September 11, 2014

Jon R. Grundy
County Superintendent of Schools,
Santa Clara County Office Of Education
1290 Ridder Park Dr
San Jose, CA 95131

Dear Superintendent Grundy:

On behalf of the University Preparatory Academy (UPA) Board and development team, I hereby submit the attached charter to the Santa Clara County Office of Education (SCCOE) Board for review pursuant to the Charter Schools Act, Education Code Sections 47600 et seq. As you know, UPA was granted a charter renewal by the SCCOE covering the time period of July 1, 2010 to June 30, 2015. We are therefore, submitting this charter for reauthorization. We have provided a hard copy as well as an electronic copy for your review. We have also completed and submitted the Santa Clara County Office of Education Matrix to enable staff to efficiently review our petition.

As indicated in our charter, our goal is to improve the education of students and close the achievement gap. We also want to be a supportive partner of the Santa Clara County Office of Education and surrounding school districts. Our school design is based on research, best practices, and many years of combined educational experience of the development team. The UPA will continue its focus on a college preparatory curriculum for all students and provide extensive support to students so they can be successful in mastering the rigorous curriculum. Some Changes from the previous charter petition include:

- Addition of a section on addressing the State's 8 educational priorities and attachment of the schools LCAP
- Addition of AVID to our school program
- Addition of WEB/LINK Crew to our school student-to-student mentoring program
- Addition of Support and intervention classes
- Description of our school's "13th" Grade Counseling activities
- Addition of the summer Math/Literacy program
- Additional AP courses

We appreciate the time the SCCOE Board and staff will take to review the charter. We look forward to staff suggestions and comments that will enable us to improve the charter petition and commensurately the school.

If you have any questions please contact us.

Sincerely,

Daniel Ordaz
Executive Director,
University Preparatory Academy

Section 1 | *UPA Charter Petition*

LEGAL AFFIRMATIONS

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

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of University Preparatory Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend University Preparatory Academy, and who submit a timely application, unless University Preparatory Academy receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing. Admission to University Preparatory Academy shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code Section 47605(d)(2). Preference in a public random drawing shall be provided as described in Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C) and Education Code Section 51747.3. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at University Preparatory Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non–college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.

- Shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves University Preparatory Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. University Preparatory Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will provide a written notice of the approval (if the charter is granted) and a copy of the Petition to:
    - The California Department of Education
    - State Board of Education
- Will follow any and all other federal, state, and local laws and regulations that apply to University Preparatory Academy including but not limited to:
    - University Preparatory Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
    - University Preparatory Academy shall on a regular basis consult with parents and teachers regarding University Preparatory Academy's education programs.
    - University Preparatory Academy shall comply with any jurisdictional limitations to locations of its facilities.
    - University Preparatory Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
    - University Preparatory Academy shall comply with all applicable portions of the No Child Left Behind Act.
    - University Preparatory Academy shall comply with the Public Records Act.
    - University Preparatory Academy shall comply with the Family Educational Rights and Privacy Act.
    - University Preparatory Academy shall comply with the Ralph M. Brown Act.
    - University Preparatory Academy shall meet or exceed the legally required minimum of school days.
    - University Preparatory Academy shall comply with Article 5.5 (sections 51745–51749.3) of Chapter 5 of Part 28 of the Education Code and implementing regulations adopted thereafter for the purpose of implementing short-term independent study.

Daniel Ordaz, Executive Director, UPA

INTRODUCTION – EXECUTIVE SUMMARY

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

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

Our Mission
The **mission of University Preparatory Academy** is to prepare students to enroll and excel in the best colleges and universities in the nation. UPA serves a diverse population of 7th through 12th grade students most of whom reside in Santa Clara County. UPA's campus is easily accessible, located off Highway 87 at Curtner Avenue. The campus is located across the street from a light rail station and local bus station. This strategic location enables UPA to draw students from school districts throughout Santa Clara County. UPA is a college preparatory alternative for those students who are not performing to their potential and get lost in traditional large middle and high school settings.

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

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

Our Educational Program
UPA offers an **intensive college preparatory program,** integrating rigorous academics with leadership/citizenship skills, and technology, and an expansive visual and performing arts program to actualize the unique skills and talents of each student. Based on The Bill and Melinda Gates Foundation model, UPA provides students with a new version of the "three R's", rigorous, academic coursework including Advanced Placement classes for all students, meaningful relationships with teachers, and a team approach to guiding students to meet their academic and personal goals. In 2010/2011, UPA introduced practical and relevant learning opportunities through mentoring, internships and community partnerships.

UPA is built on the commitment to hold its students accountable within a demanding program, while at the same time providing a supportive learning environment in which they can excel. UPA's instructional approach is characterized by the following fundamental tenets:

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

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

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

- **Small school environment**. With a maximum enrollment of 580 students, our school provides students and teachers with the opportunity to develop supportive long-term relationships that are conducive for increased student achievement.

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

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

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

UPA is open to all students, and its motivational strategies encourage students to take personal responsibility for their own education and become committed to academic outcomes that will prepare them for college and careers. UPA provides quality instruction and guidance, curricular and extracurricular support, and resource materials to support academic progress toward achievement.

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

Major Achievements/Accomplishments
2010-2014

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

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

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

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

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

- 85 percent graduation rate for 2013-14 cohort

- Low incidence of suspensions and expulsions

- High attendance rate of 97 percent

- Consistently high CAHSEE passage rates in Math and English, 96% pass rate on the first attempt

- Very high participation in school clubs, and academic competitions

- Student participation with great success in regional Math, Speech and Debate competitions

- Student awards ceremonies and talent shows have been established as part of student assemblies as a regular tradition. The UPA Board of Directors at their meetings formally recognizes students for exceptional academic achievement and or performance in academic competitions.

- UPA has a fully developed arts program featuring classes in visual art, music, drama and dance. Students are able to perform and showcase their talents in state of the art facilities. Each year the drama department presents a fall and spring drama production. The school band performs and receives high achievement awards at the CMEA festival.

- A UPA Media Center has opened for students and parents to introduce themselves to the college application process, conduct research, practice presentations and collaborate with fellow students in team projects.

- University field trips have been implemented for all students in grades 7 through 11.

- An active student government has been formed and a student executive council organized.

Staff:
- A very active professional development and training program has been implemented with the purpose of improving instruction. A rigorous BTSA program has been implemented for first year teachers.

- Systematic instructional supervision by school leaders and teachers has been implemented featuring "quick visits" to classrooms and teacher formative and summative evaluations.

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

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

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

The School:
- A well developed student recruitment procedure features over 10 parent information meetings held in community centers and libraries, 2 open houses, placement testing using the NWEA **M**easures of **A**cademic **P**rogress, personal interviews for every student/family, grade level orientations, celebrations, open houses and grade level counseling meetings.

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

- UC a-g curriculum for all students

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

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

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

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

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

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

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

- Formation of a Curriculum Materials Review and Selection Committee

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

- An academic counseling program that includes the development of an individualized personal learning plan for every student

- A student advisory period continues to provide students with insights into and support for personal and academic college readiness.

- Consistently successfully completes fiscal audits

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

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

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

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

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

- Implementation of "WEB and Link Crew" peer mentoring programs for middle and high school students

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

A very high percentage of UPA students come from two districts. For comparison of API performance, UPA selected the highest performing schools from the two districts. As the chart below indicates UPA's API is about 30 points above one school and 6 point below the other school that consistently is one of the highest scoring schools in our valley. Very few of UPA students come from this affluent area; nevertheless our school compares very favorably with this

school. The first few charts are intended to show a general performance with the state and countywide. Comparison with high schools and middle school follow.

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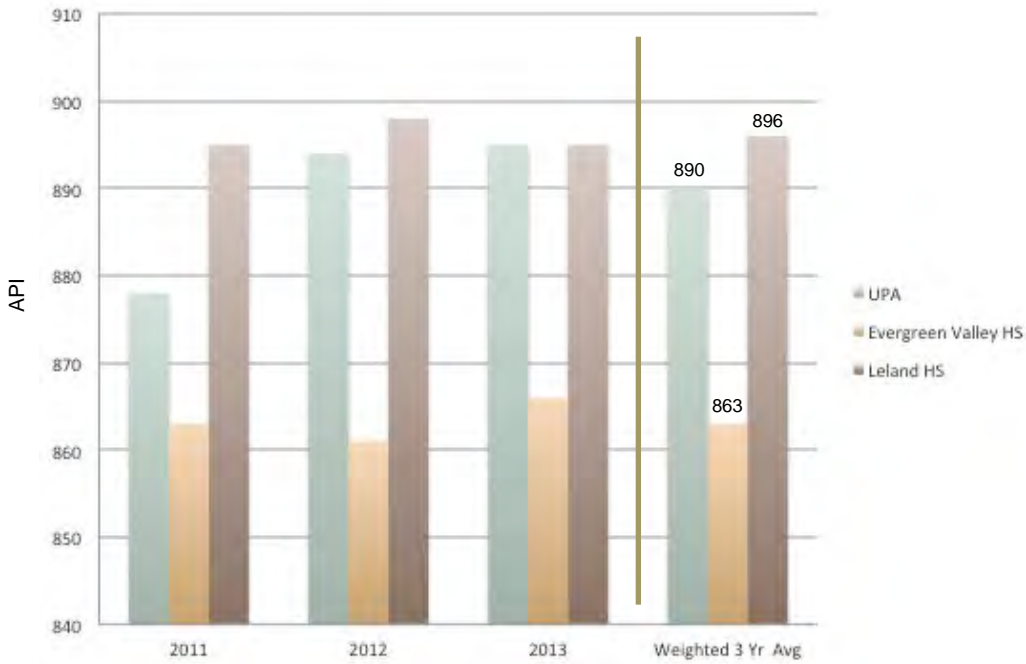
Regarding UPA's percentage of students passing the CAHSEE, as the chart below illustrates, the school's pass rate significantly exceeds the average of all Santa Clara County Districts.

