

University Preparatory Academy Charter
School Accountability Report Card
Reported Using Data from 2010-11 School Year
Published During 2011-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access



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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	University Preparatory Academy Charter	District Name	Santa Clara County Office of Education
Street	2315 Canoas Garden Ave.	Phone Number	(408) 453-6500
City, State, Zip	San Jose, CA 95125-2005	Web Site	www.sccoe.org
Phone Number	(408) 723-1839	Superintendent	Charles Weis
Principal	Daniel Ordaz, Executive Director	E-mail Address	charles_weis@sccoe.org
E-mail Address	ordazdan@gmail.com	CDS Code	43104390113431

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs, and its goals.

School Description and Mission Statement

School Mission

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

School Description

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

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

- Rigorous, standards-based curriculum
- Personalized learning approach
- Educational support
- Small school environment
- Leadership/Student Advisory
- Integrated technology across the curriculum
- Visual and performing arts
- Foreign Language

During the 2010-11 school year UPA served an average of 400 students in grades 7 through 12.

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name:

Daniel Ordaz Email:

ordazdan@gmail.com

Contact Person Phone Number: 408.723.1839 x 115

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

- Parent Teacher Student Association (PTSO)
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Curriculum / Instruction / Assessment Committee
- Mentoring / Internship Development
- Extracurricular Programs/Activities
- Economic Development Advisory Board

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



Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	92
Grade 8	68
Ungraded Elementary	0
Grade 9	86
Grade 10	55
Grade 11	51
Grade 12	29
Ungraded Secondary	0
Total Enrollment	381

Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	7.1	White	21.5
American Indian or Alaska Native	0.3	Two or More Races	4.5
Asian	21.5	Socioeconomically Disadvantaged	6.8
Filipino	4.5	English Learners	10.9
Hispanic or Latino	40.2	Students with Disabilities	3.4
Native Hawaiian/Pacific Islander	0.3		

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	1	3	3	0	0	0	0	27.3	5	3	7
Mathematics	21	11	10	1	0	0	0	0	25.3	6	11	1
Science	29.8	1	5	2	0	0	0	0	22.1	9	9	0
Social Science	29.8	1	5	3	0	0	0	0	29.9	1	6	5

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

III. School Climate

School Safety Plan (School Year 2010-11)

School Programs and Practices that Promote a Positive Learning Environment

UPA provides quality instruction and guidance, curricular support, and selected resource materials to ensure that students make appropriate progress toward achievement of UPA's school wide academic outcomes. All students and parents proudly own the UPA mission, as well as staff and teachers all share in a common intellectual mission of preparing students to attend and successfully complete a four year university program. UPA teachers and support staff provide a warm and inviting environment where students are treated as individuals and where each and every student can feel safe and comfortable working toward the academic goals they establish for themselves.

UPA offers an intensive college preparatory program that promotes a positive learning environment, integrating rigorous academics with leadership/citizenship skills and technology, and an expansive visual and performing arts program to actualize the unique skills and talents of each student. Based on The Bill and Melinda Gates Foundation model, UPA provides students with a new version of the "three R's", rigorous academic coursework including Advanced Placement classes for all students, and meaningful relationships with teachers and staff who guide students to meet their academic and personal goals. With the incoming senior class in 2010/2011, UPA will be introducing practical and relevant learning opportunities through 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 is characterized by the following fundamental tenets:

Rigorous, standards based curriculum. Meet the California academic content standards and ensure that core high school courses meet the University of California's "a g" requirements. For graduation, 250 credits are required including a minimum of two Advanced Placement classes.

Personalized learning approach. Teacher/Advisor focus on identifying and meeting the individualized needs of each student through the development and implementation of a Personalized Learning Plan. The personalized learning approach is based on assessment of each student's academic strengths and weaknesses, as well as on the student's personal assets required for student success.

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

Small school environment. With a maximum enrollment of 384 students, our school provides students and teachers with the opportunity to develop supportive long term relationships that are conducive for increased student achievement.

Leadership/Student Advisory. The Leadership/Advisory class focus is on teaching the skills needed to be successful for admission to leading colleges and universities. UPA has incorporated principles and practices in the student advisory program similar to those used in the AVID (Advancement Via Individual Determination) college preparatory curriculum to foster a college going culture.

Integrated technology across the curriculum. Technology is integrated across the instructional program to ensure students have the skills to enable them to compete for admission to the best colleges and universities in the nation.

Visual and performing arts. Students have opportunities to pursue electives in the visual and performing arts, which will enrich their educational experience and foster their individual talents. Available to students are courses in art and painting, dance, drama and music.

Foreign Language. Students at UPA are required to take four years of Spanish.

