

# ***CHARTER***

OF THE

## ***UNIVERSITY PREPARATORY ACADEMY***

SUBMITTED JUNE 5, 2006  
TO THE SANTA CLARA COUNTY OFFICE OF EDUCATION  
1290 RIDDER PARK DRIVE  
SAN JOSE, CA 95131-2304

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**CHARTER OF THE  
UNIVERSITY PREPARATORY ACADEMY  
A CALIFORNIA PUBLIC CHARTER SCHOOL**

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

**Legal Affirmations**

The University Preparatory Academy is a community-based, tuition free, non-profit public school.

The University Preparatory Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

The University Preparatory Academy will comply with applicable public agency, state and federal laws, regulations and codes during its operations.

## INTRODUCTION – EXECUTIVE SUMMARY

This proposal establishes the **University Preparatory Academy** (“UPA”) charter school. University Preparatory Academy will be a 7<sup>th</sup> – 12<sup>th</sup> grade charter school operating within the territorial jurisdiction of the **Santa Clara County Office of Education** (“SCCOE” or the “county”). The charter school will provide a voluntary public educational choice for parents with students in grades seven through twelve who choose to have their children educated in an autonomous, accountable public school learning environment. UPA is applying to SCCOE as a **countywide benefit charter school. UPA will be a small school, and plans to open in the Fall of 2007.** The first year of operation the school will open with approximately 192 students in grades seven through nine. A grade level of approximately 64 students will be added each successive year until the 7<sup>th</sup> through 12<sup>th</sup> grade sequence is complete allowing us to serve up to 384 students.

### **Our Mission**

The **mission of University Preparatory Academy** is to prepare students to enter and excel in the best colleges and universities in the nation. UPA plans to serve a diverse population of 7<sup>th</sup> through 12<sup>th</sup> grade students who reside in the Santa Clara County, especially in the Central and South County areas. 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 will enable UPA to draw students throughout the school districts in Santa Clara County, such as Franklin McKinley, Alum Rock, Oak Grove, East Side Union, Milpitas, Gilroy and San Jose Unified School Districts. Many of these school districts contain significant populations of socio-economically disadvantaged students, English Language Learners, and ethnic minority students who have not performed well in the comprehensive high school setting. UPA plans to work with school districts to act as a college preparatory alternative for students who are not performing to their potential in a traditional school district setting.

UPA will target average and lower performing students who have not been successful in the traditional educational setting or who have not met their educational potential. UPA will provide a strong, supportive, small school environment in order for these students to excel academically. Many of the students sought by UPA would likely pass the high school exit exam and complete high school, but would not complete “a-g” requirements and would not score at proficient or above on the California Standards Test (CST). These students are frequently ill-prepared to succeed in a four-year college or university. They are students who would be well 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 will be located at 2315 Canoas Garden Avenue in San Jose on the 13.4 acre site of the Cathedral of Faith. Our plan is to open the school utilizing three complexes on the campus. Each complex is outfitted with extraordinary learning tools and spacious classrooms. This safe and secure environment will provide parents and staff the comfort and confidence of knowing that students can focus on learning. We anticipate this to be our school location throughout the life of the school; however, if

UPA unexpectedly moves from this location in the future, we will continue to operate within the geographic boundaries of Santa Clara County Office of Education.

## **Our Educational Program**

UPA will offer an **intensive college preparatory program**, integrating rigorous academics with leadership/citizenship skills and technology, and offering 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 will provide 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 staff who will guide students to meet their academic and personal goals; and relevant learning opportunities through projects, mentoring, internships and community partnerships.

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 can be 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, 260 credits will be required including a minimum of two Advanced Placement classes.
- **Personalized learning approach.** Teacher/Advisor will 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 will be based on assessment of each student’s academic strengths and weaknesses, as well as on the student’s personal assets required for student success using the Cornerstone Project as a basis for the assessment.
- **Educational support.** Students will be enrolled in school for 190 days, and an 8 hour school day with additional supplemental support such as summer school, mentoring, before and after school tutoring, homework clubs, and Saturday study groups.
- **Small school environment.** With a maximum enrollment of 384 students, our school will provide students and teachers with the opportunity to develop supportive long-term relationships that are conducive for increased student achievement.
- **Leadership/Student advisory.** Leadership/Advisory class will focus on teaching the skills needed to be successful for admission to leading colleges and universities. UPA will deploy principles used in the AVID (Advancement Via Individual Determination) college preparatory curriculum to foster a college-going culture.
- **Integrated technology across the curriculum.** Integrate the use of technology 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 will have opportunities to pursue electives in the visual and performing arts, which will enrich their educational experience and foster their individual talents.

UPA will be open to all motivated students who choose to take personal responsibility for their own education and are committed to the academic goals required by UPA. Students and parents will actively participate in a well-organized support system. UPA will provide quality educational instruction and guidance, curricular support, and selected resource materials to ensure that students make appropriate progress toward achievement of the UPA's school-wide academic outcomes.

### **Our Team**

**UPA's team** members include public school administrators with over one-hundred combined years experience operating public schools, including 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, and business professionals with significant financial management experience.

## I. FOUNDING GROUP

The UPA founding board of directors and developers bring a wealth of experience (over 100 combined years in the education field), passion, and expertise necessary to accomplish UPA's stated goals on behalf of its targeted population. The founding board, many of whom have an extensive background working with San Jose's underserved students, has invaluable experience in curriculum, instruction and assessment, business management and financial operations, public school administration, planning and development, and legal and governance matters.

### *Developers and founding board expertise*

The developers/founding board members consist of the following individuals:

- **Ms. Elaine Alquist:** California State Senator, Former President of the Cupertino Union School District, Former Member of the California Postsecondary Education Commission, Former Mathematics Teacher and Guidance Counselor  
*Skills:* Public School Governance, Curriculum and Instruction Development, Teacher Professional Development, and Educational Standards
- **Mr. Dan Ordaz:** Education Consultant, Retired Assistant Superintendent of East Side Union High School District  
*Skills:* District Charter School Evaluator, Charter School Finance and Budgeting, Public School Administration, Education, Governance, Personnel, Categorical Programs and Funding, Curriculum Development
- **Ms. Jacklyn Guevara:** Educational Consultant, Retired Executive Director of East Side Union High School District  
*Skills:* District Administration, Teaching, Assessment, School Administration, Middle/high School Teacher, WASC Accreditation, Budgets, Staff Development Trainer, and Alternative Education
- **Ms. Dorothy Westerhoff:** Education Consultant, Retired Educator/School Administrator of East Side Union High School District  
*Skills:* Curriculum and Instruction, School Administration, Assessment, Counseling, Mentoring, Budget, WASC accreditation, and Alternative Education
- **Mr. James Romero:** Engineer  
*Skills:* Business Development/Administration, Technology
- **Mr. Patrick Dunkley:** General Counsel for Stanford University  
*Skills:* Legal, Corporate Governance
- **Dr. Loren Lee:** President of Strategy One Consulting  
*Skills:* Strategic Planning, Psychology, Mentoring, Education, Child Behavior, and Organizational Development
- **Mr. Kurt Foreman:** Director of Operations for Cathedral of Faith  
*Skills:* Business Administration, Facilities, Project Management and Accounting
- **Mr. Richard Phaff,** Retired Director of Financial Aid, San Jose State University.  
*Skills:* Finance, Financial Aid, College Admissions.



***Developers and founding board commitment to our targeted student population***

The developers have demonstrated a lifetime of service to young people, and have committed to a minimum of 5 years to UPA, thus ensuring a solid foundation for the school's beginning. Collectively, this group of individuals has operated successful public schools, including traditional and alternative schools in the San Jose area and has worked with students from backgrounds and educational experiences similar to those of UPA's targeted student populations.

Founders Jacklyn Guevara and Dorothy Westerhoff have administered alternative education programs and have implemented curriculum and instructional methodologies tailored to the specific needs of this under-served population. Ms. Guevara supervised seven Alternative Schools with similar populations and has worked in collaboration with the County Probation Department and California Youth Outreach. Ms. Guevara developed two Alternative Schools. Ms. Westerhoff worked extensively instituting college preparatory programs such as AVID and other small group student advisory programs, as well as expanding Advanced Placement course offerings and enrollment opportunities for all students to participate. Ms. Westerhoff started two Alternative Schools and has worked collaboratively with other community-based organizations such as California Youth Outreach, the Probation Department, and church youth groups.