CAHSEE Passage Rate

	UPA	Countywide	State
Math	99	89	86
ELA	98	86	84

8
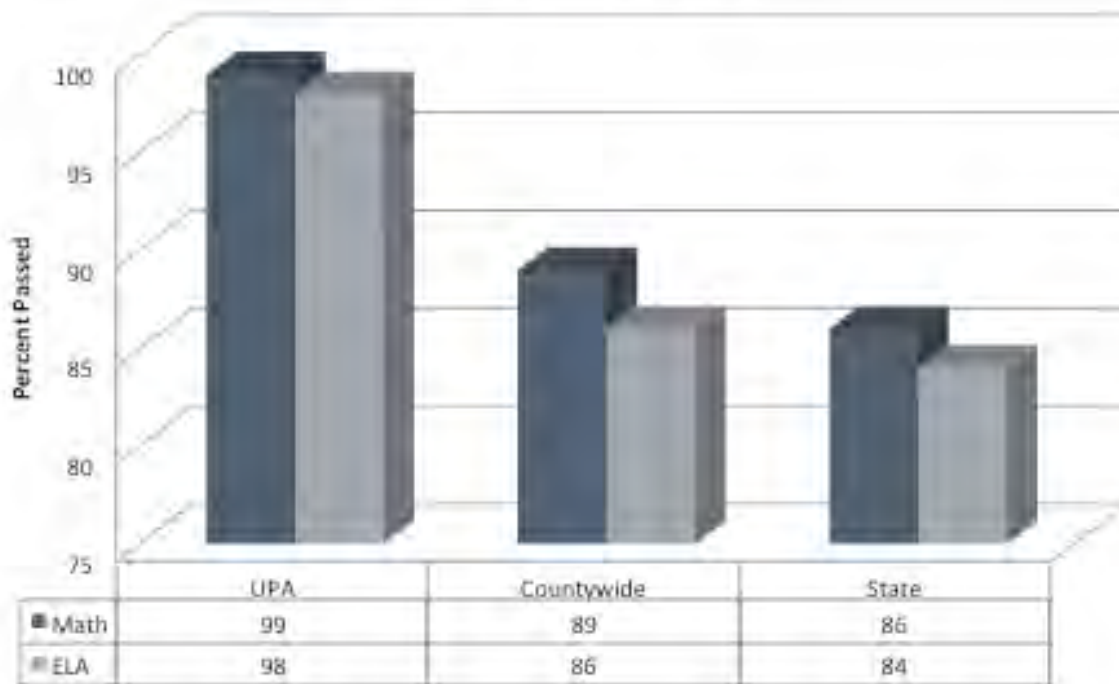
UPA takes great pride in making a rich college preparatory curriculum available for all students. Indeed taking and passing at least two Advanced Placement classes is a graduation requirement. Below are tables indicating the percent of UPA student test takers and the percentage of the test takers receiving greater than a score of 3 on their exams. The percentage of test takers significantly exceeds the county wide average. The percentage of test takers receiving scores of 3 or better has been climbing steadily. The countywide average is about 73% (not counting the passage rate for 2013-14 which is not yet available). The passage rate for UPA in 2013-14 was 72%. It should be noted that UPA makes AP classes available to students in grades 10 -12 whereas the countywide average is computed using 11th and 12th graders only. In summary in terms of access, UPA greatly exceeds countywide averages and is on par with the countywide average of test takers earning scores of 3 and above.

Percent of AP Test Takers

	2010-11	2011-12	2012-13	2013-14
UPA	60%	59%	69%	72%
Countywide	40%	42%	45%	Not Available

Percent of AP Test Takers Receiving Scores of 3,4 &5

|	2010-11	2011-12	2012-13	2013-14
UPA	60%	59%	69%	72%
Countywide	73%	73%	72%	Not Available

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

% Of Students Receiving Above or Below a "C" Grade

Grade Level	"C" or Above		Below "C" Grade	
	2012-13	2013-14	2012-13	2013-14
7	98	92	2	8
8	93	100	7	0
9	92	92	8	8
10	98	94	2	6
11	97	89	3	11
12	100	98	0	2

As indicated above and based on the UPA standard a high percentage of our students are meeting with academic success.