Suspensions and Expulsions

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

The UPA governing board reviews the student discipline policies at least annually, and more frequently if necessary, to determine if the policies should be modified to more accurately meet the needs of the UPA school community.

UPA regards suspensions and expulsions as a last resort. Students who violate the school's discipline policies, who are serious disruptions to the education process, and/or who present a health or safety threat may be suspended for up to ten school days in a school year. If the violation of the discipline policies is a serious offense that merits expulsion, and/or if the student presents an ongoing threat to health and safety, the school may take action to expel the student.

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

School Safety Plan

University Preparatory Academy is in consultation with California Emergency Response Center and Santa Clara Office of Education Emergency Preparedness and Risk Management Staff to revise the current comprehensive School Safety Plan. The plan must meet the requirements of the Safety Plan Process under SB 187 and the National Incident Management System. A draft of the University Preparatory Academy Safety Plan is available upon request." Some of the safety topics in the plan include:

- School Safety Planning Committee
- Routine and Emergency Disaster Procedures
- Routine and Emergency Drills
- School and Parent Responsibilities for Students
- Emergency Response Procedures e.g.,:
 - o Fire
 - o Power Outage / Rolling Blackouts
 - o Shelter-in-Place
 - o Bomb Threat
 - o Intruder on Campus
- Emergency Evacuation Routes and Procedures
- Medical Emergencies
- Staging Areas
- Emergency Response Teams
- School Emergency Directory

Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.00	0.00	0.00	3.85	13.02	9.54
Expulsions	0.00	0.00	0.00	0.40	0.40	0.27

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

School Facilities

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

School Facilities, typical use and description

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

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

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

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

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

University Research Center: This room serves as a counseling, college planning, and guidance center. UPA's University Research Center houses a collection of materials from universities around the state of California and the United States, as well as the world. Resources such as videos, maps, books, interactive web sites, application materials, scholarship listings, and other informational resources are especially developed and collected for this Center by parents and teachers, as well as students. Leadership- Advisory teachers make regular use of the University Research Center with their Advisory class. Students have access to various forms of media dedicated to the cause of educating our students about the processes involved in preparing themselves and their families for college or university.

Other than improving the layout of the main school office, no other room improvements are planned for 2011-2012

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer					
Interior: Interior Surfaces					
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation					
Electrical: Electrical					
Restrooms/Fountains: Restrooms, Sinks/Fountains					
Safety: Fire Safety, Hazardous Materials					
Structural: Structural Damage, Roofs					
External: Playground/School Grounds, Windows/Doors/Gates/Fences					
Overall Rating	X				

Note: Cells shaded in black do not require data.



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	11	0	25	0
Without Full Credential	6	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions			0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95%	4%
All Schools in District	95%	4%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	0%

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

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	1.3	375
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.2	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	.6	
Other		

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

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

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2007-08	2009-10	0.00%
Mathematics	2008-09	2009-10	0.00%
Science	2007-08	2009-10	0.00%
History-Social Science	2008-09	2009-10	0.00%
Foreign Language	2008-09	2008-09	0.00%
Health			0.00%
Visual and Performing Arts			0.00%
Science Laboratory Equipment (grades 9-12)	2007-08	2010-11	0.00%

Curriculum and Instructional Materials (School Year 2010-11)

List of curriculum books.

Quality and Currency of Textbooks and Other Instructional Materials

All textbooks are reviewed by the Curriculum Materials Selection Committee and approved by the school board to ensure materials are aligned with state standards and meet all other criteria.

All students have access to textbooks and other instructional materials in each core subject. All students have a textbook that can be taken home daily. All textbooks are standards based and are found on the recommended lists of textbooks for classroom use. All students have sufficient instructional materials in core curriculum areas.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 6,663.00	\$ 0.00	\$ 6,663.00	\$ 49,992.00
District			\$ 0.00	\$ 0.00
Percent Difference - School Site and District				
State			\$ 0.00	\$ 0.00
Percent Difference - School Site and State			0%	0%

Note: Cells shaded in black do not require data.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (School Year 2010-11)

GATE

In addition to Honors and Advanced Placement classes in core academic areas, UPA offers classes such as Issues and Debate, Yearbook, Visual and Performing Arts, as well as Math Competitions, Science Fairs and summer school options that include enrichment opportunities.

Special Education

UPA has a part-time Resource Specialist Program (RSP) teacher who works with approximately 15-18 students in an inclusion program. UPA works directly with SCCOE to offer additional services for students with special needs. Special needs students have Individual Education Plans or modified school plans known as 504 Plans. Parents, student, teachers and a facilitator meet at least once per year to update the plan and review each student's progress.