**Daniel Ordaz** served as Assistant Superintendent of Human Resources and also as Assistant Superintendent of Educational Services for the East Side Union High School District. As Assistant Superintendent of Educational Services, Mr. Ordaz was responsible for administering the curriculum and instructional program of the district, including developing curriculum, selecting and purchasing instructional materials, testing and evaluation of students, providing career education, administering compensatory education programs, implementing professional development programs for teachers and administrators and managing the district's special education program. Mr. Ordaz managed a budget of approximately \$8,000,000. Mr. Ordaz has also worked extensively with the school board and developed board policies for consideration of the board. Mr. Ordaz has also served as director, high school principal, counselor and teacher. Mr. Ordaz is involved with his community and has served as Chairman of the Board for the California Student Opportunity and Access Program of San Jose. He also serves as a College Scholarship Committee member in granting funds to deserving students.

**Kurt Foreman** serves as the CFO and board member for California Youth Outreach, a nationally-recognized non-profit organization that serves at-risk youth in our community. Mr. Foreman also serves as the CFO for Reaching Out, one of northern California's largest emergency food programs.

Three of the four developers worked together in the East Side Union High School District for 25 years as teachers, school administrators and district administrators. The fourth developer worked in partnership with ESUHSD for 7 years providing the school facilities used by the East Side Cadet Academy, an ESUHSD community day school, for students in grades nine through twelve. All four developers worked together in this partnership.

Upon retirement from their school district roles, Ms. Guevara, Ms. Westerhoff and Mr. Ordaz have joined with Mr. Foreman to found the UPA charter middle/high school designed to meet the needs of under-served students from throughout Santa Clara County who dream of a college education and graduation, but require a small school environment, coupled with rigorous academics, high expectations and a strong support system in order to realize that dream. The UPA academic program will be built upon best practices that educational research, outstanding charter schools and personal experience have shown to serve the needs of our student population and open doors for academic success for each student. All four developers are committed to serve on the UPA governing board for 5 years in order to insure the stability, success and vision of UPA.

## II. EDUCATIONAL PHILOSOPHY AND PROGRAM

### IIa. 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 will serve a diverse population of 7<sup>th</sup> through 12<sup>th</sup> grade students in Central and Southern Santa Clara County. We are targeting 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

Our development team has worked with similar student populations in the San Jose area as educators, site administrators, and curriculum developers. 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 will target the average and 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*”).

### IIb. Educational Philosophy

UPA will give 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 will also work 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 will be integrated into the academic pursuits, and UPA will offer a substantial arts program to help students build a frame of reference and knowledge base for future learning. Real world assignments will focus on joining the rigors of the classroom with the professional world.

### **How Learning Best Occurs**

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 teaching faculty with continuous relevant 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. The small school setting allows students, teachers and staff to develop common bonds and positive relationships that are conducive to a highly effective teaching and learning environment. UPA's personalized approach enables each student to develop his/her individual potential to the fullest in the midst of a college-going culture with high expectations for each student. Students are then supported in this challenging environment by 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.

### **Whom the School Will Educate**

Please see Section IId "Students to be Served" below for a description of UPA's targeted student population.

### **An Educated Person in the 21<sup>st</sup> Century**

UPA believes that to be an "educated person" in the 21<sup>st</sup> century requires that a student possess a multitude of academic and personal skills. This could best be summarized in the statements below:

- Possess strong written and verbal communication skills to share ideas and information and read to comprehend critically analyze and transform information
- Apply mathematical and scientific principles to solve real-world problems
- Think critically and creatively to approach, grapple with and resolve complex issues in a solutions-oriented mindset
- Utilize a global perspective and understanding of the world around him/her and his/her role in it.
- Technologically fluent using and applying technology in their everyday lives as students, workers and individuals
- Be a self-motivated, competent, lifelong learner
- Appreciate and enjoy the visual and performing arts
- Exhibit leadership skills that show personal and social responsibility, task commitment, a well developed sense of empathy and an active participant in life
- An efficient and effective worker, independently, and in teams with people from different experiences and backgrounds

## **Iic. 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 California State University and the University of California systems. UPA will ensure that its students have completed the “a-g” course requirements so that UPA 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.

UPA will seek accreditation from the Western Association of Schools and Colleges (WASC). UPA will begin working with the UC system to ensure transferability of courses. UPA anticipates working toward initial WASC accreditation status beginning in its first academic year. This will help ensure that high school courses, which will be added in the second year, will be transferable to other local high schools.

UPA will provide students and parents with a course catalog or Student/Parent Handbook, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

## **Iid. Students to be Served**

UPA will not discriminate against any child on the basis of race, gender, ability, religion, or sexual orientation.

University Preparatory Academy will seek to educate students in grades 7-12 that will reflect the current demographic diversity of Santa Clara County public school students, which in 2005 was: 35.3% Hispanic; 28.7% White; 24% Asian; 5% Filipino; 3.4% African-American; 0.7% Pacific Islander; 0.6% American Indian; 2.3% other or non-respondent.

Our highest priority is to prepare low and average performing 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 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 integration of performing arts and technology with the core academic curriculum;

- Students who are interested in performing arts and technology along with challenging 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.
- Students whose academic, personal or social needs are not being met in a traditional school setting.

We recognize that the entry level will be different for each of our students. Not all students will come to our program at the same academic level or with the same set of challenges. Our student population will include non-native English speaking students with English language needs, students who have fallen behind grade level in one or more vital subject areas, and students with other special needs. Despite the challenges that many of our prospective students face, we believe a rigorous, standards-based and collaborative instructional program can close the achievement gap that plagues our targeted 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 thing 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 is built on the commitment to hold its students accountable for a rigorous program, but also to give them a learning environment in which to excel.

UPA plans to open school using an enrollment plan shown on the following chart.

University Preparatory Academy Enrollment Projections					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
7	64	64	64	64	64
8	64	64	64	64	64
9	64	64	64	64	64
10		64	64	64	64
11			64	64	64
12				64	64
<b>TOTAL</b>	<b>192</b>	<b>256</b>	<b>320</b>	<b>384</b>	<b>384</b>

## Iie. Curriculum and Instructional Design

The following are the fundamental components of UPA’s instructional approach, each of which will be detailed below:

### **Rigorous, Standards-Based Curriculum**

UPA's curriculum will be demanding, aligned, and standards-based. Our goal is for all students to meet "a-g" requirements with grades of C or higher, taking classes that challenge and prepare them for university work. The UPA curriculum will consist of the following fundamental components:

- Fulfillment of "a-g" requirement by all students with grades of C or higher in order to receive course credit, with an emphasis on Advanced Placement courses
- Only one track at UPA—a college preparatory curriculum that all students will be expected to achieve
- Standards-based with mastery of subject matter required
- Meaningful homework every night

UPA will require AP classes and college preparatory classes for all students and will require students complete each course by taking the exam. Recent research indicates that 34% of all high school graduates nation wide (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 that "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 even if the examination is not taken or passed, the challenge of the course and emphasis on critical thinking, study skills, and increased content knowledge prepares a student for college work.

Beginning in 7<sup>th</sup> grade, UPA students will be challenged with a pre-AP curriculum to prepare them for later success in AP and college courses. All students will be enrolled in pre-AP English and Mathematics classes with the intent of preparing all students for Calculus by their senior or even their junior year and AP English Language and Literature classes for all students in their junior and senior years. Teachers will receive training in ways to teach the skills and content necessary for success in AP and other college level classes. 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 research done on this topic).

The UPA curriculum will be carefully planned to align with the state standards in each of our core areas of English/language arts, math, science, history/social science, and foreign language in each of grades 7 through 12. Sample descriptions of proposed course offerings and curriculum will be found in the attached MOU between UPA and the County Superintendent of Schools. UPA curriculum will be planned coherently so that

our content standards will be implemented by the teacher and attained by the student. UPA's director will monitor this aspect of instruction carefully, incorporating successful implementation into each teacher's performance evaluation.