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

3 Year CST History Proficiency Rates

3 Year CST Science Proficiency Rates
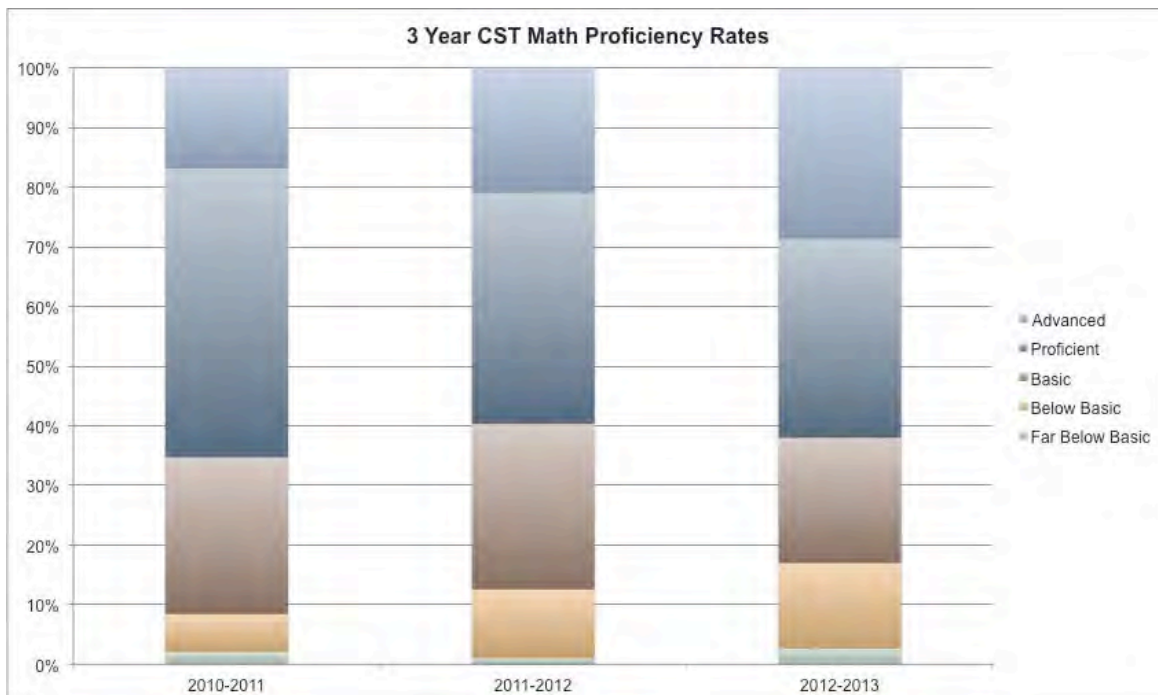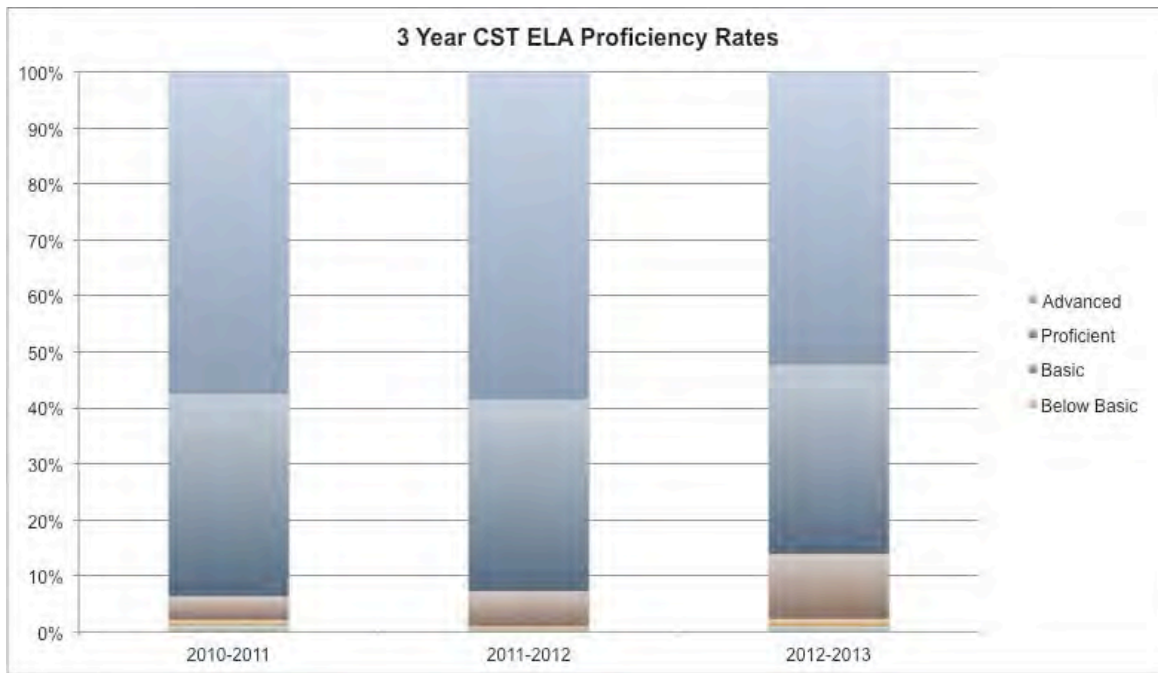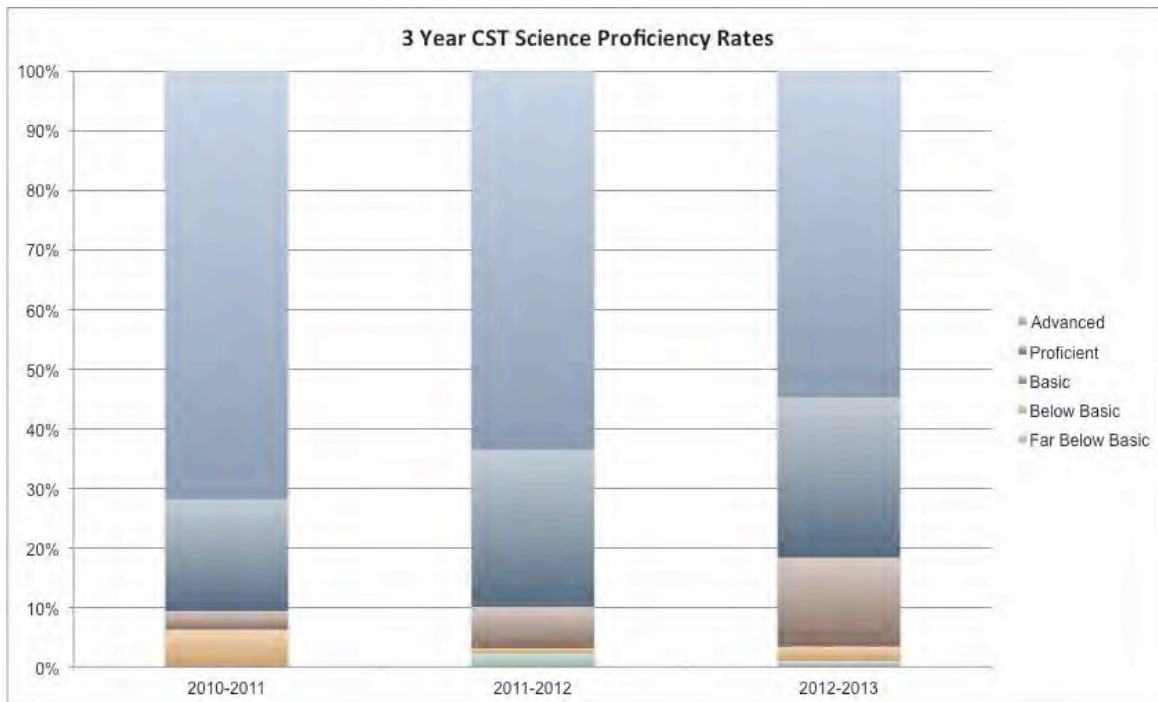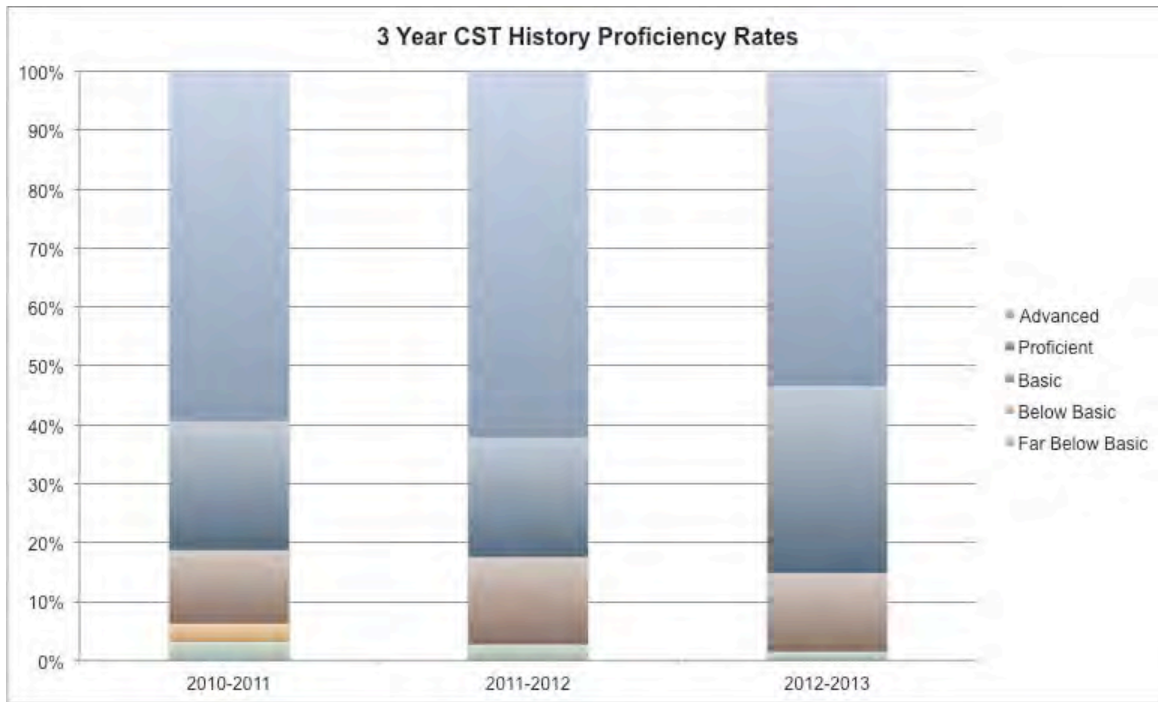
The following charts indicate UPA performance in the 2013:
- California Standards Test, High school and middle school
- Adequate Yearly Progress (AYP)- percent proficient, High school and middle school
- AYP- percent proficient, High school and middle school Hispanic and Latino
- Performance on the CAHSEE
- Performance on the CAHSEE- Hispanic and Latino

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- 3-Year API comparison
- 3-Year API comparison for Hispanic/Latino sub group
- 3-Year weighted API: whole school vs Hispanic/Latino sub-group

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

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

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

Finally, UPA's 3-year weighted API average, whole school vs. Hispanic/Latino, indicates hard work in closing the achievement gap. UPA also compares extremely well in this category.