At-Risk Students

Supplementary Language arts and math classes assist students in mastering the basics, while proceeding through the regular curriculum. After school classes in English and math give students additional opportunity to bridge the gaps in their previous learning. Student Study Teams are convened, as needed, to expressly address the needs of individual students.

English Language Learners

UPA teachers use the same strategies for all students, incorporating differentiated instruction in all classes. Each student has a Personalized Learning Plan in place.

Students with Disabilities

UPA has a part time resource teacher who works to support and serve students with disabilities who have IEPs or who need IEPs or otherwise require modifications in their learning.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 0.00	\$ 0.00
Mid-Range Teacher Salary	\$ 0.00	\$ 0.00
Highest Teacher Salary	\$ 0.00	\$ 0.00
Average Principal Salary (Elementary)	\$ 0.00	\$ 0.00
Average Principal Salary (Middle)	\$ 0.00	\$ 0.00
Average Principal Salary (High)	\$ 0.00	\$ 0.00
Superintendent Salary	\$ 0.00	\$ 0.00
Percent of Budget for Teacher Salaries	0.00 %	0.00 %
Percent of Budget for Administrative Salaries	0.00 %	0.00 %

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

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

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

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	65	79	86	49	53	55	49	52	54
Math	29	41	50	46	52	55	46	48	50
Science	62	77	82	42	48	51	50	54	57
History-Social Science	48	65	70	19	34	30	41	44	48

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55	55	51	30
All Students at the School	86	50	82	70
Male	86	57	88	82
Female	85	42	75	53
Black or African American	85	41	0	50
American Indian or Alaska Native	0	0	0	0
Asian	92	71	88	84
Filipino	88	47	0	58
Hispanic or Latino	79	42	77	62
Native Hawaiian or Pacific Islander	0	0	0	0
White	92	40	88	78
Two or More Races	84	74	0	0
Socioeconomically Disadvantaged	61	36	0	38
English Learners	0	0	0	
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	86	89	22	28	37	52	54	59
Mathematics	65	79	81	23	26	32	53	54	56

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2010-11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.7	20.8	29.2
9	16.9	41.0	19.3

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	4		10
Similar Schools	1		3

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School		B	20
Black or African American			
American Indian or Alaska Native			
Asian			-6
Filipino			
Hispanic or Latino			41
Native Hawaiian/Pacific Islander			
White			12
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	344	878	161	420	4,683,676	778
Black or African American	26	846	11	419	317,856	696
American Indian or Alaska Native	1		2		33,774	733
Asian	73	932	12	525	398,869	898
Filipino	16	859	1		123,245	859
Hispanic or Latino	126	839	116	410	2,406,749	729
Native Hawaiian/Pacific Islander	1		2		26,953	764
White	82	899	14	436	1,258,831	845
Two or More Races	18	924	2		76,766	836
Socioeconomically Disadvantaged	23	769	123	407	2,731,843	726
English Learners	37	800	58	404	1,521,844	707
Students with Disabilities	11	606	51	510	521,815	595

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4.0
Percent of Schools Currently in Program Improvement		30.8

Note: Cells shaded black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	3	5	27	30	26	5	6	5
Graduation Rate				81.90	81.51	84.71	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	100	0	N/D
Black or African American	0	0	N/D
American Indian or Alaska Native	0	0	N/D
Asian	28	0	N/D
Filipino	3	0	N/D
Hispanic or Latino	59	0	N/D
Native Hawaiian or Pacific Islander	0	0	N/D
White	10	0	N/D
Two or More Races	0	0	N/D
Socioeconomically Disadvantaged	0	0	N/D
English Learners	0	0	N/D
Students with Disabilities	0	0	N/D

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

Career Technical Education Programs (School Year 2010-11)

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	64.3%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0.0	
English	1.0	
Fine and Performing Arts	0.0	
Foreign Language	1.0	
Mathematics	1.0	
Science	0.0	
Social Science	1.0	
All courses	4.0	5.4%

Note: Cells shaded in black do not require data.

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

University Preparatory Academy has implemented a Professional Development Plan whose design is based on the belief that quality teaching makes the difference in student learning and that the professional learning of teachers and administrators is a central factor in determining the quality of teaching along with the structure and culture that surrounds UPA. UPA professional development is driven by a compelling vision of student learning and data-based assessment of our school through standardized testing and parent, student, and staff surveys. Professional development supports the implementation of best practices as evidenced by research. In focusing on the suggestions of the National Council for Staff Development, UPA seeks to:

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

All teachers have 5 contracted days of training and 15 minimum days of training during the school year. The current areas of emphasis for training include demonstrating the ability in achieving the CA State Standards in all subject areas, developing improved school climate, and continuing to improve technology skills to better meet educational needs, curriculum mapping, meeting the needs of English Language Learners, assessment and the use of data.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 5/10/12.

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