All students will be required to reach beyond their present academic levels in a cycle of continuous improvement, verified by testing that will give students, parents and teachers immediate feedback on skill levels and needs. Grades of A, B, or C and mastery of standards are required for course completion. Students will generally be 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 intends to ensure 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 will adopt the California state standards as the framework for our curriculum, and UPA students will take the required state standardized tests. UPA has not yet selected specific text books and instructional materials; however, UPA's curriculum will align to the state standards. UPA core curriculum materials and textbooks for 7<sup>th</sup> and 8<sup>th</sup> grades will be selected from the list of state-required textbooks. Ninth through twelfth grade non advanced placement textbooks will be California State Standards-aligned and UPA will use College Board-required text books 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 will be 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 will be 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 our content requirements. Learning will be individualized for each student through the development of a Personal Learning Plan. The PLP will be based upon the assessment of each student's academic strengths and weaknesses, as well as the student's personal assets defined by the Cornerstone Project.

### **Educational Support**

In addition to a rigorous academic curriculum, students must be offered the additional time that it might take to ensure academic success for each student. Accordingly, UPA

will offer an intensive schedule with increased instructional time to ensure that there is opportunity to provide students with the support necessary to meet individual learning needs. UPA will open school on August 20, 2007, with an 8:00 a.m. to 3:45 p.m. school day and customized academic support from 3:50 p.m. to 4:50 p.m. Additional before and after school tutoring and supplemental instruction will be provided, as needed. Further, resources allowing, UPA plans for all students to attend school for 190 school days, with summer school required for all students who do not test at grade level in English/language arts and math. Students needing remediation will have an action plan that will include appropriate steps such as; support classes, study groups, homework club, tutoring, Saturday study, mentoring, on-line academic support, computer-based learning or extended day. The action plan will be part of the PLP developed and monitored by the student, parent and teacher advisor. Students needing additional challenges may have an action plan that would include special projects, independent study, on-line courses or enrollment in college courses.

### **Small School Environment**

UPA plans to support the academic needs of students in grades seven through twelve, with approximately 384 students by Year 4, and we do not plan to grow substantially beyond that size. UPA is designed on the premise that the students we seek to serve thrive best in a small school setting. 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*”). The Three R’s, which are fundamental to the UPA program, are most often found in smaller schools. 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 will offer many advantages that can help promote teacher professionalism and student learning. Our small size will facilitate 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)

### **Leadership/Student Advisory**

All students will participate in a leadership/advisory class that will focus on college and personal success strategies. UPA will help each student develop his/her personal vision, set goals, research what it takes to achieve those goals, and work toward realizing them. The Leadership/Advisory class, which will include models and strategies taken from the AVID curriculum, will focus on teaching the skills needed to be successful at gaining admission to leading colleges and being prepared to meet the challenges that each student will face in pursuing that education. Students who do not have parents who are skilled in navigating the educational system fall through the cracks and are not prepared to attend four year colleges and universities because they do not have necessary information or an advocate to assist them in achieving their goals. A one-to-one personal relationship with a teacher/mentor in high school increases student success. The Leadership/Advisory class



is designed to fulfill this role. College success strategies, leadership skills, and service learning will all be a part of the curriculum for this class. The advisor/teacher of this advisory class will follow her/his group of students throughout their four years in high school, serving as a mentor and advocate for each of their advisory students. UPA plans to bring a college-going culture to the public high school campus, which is open to any student willing to exert the effort to complete the UPA program, and prepare each student for the competitive world of the 21<sup>st</sup> Century. (Based on *The New College Try* by Ann Hulbert, author of *Raising America: Experts, Parents, and a Century of Advice About Children*.)

### **Integrated Technology Across The Curriculum**

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 21<sup>st</sup> 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.)

There are three primary components to the UPA technology program. Initially, during the academic summer boot-camp (described below) each student will be tested to determine his/her technology proficiency. Based on the outcome of these tests, students will be placed in one of three technology tracts if needed. The first level will focus on basic technology skills acquisition, such as basic computer use, hardware and software concepts, trouble shooting and word processing. Students at the second level will focus on email, utilization of electronic information sources, networking and the basics of digital imaging. The third level will cover spreadsheets and database development and web design. It also covers the basics of web media, and multi-media development such as web-based audio and video. After completing all three levels, students will take a final exam to evaluate students’ learning across all three levels. Students successfully passing this final exam will receive a “Certificate of Technology Proficiency.”

Teachers will be required to integrate technology use throughout the curriculum. UPA will purchase several mobile computer labs for use in classrooms and science labs that will be equipped with up to date technology. We will utilize projectors, TV, and DVD players as instructional tools in the classroom. Interactive white boards and other “nice to have” technology tools will be added as funding permits. Students will 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 will typically be required to use for completion of coursework will be word processing, spreadsheets, presentation technology, database, audio and visual conferencing, and creating complex multi-media projects. Students will develop skills and positive attitudes concerning technology that support communication, collaborative projects, creativity and productivity. UPA plans to use 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.

### **Visual and Performing Arts**

The nation's arts standards specify that "an education in the arts is for ALL students, regardless of their background, talent, 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, used the blending of art and science in his works 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 believes that we will produce higher achieving, well-rounded students by offering the 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 will 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 will have access to state-of-the-art facilities for the performing arts and music aspects of our program. We will 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. To implement the arts program, we will rely on highly skilled Bay Area arts professionals. Locating in San Jose, we will draw from the rich talent of professional musicians and artists located in the immediate area. UPA will offer courses in the visual arts, performing arts, instrumental and choral music, to allow the students to pursue their individual artistic interests and talents (see attached year 1 course descriptions regarding proposed arts offerings). 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 the country's premier high school programs and the International Baccalaureate curriculum, which require study in the arts as a condition of graduation.

### **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 will hire and train a dedicated, professional staff with leadership that will ensure that all stakeholders (students, parents, and staff) are committed to the success of every student.

*Dedicated, Professional Staff and Leadership:* UPA will hire effective academic and organizational leaders, including administrators, teachers, and support staff who understand that great schools require great school leadership. The school leadership's quest will be continuous improvement. School leadership will utilize collaborative

decision-making involving students, parents, staff and community. The focus of leadership will be primarily on improving instruction, curriculum and school climate. Teachers will develop a process, whether formal or informal, for considering an issue carefully and working with others, including administrators, community and students. All concerned parties will be consulted and respected.

UPA will provide time during the school day for daily and weekly collaboration, after school meetings, and staff development days for meeting, planning, and developing a well-articulated staff development program. Professional development will include staff training preceding the opening of school. The staff development program will have many small interest group workshops as well as the entire staff working together in areas for school improvement. Teachers will have opportunities to visit other classrooms. They will engage in peer coaching, discussion and debate in order to improve student achievement. Teachers will engage in continuous reflective assessment. Administration will meet one staff member at a time reviewing his/her professional development plan. Professional development will be continuous, giving people what they need when they need it. The administration will address staff needs as a whole and as individuals. Teachers will be observed informally by the administration as well as formally discussing strengths, areas for growth, exchanging ideas and brainstorming solutions.

*Formal On-going staff Development* On-going professional development will also include such areas as:

- Advanced Placement curriculum including pre-advanced placement classes
- AVID Curriculum
- Use of technology to enhance instruction
- English Language Learner strategies
- Review of UPA Mission and vision and school/professional practices that promote the accomplishment of the mission
- Backward mapping to construct standards-based lesson plans
- Assessment practices for learning and the use of data to inform teaching practice
- Development and use of personal learning plans (PLP's)

Staff development days will be designed to build on one another. UPA will use a protocol, such as West Ed's model, to conduct brief classroom visits designed to insure teacher effectiveness and collaboration. Pedagogical knowledge will be presented to teachers addressing specific strategies for specific subject areas. UPA is a community of learners who will seek continuous improvement in order to increase student achievement academically, personally and socially.

#### *Student, Parent, and Staff Commitment*

All stakeholders must make and uphold a commitment to the school and each other to put in the time and effort to achieve success. We especially believe 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 homework and parent involvement in monitoring the student's progress toward the goals outlined in their PLP. 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. Each student, parent and staff member is required to sign a commitment to excellence that states their role in ensuring the success of each student.