2013 CST: High School
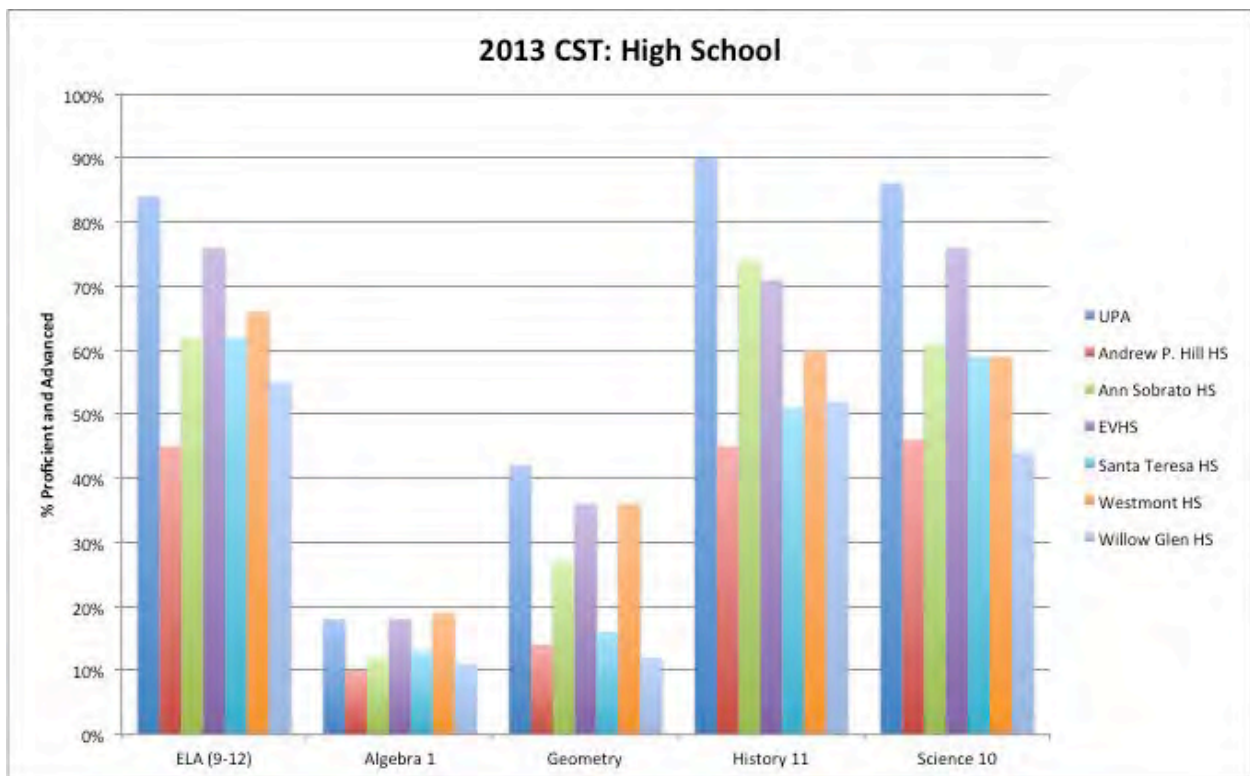
2013 CST: Middle Schools
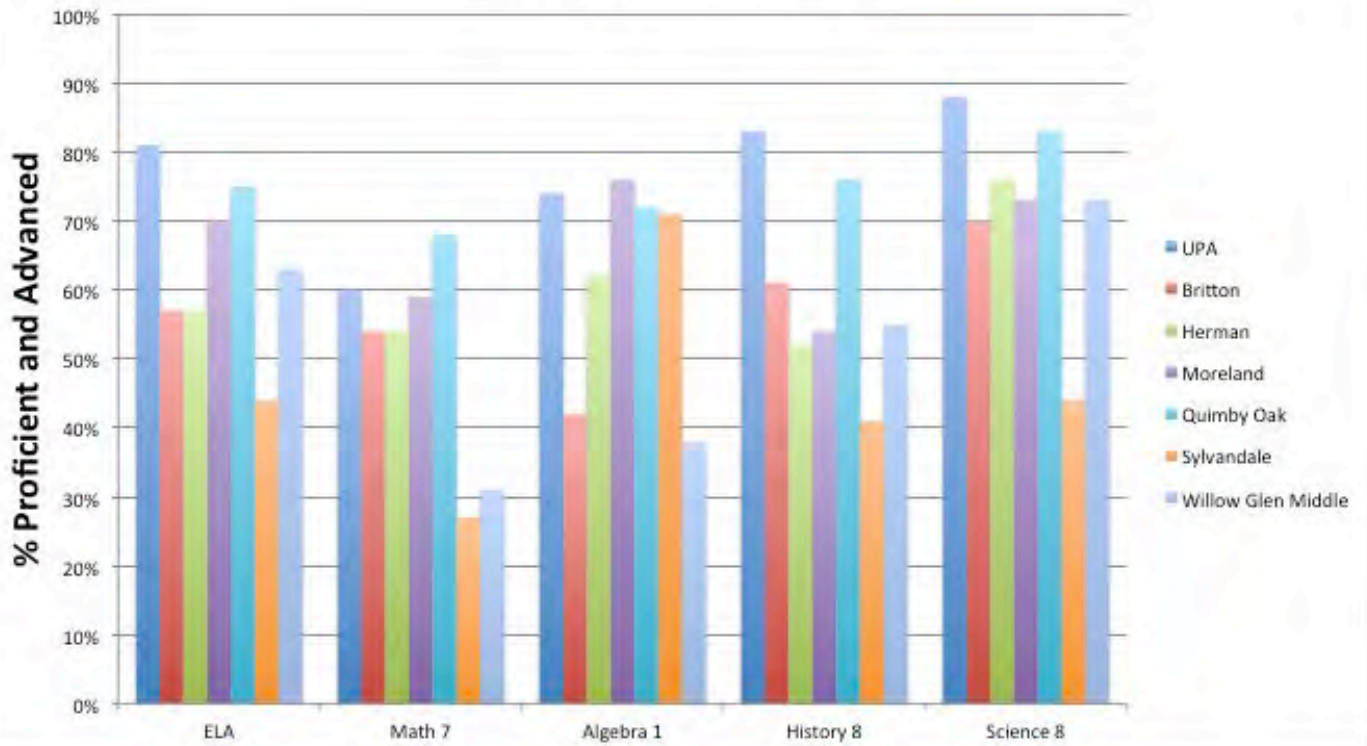
AYP Percent Proficient: High Schools
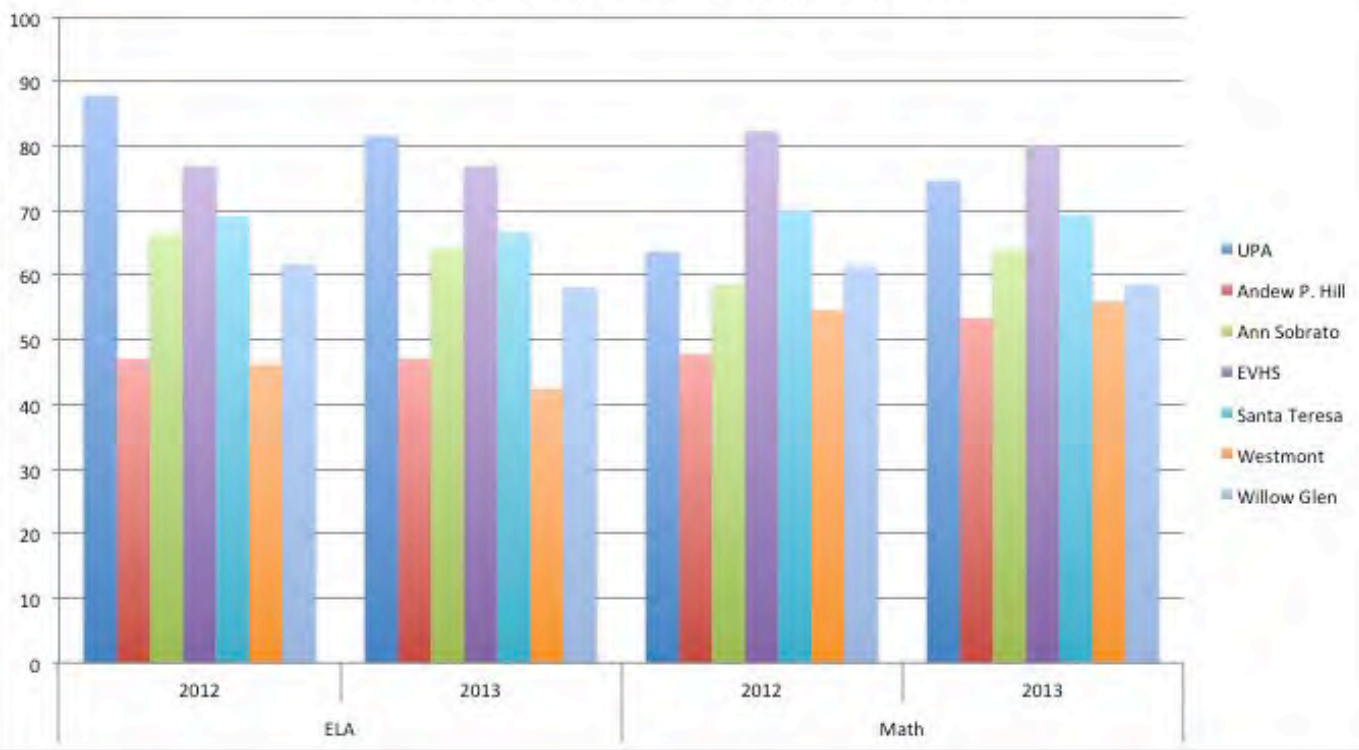
AYP Percent Proficient: Middle Schools
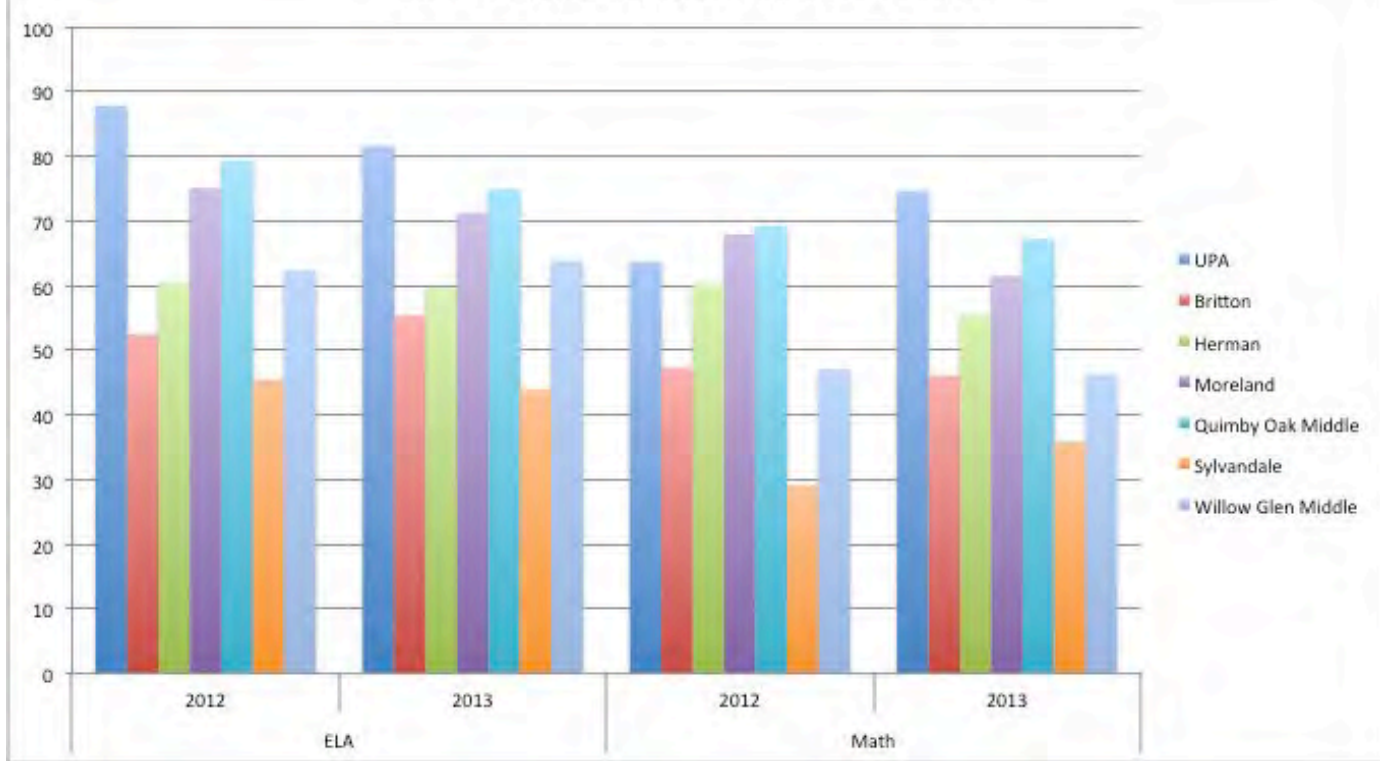
AYP % Proficient: HS Hispanic/Latino

