30	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/30/2014

Career Technical Education Programs (School Year 2012-13)

Consistent with our mission, UPA only offers a UC a-g college prep curriculum. UPA also offers many AP classes in various disciplines as well as engineering courses for the students to enroll. UPA does not have a career technical curriculum track for students.

Last updated: 1/30/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	65.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/30/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	11	36.5

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/30/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

UPA professional development is driven by a compelling vision of student learning and data-driven assessment of our school through standardized testing and parent, student, and staff surveys. Professional development supports the implementation of best practices as evidenced by research. In focusing on the suggestions of the National Council for Staff Development, UPA seeks to:

• Increase teachers' content knowledge and pedagogical skills
• Create opportunities for practice research and reflection
• Imbed professional development in educator's work determining often times for it to take place during the school day
• Sustain professional development over time
• Base professional development on a sense of collegiality and collaboration

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

Last updated: 1/30/2014