### **IIf. Plan for Academically Low- and High-Achieving Students**

New students entering UPA will attend an academic readiness program during the summer prior to enrollment. At that time, students will be tested in the areas of English/language arts and math, and an individual evaluation will be completed for each student to assess academic strengths and areas of weakness. This initial student assessment will allow UPA staff to identify students with special needs and evaluate the learning needs of each student.

Students who are identified as low-achieving through the initial assessment and through ongoing classwork and assessments will be enrolled in support classes and other remediation such as; after school tutoring, computer-assisted tutoring, test study sessions, homework club, study groups, and extended days classes. Low achieving students' progress will be constantly monitored through their Personal Learning Plan to ensure they get "back on track" toward meeting the content standards.

Academically high performing students will be identified through the same means as described above. More advanced opportunities for them include, but are not limited to: advanced placement classes, independent study projects, interest-based study groups, online courses and concurrent classes at the community college.

### **IIg. Plan for English Language Learners**

UPA will ensure that English Language Learners (ELL) have access to the full range of educational opportunities that UPA has to offer. UPA will comply with all applicable federal law in regard to services and the education of English Language Learner (ELL) students, and will redesignate English Language Learner students as English proficient when appropriate. Specific information on the Plan for English Language Learners is included in Attachment 7 of the MOU between UPA and the County Superintendent of Schools.

#### *Identification of ELL Students*

UPA will identify students whose native language is not English through the state-required home language survey. Identified students will be tested for English proficiency on the CELDT within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31.

#### *The ELL Program*

ELL instruction will be offered primarily through English immersion. ELL students will also receive special one-on-one attention through after school tutoring sessions until they have achieved the goals on their PLP and have been re-designated as English Proficient.

Each teacher providing specialized academic instruction for ELL students at the charter school must hold a CLAD or BCLAD credential or other CDE certification authorizing teaching to English Language Learners. UPA will provide training to teachers in six key strategies for teachers of English Language Learners. 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***

A detailed description of these strategies is included in attachment 7 of the MOU between UPA and the county superintendent of schools.

In general, UPA classrooms will be based on an “inclusion” philosophy for ELL students. However, teachers will be given autonomy within their classroom to determine, depending on the home languages of ELL students, whether additional literacy support is needed. This flexible and teacher driven approach will enable UPA to effectively meet the unique needs of each EL student.

## **IIh. Plan for Special Education**

UPA will provide 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 will have 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.

*Provision of Services.* UPA and shall annually and in good faith negotiate and enter into a written agreement to more clearly 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.

*Child Find.* 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 services. UPA will work proactively and cooperatively with families, the teaching staff, and the SCCOE to identify students with exceptional needs. UPA plans to participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. UPA will seek to participate in the child find systems of the special education local plan areas (SELPAs) in which its

students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Admissions and enrollment practices that, using non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships 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.

*Student Success Team.* UPA also plans to implement a “student success team” (SST) model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student’s teacher(s), a school administrator, the student’s parent/guardian, and others. The team will oversee development of plans to meet students’ needs, if possible, without referral to assessment for special education needs. The team will monitor students’ progress.

*Referral and Assessment.* In the event that formal interventions provided through the SST are not successful, UPA would seek to secure a formal and appropriate assessment conducted by qualified staff. UPA hopes that these assessments can be conducted by the psychological services staff who performs such services for the county; however SCCOE staffing levels may dictate that the school contract with a state credentialed and qualified individual. If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms of applicable special education law, UPA anticipates working with appropriate staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings.

*Individualized Education Plans and Service Delivery.* UPA will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school commits 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 would be monitored regularly and formally reviewed by the IEP team on at least a triennial basis. Resource specialists will help UPA teachers tailor their classroom teaching to ensure that the needs of all special education students are being met.

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

*Section 504 Special Needs.* UPA understands that 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 and that the school will be responsible for planning and implementing any such accommodations or services.

*Right to Pursue LEA Status.* 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.

### III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

#### IIIa. Measurable Student Outcomes

##### **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 continual monitoring of individual student growth. UPA will pursue the pupil outcome goals, as measured by multiple and varied benchmark assessments (as detailed in section IIIc below), that are aligned to state content standards, matched with the state and federal accountability systems, and reflect proficiency measures required by the Standardized Testing And Reporting (STAR) system .

<b>Curricular Focus</b>	<b>Measurable Outcome Goals</b>
Language Arts and AP Language and Literature	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 growth, per NWEA norms, for their appropriate grade level
Spanish and AP Spanish or Other Approved Foreign Language	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.
Mathematics	Meet state standards for mathematics in Grades 7 and 8, Algebra 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.
Science and AP Science	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.
Social Science and AP Social Science	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.
Visual and Performing Arts	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.
Technology	Proficient in all three levels of the technology program as signified by receipt of the Certificate of Proficiency upon successful completion of the technology program examinations.
Leadership/Advisory (e.g. AVID): Leadership, Citizenship and College Preparation Skills	Students will develop personal and academic skills necessary for admission to and success in college or university. Students will 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.
Continuous Active Life-Long Learning	Enroll in and attend college; read critically and speak and write persuasively.

\*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.

### **Middle School Promotion Requirements**

In order to ensure student success in high school, all 8<sup>th</sup> grade students will be required to complete the following requirements:

- Scoring “proficient” or above on the CST in Language Arts and Math
- Passing all UPA classes with a grade of C- or higher
- Normal Progress on NWEA or equivalent test
- Completion and exhibition of an academic and personal portfolio

In accordance with the law and as per UPA Board Policy, and the ultimate recommendation of the teacher, a student may be retained in 8<sup>th</sup> grade for failure to achieve proficiency on the CST in Language Arts and Math, normal progress on Northwest Evaluation Association (or other comparable test) level tests (230 RIT level for reading, language arts, and mathematics), or satisfactory academic performance (i.e. grading reports).

### **High School Graduation Requirements**

UPA’s graduation requirements currently emphasize the traditional university preparatory courses of English, Mathematics, Science, Social Science, Foreign Language, and Art; however, these courses will be taught in a real world context that challenges each student to think beyond the subject matter that is being presented and continually place new information in the context of their own knowledge base.

University Preparatory Academy’s graduation requirements, subject to further revision and improvement, meet or exceed the University of California “a-g” course requirements. These are listed below::

<b>Subject</b>	<b>UC Requirement</b>	<b>UPA Requirement</b>
English	Four years	Four years
History/Social Studies	Two years	Three years
Mathematics	Three years	Three years (Four years recommended)
Lab Science	Two years	Three years (Four years



		recommended)
Foreign Language	Two years	Three years (Four years recommended)
Visual & Performing Arts	One year	Two years (Three years recommended)
College Preparatory Electives	Two years	Met by above UPA course requirements and other college preparatory electives
Leadership/Advisory (e.g. AVID)	None	Three years (Four years recommended)
Service Learning	None	30 hours per year
Technology	None	Proficiency
Physical Education	None	One year or Waiver

**Graduation Requirements:** 260 Credits, passing CAHSEE, completion of the above coursework and “a-g” requirements with a grade of C- or higher, pass a minimum of two college classes, successfully complete a minimum of 30 hours each year of service learning or community service projects and receive a certification of technology proficiency.

These graduation requirements should not be confused with overall course offerings (see attached proposed course offerings for UPA’s opening year, 7<sup>th</sup> through 9<sup>th</sup> grades). UPA will offer more courses than those required for graduation. UPA also will require students to demonstrate their performance through portfolios, exhibitions, and senior projects. Students may fulfill course requirements through coursework at UPA, through approved on-line coursework, or through approved coursework at a local college or community college.

### IIIb. Academic Performance Index and other School-Wide Goals

University Preparatory Academy recognizes that academic accountability is one of the foundations of the charter schools concept, 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. It is important for UPA students to participate in the STAR testing program, for both the success of the students and the improvement of our program. UPA, like other non-charter public schools, will be subject to the tenants and consequences of the state accountability system, including the Academic Performance Index (API). API growth goals will be made clear to all teachers, who will develop a plan for meeting those goals together with the Director.