AYP % Proficient: MS Hispanic/Latino
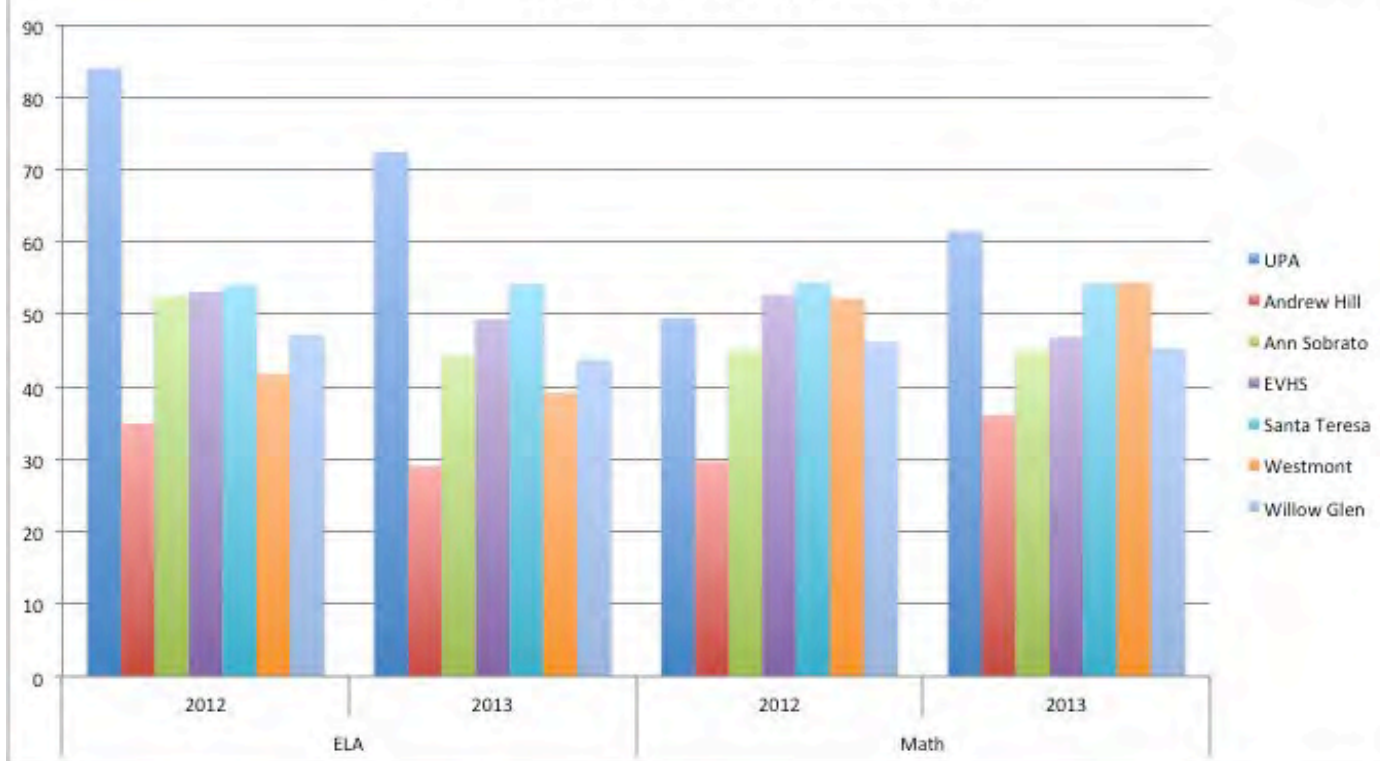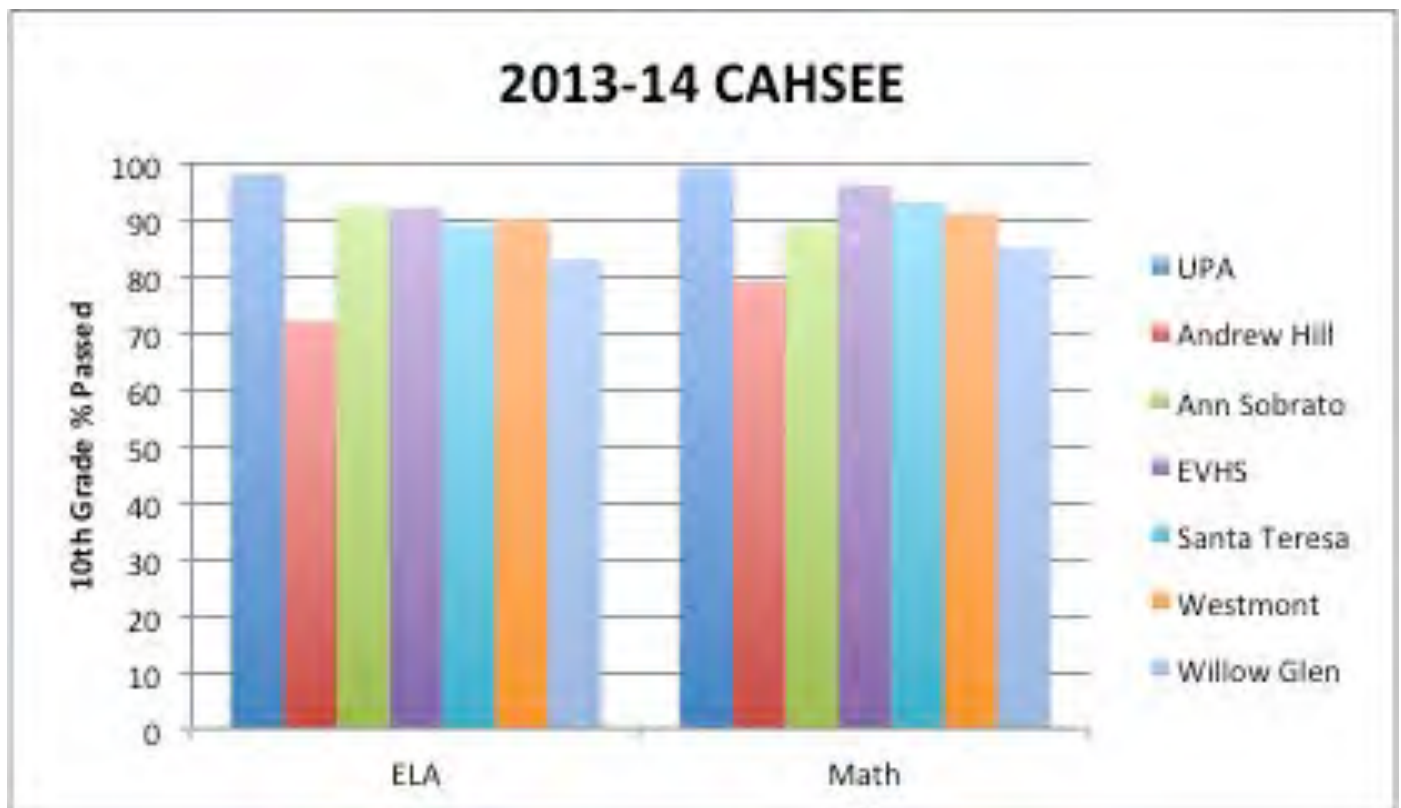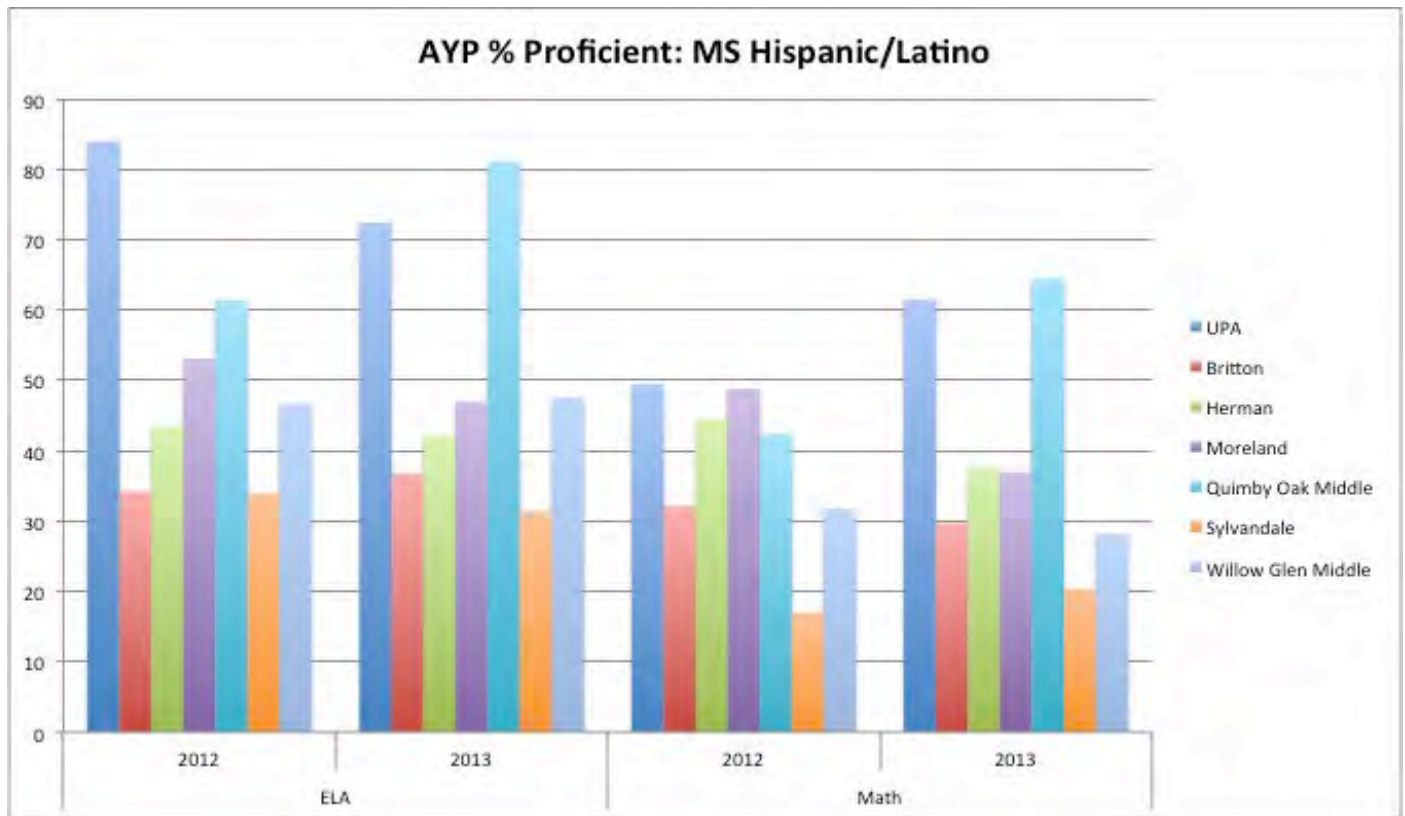
2013-14 CAHSEE

2013-14 CAHSEE Hispanic/Latino

3 Year API Comparison

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3 Year API for Hispanic/Latino Subgroup

3 Year Weighted API: Whole School vs. Hispanic/Latino Subgroup

17
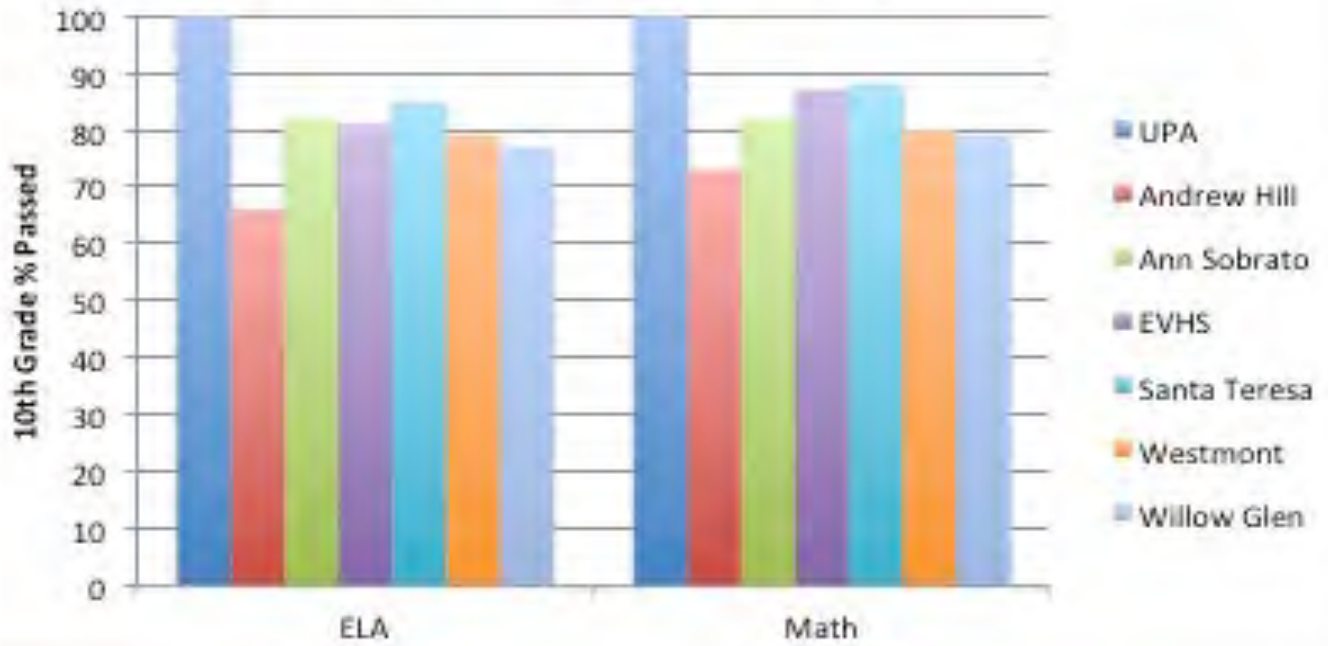