#### School-Wide Goals

University Preparatory Academy will pursue the following school-wide goals:

1. Meet or exceed API growth targets for the school and relevant sub-groups as set by the CDE
2. Ensure students make progress on the pupil outcomes listed above.

3. Ensure student improvement on standardized tests, including the STAR, and other appropriate school-based assessments, including increased achievement over time for significant subgroups.
4. Strive for positive student satisfaction ratings as a measure of school performance. Indicators of student satisfaction may include: high attendance, academic achievement and ability to meet educational goals, active involvement in school, and participation in extracurricular activities and seminars.

### IIIc. Methods of Assessing Student and School Performance

#### **Comprehensive plan for student assessment**

Assessment and evaluation are important activities undertaken by University Preparatory Academy. Assessment results of UPA students will be used to determine individual student academic success and progress. This data taken collectively will be used to measure the academic success of UPA and inform programmatic and instructional practices. UPA will seek high performance of students on standardized tests and other objective measures, as well as “authentic” assessments such as portfolios, projects, demonstrations, and performances. UPA’s student performance and assessment will take 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, 3<sup>rd</sup> 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. UPA will employ various tools and resources to enable teachers to determine the most appropriate type of assessment to measure student mastery of a given standard. 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 in section IIIa 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 will be given the Northwest Evaluation Association (NWEA) Level Tests in language arts, reading, and math (or similar assessment). These tests will be 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 progress as a school. This assessment system yields comprehensive information for students, parents and teachers to guide powerful teaching and learning.

<b>Curricular Focus</b>	<b>Assessment Tools</b>
Language Arts and AP Language and Literature	<ul style="list-style-type: none"> <li>• NWEA Level Tests*</li> <li>• UPA Writing Exam; Student Grades; Teacher Made Tests</li> <li>• STAR</li> <li>• AP Literature and Language Exam, if applicable.</li> <li>• Portfolios; Projects; Demonstrations</li> </ul>
Spanish and AP Spanish or Other Approved Foreign Language	<ul style="list-style-type: none"> <li>• AP Spanish or Other Foreign Language AP exam, if applicable</li> <li>• Teacher-Made Tests; Student Grades</li> <li>• Portfolios; Projects; Demonstrations</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• NWEA Level Tests*</li> </ul>

	<ul style="list-style-type: none"> <li>• STAR</li> <li>• Teacher-Made Tests; Student Grades</li> <li>• Portfolios; Projects; Demonstrations</li> <li>• AP exams, if applicable</li> </ul>
Science and AP Science	<ul style="list-style-type: none"> <li>• STAR</li> <li>• Teacher-Made Tests, Student Grades</li> <li>• Portfolios; Projects; Demonstrations</li> <li>• AP Exams, if applicable</li> </ul>
Social Science and AP Social Science	<ul style="list-style-type: none"> <li>• STAR</li> <li>• Teacher-Made Tests, Student Grades</li> <li>• Portfolios; Projects; Demonstrations</li> <li>• AP exams, if applicable</li> </ul>
Visual and Performing Arts	<ul style="list-style-type: none"> <li>• Participation Records</li> <li>• Performance Video's</li> <li>• Portfolios; Projects; Demonstrations</li> <li>• Rubric Self-Assessments, Student Grades</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Passing Proficiency Test</li> <li>• Portfolios; Projects; Demonstrations</li> <li>• Teacher Made Test, Student Grades</li> </ul>
Leadership, Citizenship and College Preparedness (e.g. AVID)	<ul style="list-style-type: none"> <li>• Pre and Post Tests on Leadership Skills and Self-Esteem</li> <li>• Participation Records, Teacher Made Tests, Student Grades</li> <li>• Community Service</li> <li>• Portfolios; Projects; Reflection Journals</li> <li>• Rubric Self-Assessments</li> </ul>
Completion of "a-g" Requirements	<ul style="list-style-type: none"> <li>• All students will pass "a -g" courses with a grade of C- or better.</li> </ul>

*\*NWEA or equivalent test*

### **STAR and other State-Mandated Assessments**

As is required by the California Department of Education, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). UPA will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5. We firmly believe 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, Saturday study sessions, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students meet their performance targets described above.

Staff will use all aspects of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. The goal will be 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 definition of assignment and course mastery is a grade of -C or better. Students will have regular examinations, performances, projects, papers and other assignments that will be graded using a letter-grade system. Missing or substandard work (D or F quality) will result in a grade of Incomplete (I) and/or no

credit. Teachers will determine the deadlines for submission of missing or substandard work, as well as the consequences and final grade if students fail to complete the work.

Final grades for all courses will consist of letter grades ranging from an A to F. Individual student plans will be set up to complete work on specific standards and missing work. Grade point averages will be 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.

Cumulative portfolios will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Student report cards will be issued on a quarterly basis accompanied by semi-annual parent-student-teacher conferences for all students. If students are experiencing academic or personal difficulties in school, a parent, student, teacher conference will be set up as needed. Conferences may be setup at the request of a student or parent for any reason.

### **Data Management, Analysis and Reporting**

University Preparatory Academy will identify a school information system (SIS – e.g., PowerSchool) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The data will be reported both in terms of absolute scores and year-to-year gains and losses. UPA will utilize the data analysis to continuously monitor and improve our educational program. The data will drive whole school planning, teacher instruction, and curriculum modification in a cycle of continuous improvement. The staff will be trained 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. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

### **Reporting Student Achievement Data**

University Preparatory Academy's student performance data will be reported to school staff, parents, guardians, and community. Data will be reported both in absolute scores and year-to-year gains and losses. UPA believes strongly in creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to this rigorous academic school is necessary if their children are to succeed. At parent teacher conferences, to be held twice per year, and more frequently if needed, parents will review the progress of their child, sharing and discussing test scores, schoolwork and classroom behavior. At these meetings, home and school strategies will be discussed, so that the student has the best chance of improving his/her performance. In some cases where low grades or extreme behavior is an issue, a "Contract for Success" will be designed, highlighting areas of strength, problem areas, and outlining various strategies with attainable benchmarks. This contract 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 performance indicators. In addition to an annual report, we anticipate sharing with our parents/guardians through quarterly reports the results of any ongoing measurements (e.g., attendance rates) that fluctuate during the year.

## IV. GOVERNANCE STRUCTURE

### **Non-Profit Status**

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

The school will be 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 will be the primary policy document dictating board practice and operations.

### **Governance Structure of University Preparatory Academy**

University Preparatory Academy governance responsibilities will primarily be divided between the governing board and the school's director. The director and teachers will carry out the day-to-day operations of the school, with the director having primary responsibility to conduct and manage the daily operations. The governing board will set policy, approve the budget, and assure that the school maintains high academic standards. The UPA governing board shall have ultimate responsibility to oversee the operation and activities of the school.

The governing board's major roles and responsibilities will include:

- 1) Establishing and approving all major educational and operational policies
- 2) Approving all major contracts
- 3) Approving the school's annual budget and overseeing the school's fiscal affairs
- 4) Selecting and evaluating the school's Director, who will be responsible for operating the school and implementing the policy direction of the board
- 5) Developing annual goals for the school and long range plans with input from the Director, teachers, and parent advisory committee members
- 6) Receiving reports from, and providing recommendations to, the UPA Director and staff, parents and students
- 7) Assessing UPA goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- 8) Evaluating school and student performance

The governing board will routinely evaluate the academic, financial, and legal/compliance health of the charter school and will work with SCCOE officials to determine the scope of UPA's annual academic accountability plan. The governing board's objective is to develop an accountability plan that demonstrates measurable annual progress toward meeting the school's high standards for pupil success, and to oversee the implementation of that plan by the school's director. The governing board will foster a close working relationship with SCCOE officials to help ensure that UPA is meeting its accountability targets. As a part of this responsibility, the board will prepare a yearly performance report to the SCCOE, including an assessment of the school's educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress.