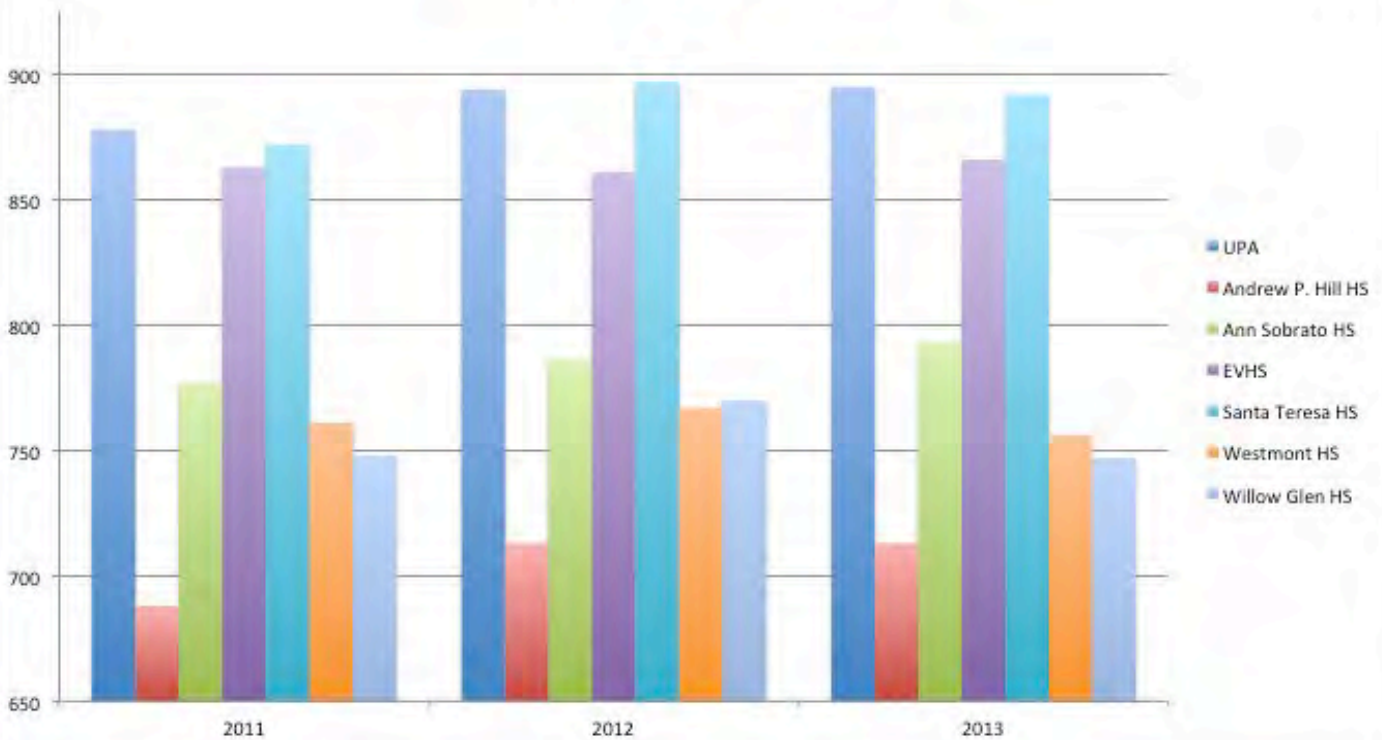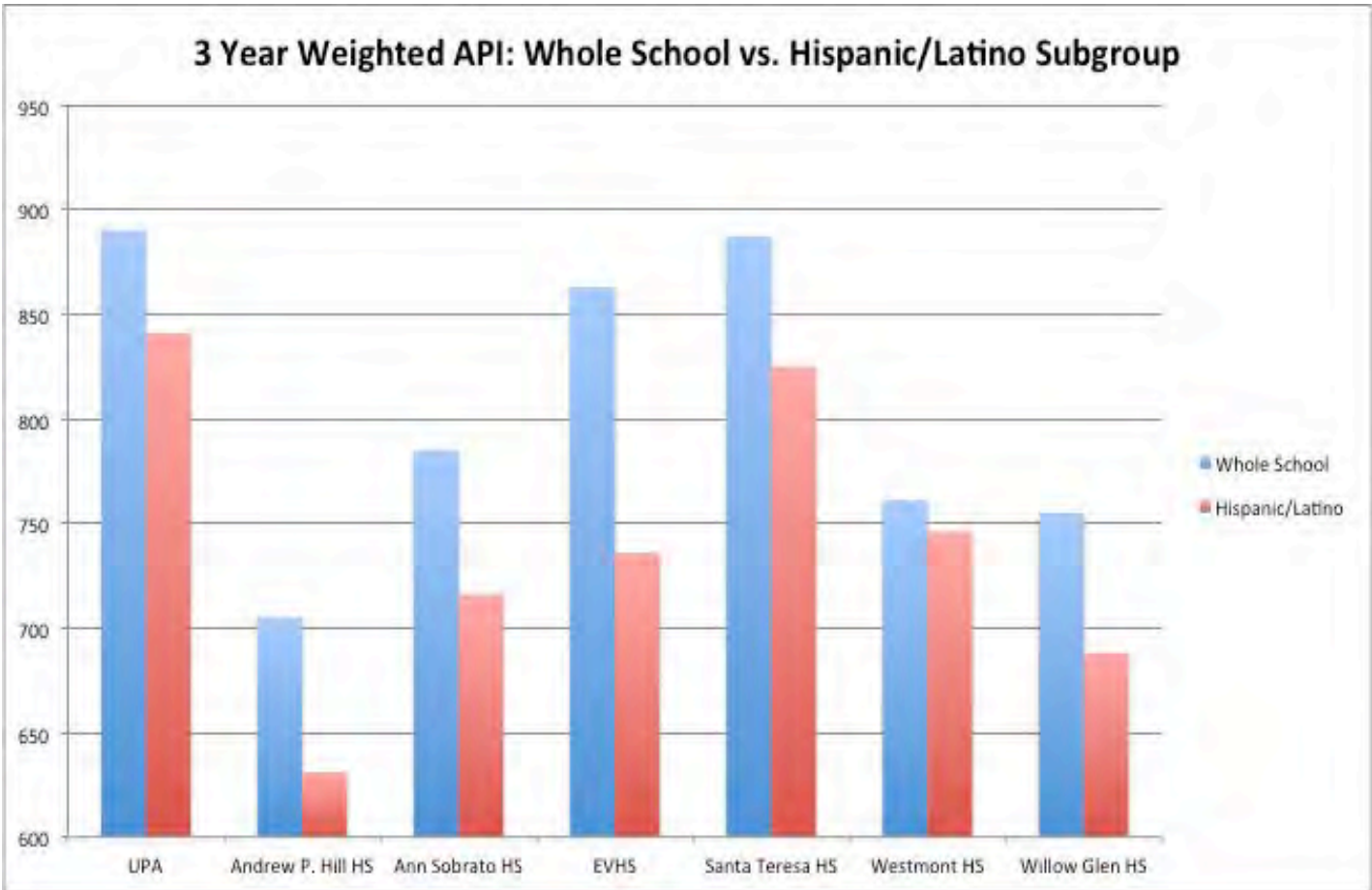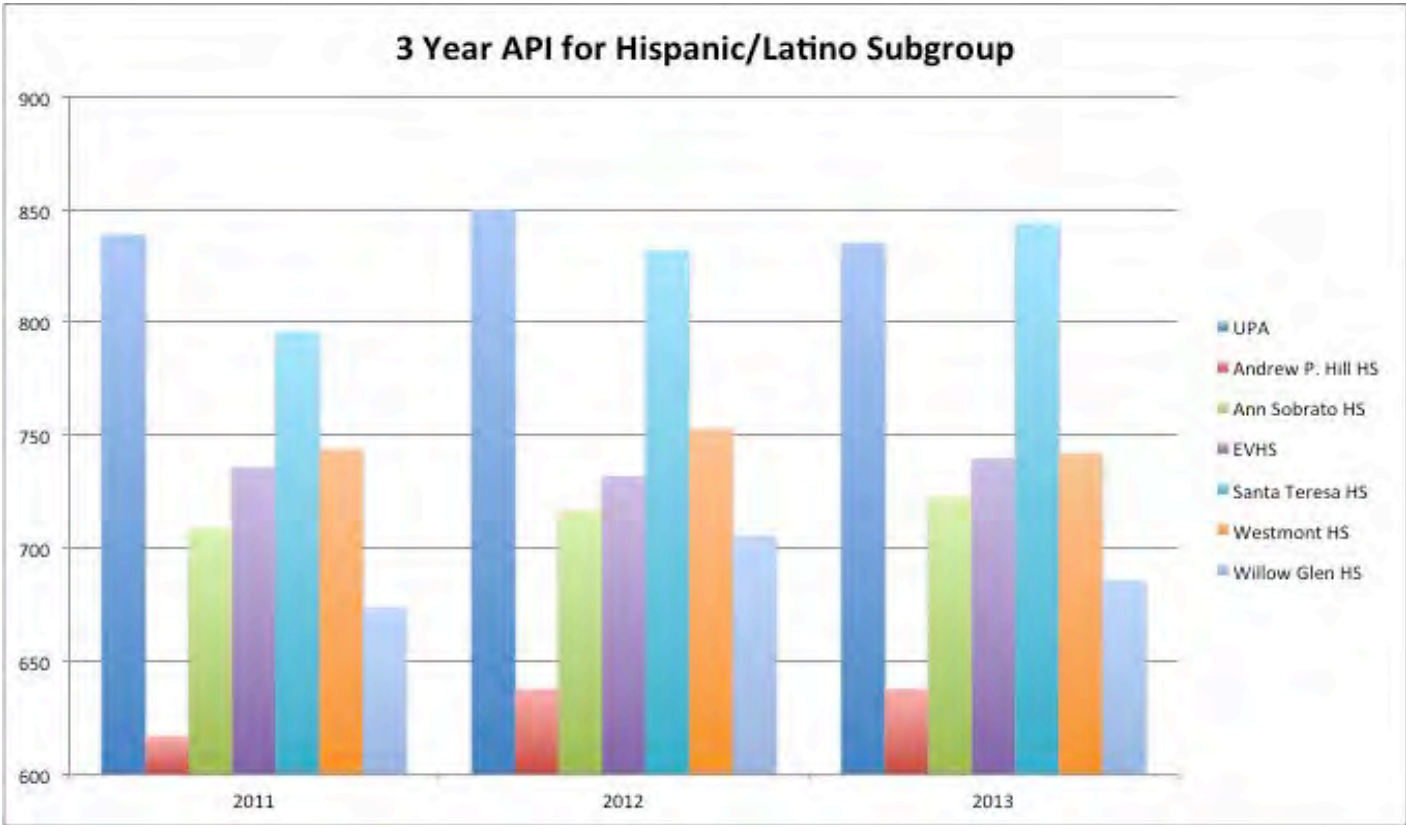
Lastly, UPA considers attendance and discipline as very important. These areas of performance set the tone for the school and enable teaching and learning to take place.