### **Founding Governing Board**

The UPA founding governing board brings a wealth of experience (over 100 combined years in the education field), passion, and expertise to accomplish UPA's stated goals on behalf of its targeted population. Many of the founding board members have an extensive background working with San Jose's underserved students. Information and expertise of the founding board members is found in Section I, Founding Group. The school's governing board will initially be set at 9 Board members. In accordance with UPA's bylaws, the governing board will be fixed by Board Resolution and will be no smaller than 5 nor greater than 12 Board members.

The founding governing board will oversee the majority of the start-up responsibilities, to include the following:

- Negotiate and approve key contracts and operating agreements, such as the Memorandum of Understanding with SCCOE
- Hire a school director
- Develop and establish governing board and school-wide policies and procedures
- Establish sound budget, accounting and internal controls practices
- Establish process for evaluating the effectiveness of the director and school programs
- Set the calendar and operations schedule
- Approve start-up costs, such as books, copiers, student materials etc.
- Transition to the permanent governing board upon approval of the charter

Founding board members will be asked to serve individual terms of six years on the permanent board.

### **Election, Term, and Removal Process for Board Members**

The governing board members will be chosen using the following methodology, as further defined in UPA's bylaws. After the terms of the initial board members expire, there will be annual nominations of candidates for governing board seats each spring for board members' seats whose terms are expiring. Candidates will submit a brief narrative statement regarding their qualifications for a position on the governing board that

includes a description of their expertise in matters pertaining to the charter school's operations and their demonstrated commitment to the UPA's mission and targeted student population. The current governing board will review candidates' narrative statements, and determine the selection of representatives from the general community with an attempt to achieve the desired commitment level and the mix of skills and expertise necessary to effectively govern the charter school. The current governing board members will vote to select new board members.

### **Terms**

To establish continuity and sustainability for the new charter school, initial governing board members shall each serve a fixed six-year term. Following expiration of these initial terms, members of the governing board will serve for three years in staggered terms. To create the staggered effect, in UPA's fifth year of operation new governing board members will be elected to one, two, and three-year terms, as determined by the current governing board who will select candidates for open board seats based on each potential candidate's qualifications as described above. All governing board members, thereafter, will be elected to serve staggered three-year terms such that there will be certain board seats up for election each year.

### **Removal of Board Members**

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 will be set forth in the school's bylaws.

### **Structure and Operations of the Board**

The governing board will hold regularly scheduled meetings. Expulsion hearings, personnel matters, and other confidential governance matters will be 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 will appoint a chairperson, a secretary, and a treasurer. The chairperson will be responsible for the functioning of the board and the conduct of board business and meetings. The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. Two weeks prior to each board meeting, the secretary will send out a request for agenda items to board members. The school's Director and any member of the governing board may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the chairperson. The agenda for board meeting will be sent to all governing board members at least three days prior to the meeting. The agenda will also be posted in hard copy at the school site. The treasurer will have primary responsibility to monitor UPA's fiscal affairs and to oversee and review financial statements created by the school's chief business officer.

### **Board Training and Sustainability**

University Preparatory Academy founders and board members are committed to continuous improvement and on-going training to assist the governing 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 will maintain in effect general liability and board errors and omissions insurance policies.

### **Involvement of Parents, Students and Staff in School Leadership**

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. UPA will establish an Advisory Board that will be comprised of parents, students, and school staff. The Advisory Board will play an important role in making UPA a school responsive to staff, student, and parents' needs, and provide for continual improvement. The Advisory Board will meet regularly to address and make recommendations to the Board regarding specific areas of school operations. Those areas may include:

1. Curriculum / Instruction / Assessment
2. Mentoring / Internship Development
3. Extracurricular Programs/Activities
4. School Program Development
5. Fundraising and Development

The school will work with parents to develop and adopt a set of parent involvement policies and strategies to promote integrated, on-going parent involvement in the school community. Parent involvement in school activities and fundraisers will be instrumental to UPA's success.

### **Volunteers and Parent Action Committees**

Once a child is admitted to the school, his or her family is encouraged to sign up with one of the school's parent action committees. It is by working on these committees that most parents will complete their recommended parent participation hours. Possible committees include Fundraising Committee, Academic Mentoring Committee, Landscape and Garden Committee, Building Maintenance Committee, Community Service Committee, Technology Committee, Art and Music Committee, Business Partnerships Committee, Teacher Support Committee, and Parent Relations Committee. The director of the school will oversee the work of these committees. Where appropriate, especially in the higher grades, students will be invited to participate on these action committees in an effort to involve students in the on-going operations of the school.

The charter school is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 or other subsequent legislation may not serve as volunteers on campus or anywhere or at anytime students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus must have a current TB test on file with the charter school.

### **Special Education Governance**

The University Preparatory Academy pledges to work in cooperation with the SCCOE, other local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs. Under charter school laws, the UPA has various options on how to deliver special



education and related services: By June 30, 2007, UPA will reach a decision regarding which of these options to pursue. UPA realizes that successful negotiations will be required with appropriate agencies in order to implement various options.

### **Legal Affirmations**

The University Preparatory Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability. Pursuant to Education Code Section 47604(c) or other subsequent legislation. As a non-profit corporation, UPA will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the California public school students it serves. UPA will follow the Ralph M. Brown Act regarding open public meetings and will follow legally applicable conflict of interest laws, including the Political Reform Act.

## **V. HUMAN RESOURCES**

### **Va. Qualifications of School Employees**

All administrators, faculty, and staff members to be employed by the University Preparatory Academy must possess the personal characteristics, knowledge base, experiences, and the responsibilities and qualifications essential to successfully fulfill their responsibilities. UPA will ensure that all required legal qualifications, including compliance with the requirements of the No Child Left Behind Act (NCLB), are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the state licensing requirements 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 governing board and director. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, attached.

### **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 our mission and student population. We will achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the qualifications of our program as outlined in our hiring and evaluation rubric that will be developed. The rubric will contain qualifications and criteria directly aligned to the qualities we believe are essential for effective teaching and learning within the UPA program, as outlined in Section II of this charter petition.

Our education program calls for the employment of 8.5 full-time certificated positions during our first year of operation, which include seven certificated teachers, an administrator, and one half-time counselor who will serve as academic counselor and will

oversee the advisory program. We also plan to hire professional artists from the community to initiate the visual and performing arts program. These professionals will be highly qualified in their subject areas, but may or may not be credentialed, as allowable under California's charter school laws and No Child Left Behind. In addition, we plan to employ one administrative assistant and a part-time business manager during the first year. We will add one grade level during each of the subsequent three years and will be at full enrollment by the fourth year. All planned positions are clearly depicted in the Staffing and Personnel Data section of our attached five year operating budget. Over the long-term, as funding allows, we hope to substantially build our performing and fine arts program by working with professionals in their respective artistic and creative fields.

Employing a highly qualified faculty and staff is critical to our program. The UPA founding team has extensive experience working with faculty in the San Jose area and this charter petition has been signed by a number of certificated teachers that we believe would be a good match for our program. In addition to attracting talented personnel in the San Jose area, UPA plans to contact regional and national graduate schools of education to publicize UPA for interested professionals. We will also seek staff through teacher recruitment fairs, professional publications, newspapers and through our website.

## **Faculty and Staff Qualifications**

### **Teachers and Instructional Staff**

UPA has a highly specified set of qualities it will require of its teaching faculty. UPA will adhere 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 – will meet NCLB's highly qualified standards. Teachers will also meet the following credentialing requirements for employment as stipulated by California Education Code section 47605(1), "Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, or permit, or other document equivalent to that which a teacher in other public schools would be required to hold...It is the intent of the legislature that charter schools be given flexibility with regard to non core, non college preparatory courses." Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and foreign language) and special education will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. In order to ensure implementation of the school's mission and educational philosophy, hiring preference will be given to teachers who have experience designing and implementing curriculum aligned to the state content standards and our educational program. Applicants to teach in our program will be hired based on the UPA board approved job description (a draft job description is available upon request) that include numerous 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 will seek to find the most effective teachers based on the above factors. UPA will use a rubric in the evaluation and interview process so candidates are each evaluated against a common set of standards.

UPA may also employ or retain non-certificated instructional support staff in any case where a credential is not required and a prospective staff member has 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.

### **The Director**

The Director shall perform such tasks as are assigned by the governing board and is required to undertake some or all of the tasks enumerated in the job description approved by the UPA Board of Trustees (a draft job description is available upon request).

#### *Overall Qualifications (Desired/Preferred but not required)*

- Professional Administrative Credential and/or Masters Degree in Education or equivalent;
- At least 5 years successful experience in the education field;
- Leadership, management, and instructional expertise
- Curriculum development and implementation expertise
- Experience with generating and supervising school budgets

### **Counselor**

A highly qualified counselor is fundamental to the UPA program. The counselor must bring 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. The UPA counselor will be responsible for coordinating and managing the student advisory program. (a draft job description is available upon request)

### **Administrative and Non-Instructional Staff**

The school will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws.

#### **Administrative Assistant**

The administrative assistant's responsibility is to assist the UPA director in the administration of the school by performing a variety of complex and routine administrative support functions and to direct and coordinate the workflow and activities processed through UPA'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 (a draft job description is available upon request).

#### **Business Manager**

The Business Manager's primary responsibilities will be to establish, implement, coordinate, control, and maintain the University Preparatory Academy's (UPA) financial accounting system; to process and maintain records of fiscal actions, other business records, and end accounts; and to prepare a variety of financial reports and documents in support of school operations. This job class requires a broad technical knowledge of budgeting procedures and school accounting operations and provides supervisory and administrative direction to staff ensuring that UPA accounting functions, procedures, and reports are completed in a timely manner (a draft job description is available upon request).

#### **School Dean**

The primary responsibility of the Dean would be to assist the UPA Director in all areas of student supervision, including discipline. The Dean may assign students to detention or in-house suspension or otherwise assign students to consequences for unacceptable behavior. The Dean can make recommendations to the Director for suspensions or expulsions. Generally, the Dean assists the Director in the areas of attendance, student behavior management and student supervision and acts as a liaison and resource between classroom teachers and the Director (a draft job description is available upon request).

#### **Clerk**

UPA may hire a clerk as additional administrative support to perform routine clerical activities including word processing, record keeping, and telephoning in support of assigned office operations. The clerk will receive direct supervision from the director within a framework of well defined policies and procedures. This employee will perform entry-level clerical functions in the processing of assigned activities.

### **General Requirements, Hiring and Performance Review**

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237 or other subsequent legislation. 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. UPA will comply with 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 director and/or administrative designees 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.

The director will have the authority to recruit and interview candidates and make hiring recommendations to the Board for approval. The UPA governing board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The director will have the responsibility of evaluating the performance of the teaching and administrative staff on an annual basis. The UPA governing board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The UPA governing board with input from the director, will determine the criteria by which to judge the performance of these employees prior to conducting a formal performance evaluations. These criteria will be tied directly to UPA's educational program goals by the use of a teacher employment and performance review rubric. The rubric will, among other criteria, be used to tie teacher evaluations to student performance on UPA's student performance measures outlined in Section III of this charter. The UPA governing board will create the job description and review the performance of the UPA director, both on a year-end basis. The director's performance will be objectively evaluated based on school and student success as reflected in a pre-defined set of performance criteria.

## **Vb. Compensation and Benefits**

### **Compensation and 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. UPA plans to participate in California's State Teacher Retirement System (STRS) for its certificated staff and plans to offer a 403b plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. 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 Retirements 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.

### **Salary**

UPA does not anticipate adopting a formal salary schedule. Instead, UPA plans to compensate its faculty and staff using a salary scale that ties salary to each individual's qualifications for their specific position. UPA plans to use a rubric that specifies the qualifications and experience levels desired for each given position and will base individual salaries and salary increases on the employee's possession and attainment of

these qualifications. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. This salary structure will be detailed in UPA's personnel policies and employment handbook. Although UPA does not plan to use a formal salary schedule, UPA recognizes that many of our teachers and staff members might also be considering positions in local school districts. UPA will therefore seek salary levels similar to the general salary levels being offered by these school districts.

### **Vc. Employee Representation**

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). 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, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels, employee benefits, retirement plans, vacation days, number of work days per year and number of teaching hours per day, and work rules.

### **Vd. Rights of County or Public School Employees**

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 by the county or district.

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 county upon leaving the employment of the charter school.

Upon dismissal from the charter school, no previous SCCOE employee or public school district employee may return to the county or district for employment without the prior written consent of the SCCOE or district.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the UPA governing board that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school director will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the governing board, if necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures.

The UPA director will recommend to the UPA governing board for approval, salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow UPA to attract and retain the caliber of employees necessary for UPA's success.

## **Ve. Health and Safety**

Prior to commencing instruction, University Preparatory Academy will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the topics discussed below. An initial draft of these policies, subject to detailed review and approval by the UPA governing board, is attached hereto as an addendum.

### **Immunizations and Criminal Background Check**

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 will require that all employee candidates conduct initial and ongoing tuberculosis screening as required by law. Each employee of the school shall submit to a criminal background check including a criminal record summary as required by Education Code Section 44237 or other subsequent legislation.

### **Disaster Preparedness and Emergency Response**

UPA is committed to establishing a safe school environment and will develop a School Safety Plan (a draft plan is underway) that addresses areas of concern such as, earthquakes, fire, floods, shootings, and electricity loss. This Plan will be appropriate to the school site. UPA will also have a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

### **Facilities Compliance**

UPA will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. UPA will ensure that the school will be 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**

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the required proof of immunization. The school will maintain records of legally required tests and immunizations of students and staff. UPA will implement policies relating to the administration of prescription drugs

and other medicines. The charter school will also have a policy establishing the school as a drug, alcohol, and tobacco free workplace.

### **Blood-borne Pathogens**

UPA will implement policies relating to preventing contact with blood-borne pathogens. The Director shall ensure that UPA meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Director shall establish 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). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

### **Child Abuse Prevention and Reporting**

UPA will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies will 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 shall be 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 will be dealt with in accordance with UPA policies. These policies and procedures will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts and governing board policies.

## **Vf. Dispute Resolution**

The University Preparatory Academy will adopt 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 will resolve all disputes regarding this charter school pursuant to the terms of this section. We shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.



### **Disputes Arising From Within the School**

The charter school and the governing board pursuant to policies and procedures developed by the charter school governing board shall resolve disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and governing board members of the school. Parents, students, governing board members, volunteers, and staff at the charter school will be provided with a copy of the school's policies and dispute resolution process and will agree to work within it.

### **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

## **VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES**

### **VIa. Student Admission Policies and Procedures**

University Preparatory Academy will actively recruit a diverse student population from throughout Santa Clara County. Admission to the school shall be open to any resident of the State of California. Students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. The school will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of SCCOE.

UPA seeks to enroll students committed to a rigorous educational experience that includes longer hours and more school days than is expected of them at other neighborhood schools. Families who understand and value the school's mission and will commit to the school's instructional and operational philosophy will be actively recruited. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be informed of the school's student-related policies.

UPA has no requirement for admission and will admit any child that wishes to attend. We do, however, have parent and student commitment agreements which all parents and students will be asked to sign when a student is enrolled at UPA. In no instance will a student be refused admission nor subjected to any form of discipline because of their parents' failure to sign or comply with the parent commitment agreement.

### **Parent Commitment Agreement**

This agreement has two main components: 1) agreement to help the school ensure that their children uphold the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign an acknowledgement that they understand the UPA

academic and behavior policies and will support those policies at home and will work to ensure that their children abide by the rules of the school. 2) The parent commitment agreement also includes a willingness to complete sixty hours per year of participatory volunteer services at the school and submission of a plan for completion of those hours. Parents are greatly encouraged to complete these hours and every effort will be made to offer flexible options to parents.

### **Student Commitment Agreement**

This agreement has two main components: 1) agreement on the part of the student to do whatever it takes to prepare themselves academically and personally to excel in college or university. The student will be asked to sign an acknowledgement that they understand that they will have homework every night, may be required to attend programs, such as: before and after school tutoring, Saturday school tutoring, support classes, etc., as needed in order to acquire the necessary skills to ensure their success. 2) The student commitment will also include the behavior and dress codes. Following an explanation of these expectations, students will be asked to commit to doing what it takes to achieve success at UPA—academic and personal. 3) Students will be asked to commit to abiding by the rules and dress code required by UPA.

### **Recruiting and Admissions Cycle**

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) individual interviews of students and parents, (4) an admissions application period, (5) an admissions lottery, if necessary, and (6) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process. The school will admit 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 's available.

#### *Timeline for recruiting and admissions*

Applications for admission will be made available in December of the previous year and will be due by the third Friday in March. The school will hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

#### *Lottery – Public Random Drawing*

In the event that the number of students seeking admission to any grade or class exceeds capacity, a lottery will be held pursuant to the lottery procedures outlined in the MOU between UPA and the county superintendent of schools.

## **VIb. Non-Discrimination**

UPA will implement a student recruitment strategy that will consist of, but not limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic balance among students that is reflective of the county:

- An enrollment process that is scheduled and adopted to include a 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. The school 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 targeted student population whose families may not be reachable by traditional means, UPA plans to utilize 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.

#### **Vic. Public School Attendance Alternatives**

No student is required to attend the University Preparatory Academy. Students who do not attend the school may attend their local school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district of residence.

Parents or guardians of each student enrolled in the charter school will be informed, at the time they enroll and in the student/parent handbook, that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment at UPA.

#### **VId. Suspension / Expulsion Procedures**

The University Preparatory Academy will adopt 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 will be distributed as part of the school's student handbook and will clearly describe the school's expectations regarding academic expectations, attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and parent will be required to verify that they have reviewed and understand the policies prior to enrollment. The UPA director shall ensure that students and parents/guardians are notified of all discipline policies, rules, and procedures through the Student/Parent Handbook. The UPA governing board shall review 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.

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 the charter school property.

UPA will regard suspensions and expulsions as a last resort. Students who violate the school's discipline policies, who are serious disruption 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 shall include appropriate due process, be specific, clear and compliant with federal laws governing discipline of special needs students. The purpose of suspension and expulsion will be to ensure a safe and effective learning environment. All related hearings will conform to the applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

UPA has developed draft suspension and expulsion procedures. UPA will notify the County Superintendent of any expulsions. UPA will in good faith proceed to ensure the appropriate placement of an expelled student. UPA will provide the county superintendent of schools with a copy of our draft suspension and expulsion procedures.

## VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

### VIIa. Budgets

#### *Financial Plan*

A financial plan for the school, including a proposed first-year operational budget and three-year cash flows and financial projections, is included in the MOU between the County Superintendent and UPA. This plan is based on the best data available to the developers at the time the plan was assembled and includes many key assumptions, as outlined in the MOU.

### VIIb. Financial Reporting

#### *Financial Systems and Processes*

University Preparatory Academy business operations may be conducted by UPA staff or contracted out to a business services provider. UPA's director will be responsible to

oversee those services to ensure that they are meeting state law and the needs of the charter school.

***Budget and Financial Reporting Schedule***

UPA will annually prepare and submit to Santa Clara County Office of Education as outlined in the MOU between UPA and county superintendent of schools.

***Other Financial Reports***

University Preparatory Academy will implement an attendance recording and accounting system that complies with state law and SCCOE requirements.

University Preparatory Academy anticipates applying for the Charter School Revolving Loan Fund. If it does so, UPA understands that it must comply with Ed Code section 41365 if it receives funds.

University Preparatory Academy will be a directly funded charter school. UPA anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

University Preparatory Academy will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

**VIIc. Insurance**

University Preparatory Academy shall secure and maintain insurance coverage as outlined in the MOU between UPA and the county superintendent of schools.

**Insurance Certificates**

University Preparatory Academy shall keep 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.

**Optional Insurance**

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.

#### **VIIId. Administrative Services**

University Preparatory Academy's director will be responsible for administering the school under policies adopted by UPA's governing board. The school anticipates that it will outsource 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).

#### **VIIe. Facilities**

This charter authorizes the operation of UPA within the geographic boundaries of Santa Clara County Office of Education. UPA will operate out of the leased facilities located at 2315 Canoas Garden Ave. San Jose, CA 95125. The facilities will meet federal, state, and local building codes and requirements prior to the site being used by UPA. Costs for these facilities will be paid at or below market rate for the facilities space. The details of these costs are provided on the attached financial plan.

#### **VIIIf. Transportation**

University Preparatory Academy will not anticipate providing home to school or school to home transportation services; however, UPA will ensure that students with IEPs that require transportation services will receive them. UPA anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

#### **VIIg. Audits**

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.

University Preparatory Academy shall provide SCCOE with financial reports for the school pursuant to the MOU between UPA and the county superintendent of schools

### **Performance Audit**

University Preparatory Academy will compile and provide to the county superintendent of schools an annual performance report pursuant to state and SCCOE requirements.

### **Annual Reports**

The UPA will submit an annual report to the SCCOE as specified in the MOU between UPA and the county superintendent of schools

## **VIIh. Closure Protocol**

In the event that UPA closes, the assets and liabilities of the school will be disposed of by the school's governing board to another charter school, non-profit, or other appropriate entity in accordance with applicable California laws regarding disposition of public assets and other applicable state and federal laws, and the asset disposition provisions of the school's bylaws. The UPA governing board members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws, and the board treasurer shall ensure that a final audit of the school's assets and liabilities is performed.

At the end of each school semester or term, students will be provided with a "report card" that provides a printed record of their performance during that preceding period. Upon graduation or transfer to another school, students and parents/guardians will be provided with a printed or electronic transcript of their student's overall academic progress at the school.

In the event of a school closure, parents and students will be given a complete record of potentially necessary pupil records, including a transcript detailing the student's academic performance to date. The UPA governing board may also provide for the transfer of such records to a responsible and willing school, county office of education, or other qualified entity, if available at the time the school closes. In the event that no such willing repository is available, the records shall be disposed of or destroyed in a fashion that will ensure confidentiality of the records. UPA will also provide parents with notification of the school's closure and will assist parents and students in the appropriate placement of students in their applicable public school in which they reside.

## **VIII. IMPACT ON THE CHARTER AUTHORIZER**

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 memorandum of understanding between the charter school and the county superintendent of schools.

### **Administrative Services**

The University Preparatory Academy will be constituted as a California Non-Profit Public Benefit Corporation and will be governed by a board of directors as described above. A school's director will have lead responsibility for administering the school under policies adopted by the school's governing board and oversight given by the governing board. The school anticipates that it will provide the majority of its own administrative services. These services include financial management, personnel, and instructional program development. If UPA desires to purchase any administrative services from SCCOE, UPA will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the SCCOE.

### **Facilities**

UPA has reached an agreement with Cathedral of Faith to rent facilities space from the church at 2315 Canoas Garden Ave., San Jose, CA 95125. Because of this facilities arrangement, the petitioners believe that the facilities impact on the SCCOE will be minimal.

The charter school will enter into a mutually binding, arms length rental agreement with the landlord for its right to use the facilities space. The agreement between the charter school and the landlord will be memorialized in an annual rental contract, which will set forth the details of UPA's occupancy of the facilities, including such items as routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs.

### **Civil Liability**

The University Preparatory Academy is as a non-profit public benefit corporation. UPA intends to purchase 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.

## **IX. GENERAL PROVISIONS**

### **Term**

The Santa Clara County Office of Education shall determine the term of this Charter.

### **Revisions**

Material revisions of this Charter may be made in writing with the mutual consent of the Santa Clara County Board of Education and the UPA governing board. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines set forth in Education Code section 47605 or other subsequent legislation.

### **Miscellaneous**

UPA agrees to comply with SCCOE standard Memorandum of Understanding.



## ASSURANCES

As the authorized representative of the University Preparatory Academy, I hereby certify that the information submitted in this application for a charter for University Preparatory Academy to be located at 2315 Canoas Garden Ave., San Jose, CA 95125, is true to the best of my knowledge and belief; I also certify that this application 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 charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605.6(d)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605.6(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605.6(e)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605.6(e)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process, with account taken for allowable student preferences. *[Ref. California Education Code §47605.6(e)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605.6(e)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605.6(l)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the charter petitioner or the operation of the charter school.

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*Authorized Representative's Signature*

*Date*