University Preparatory Academy
ADA Report 2012/2013

# of students

Actual ADA

Budget Goal at 95% ADA

493 490 488 484 489 480 478 477 480 480 486

University Preparatory Academy
ADA Report 2013/2014

# of students

Actual ADA

Budget Goal at 95% ADA

543 552 548 536 547 543 538 544 533 537 542
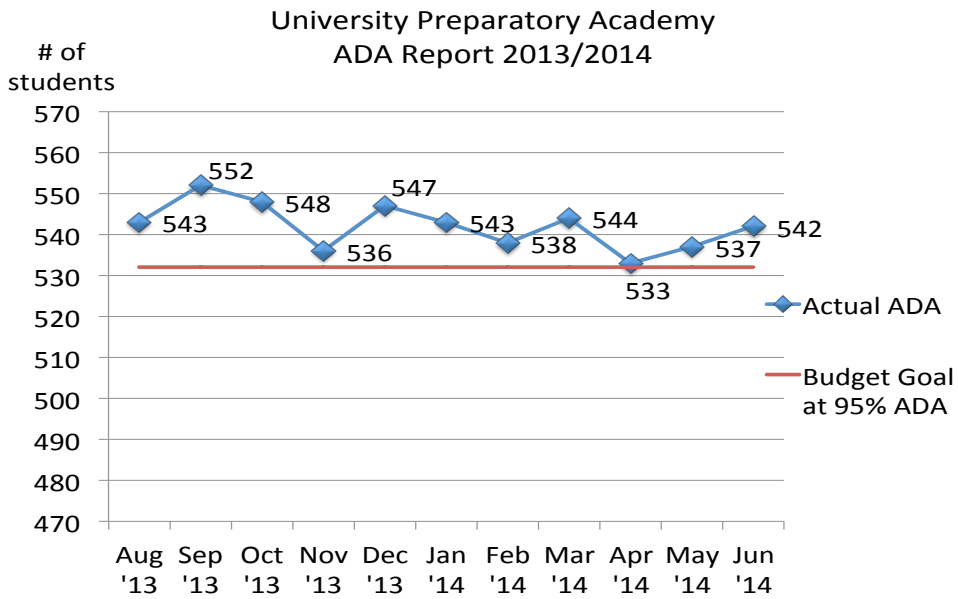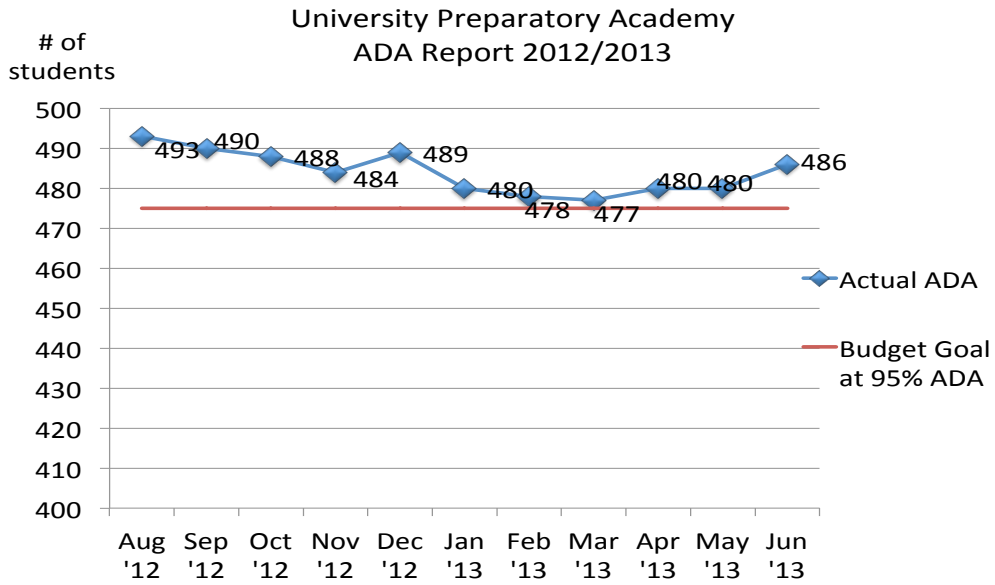
Year	Suspension Rate		Expulsion Rate	
	UPA	Countywide	UPA	Countywide
2011-12	2.6	3.7	0	.1
2012-13	2.3	3.2	0	.1
2013-14	.01	Unavailable	0	Unavailable

As the charts above indicate, UPA students attend school at a very high rate. Also the incidence of suspensions and expulsions compares very well with countywide available data

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

University Preparatory Academy
SAT Test Data

Don,

Please attach to the charts and graphs in section 1. The College Boards furnished these charts and labels.
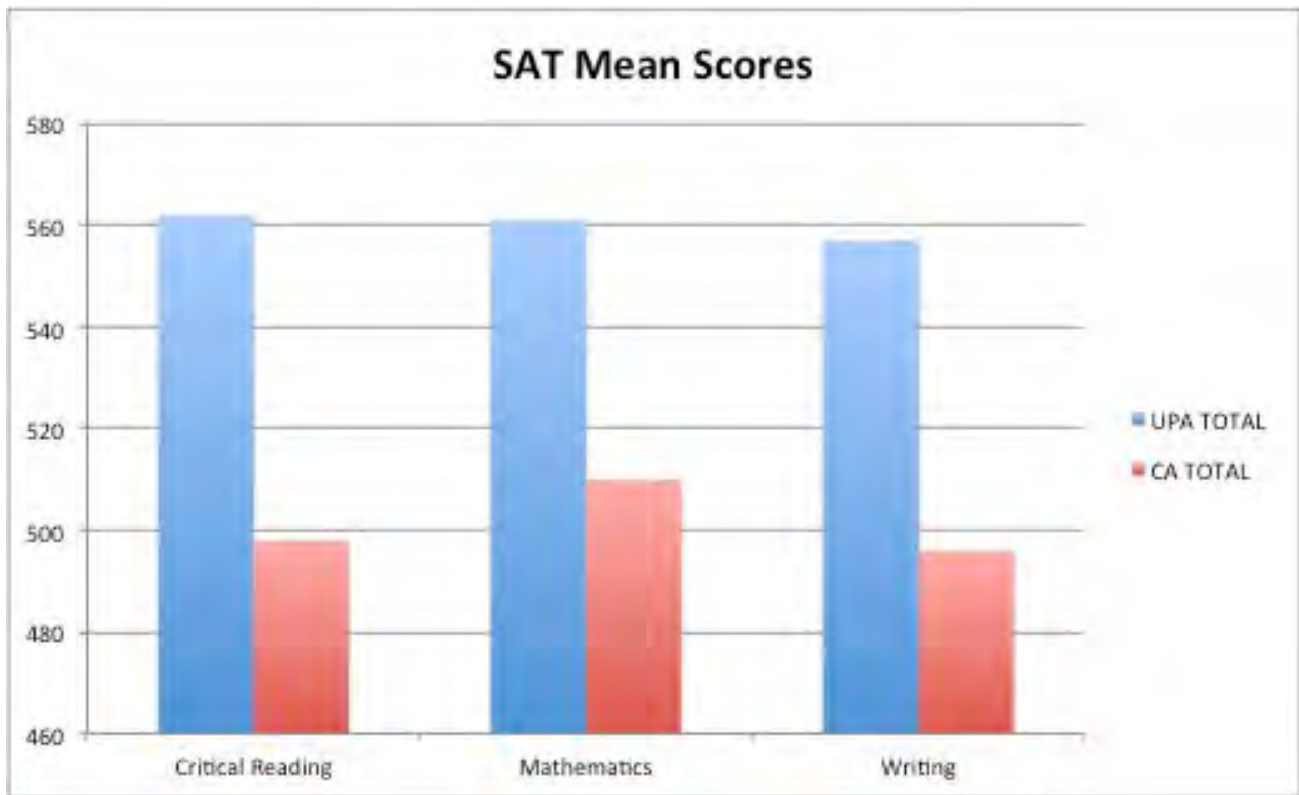
SAT Subgroup Mean Scores vs. CA
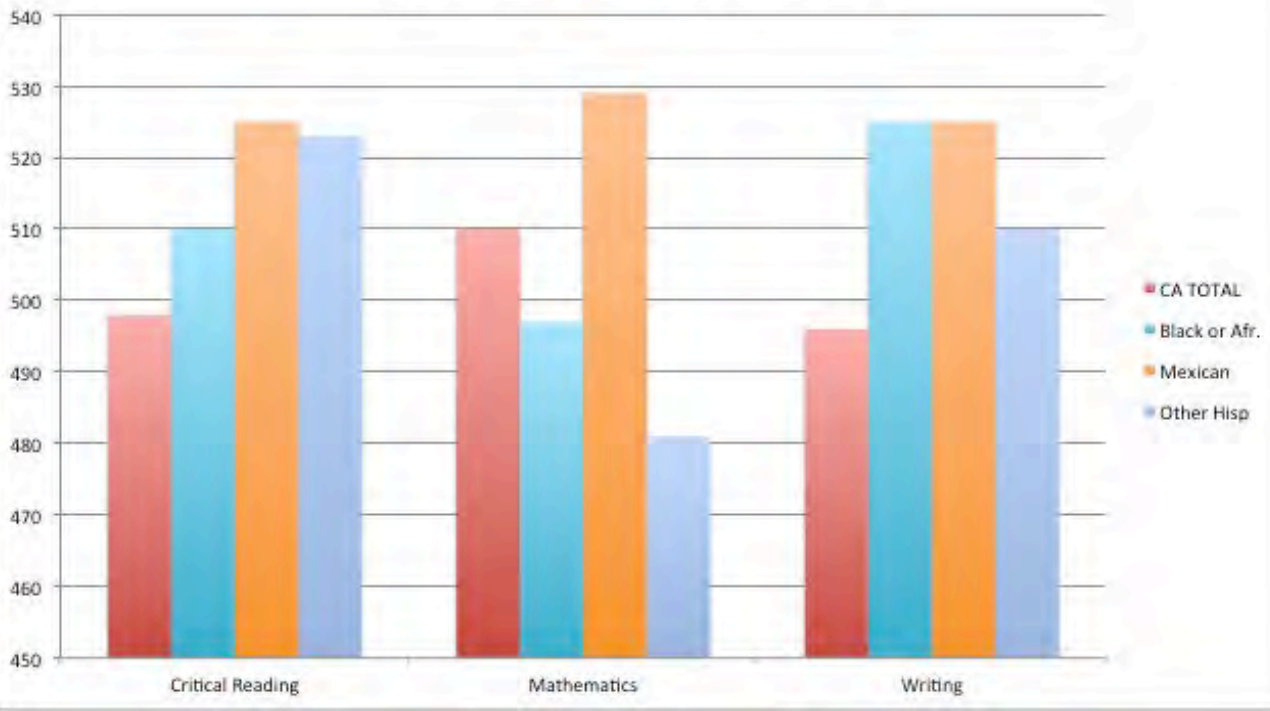
SAT Mean Scores by Subgroup
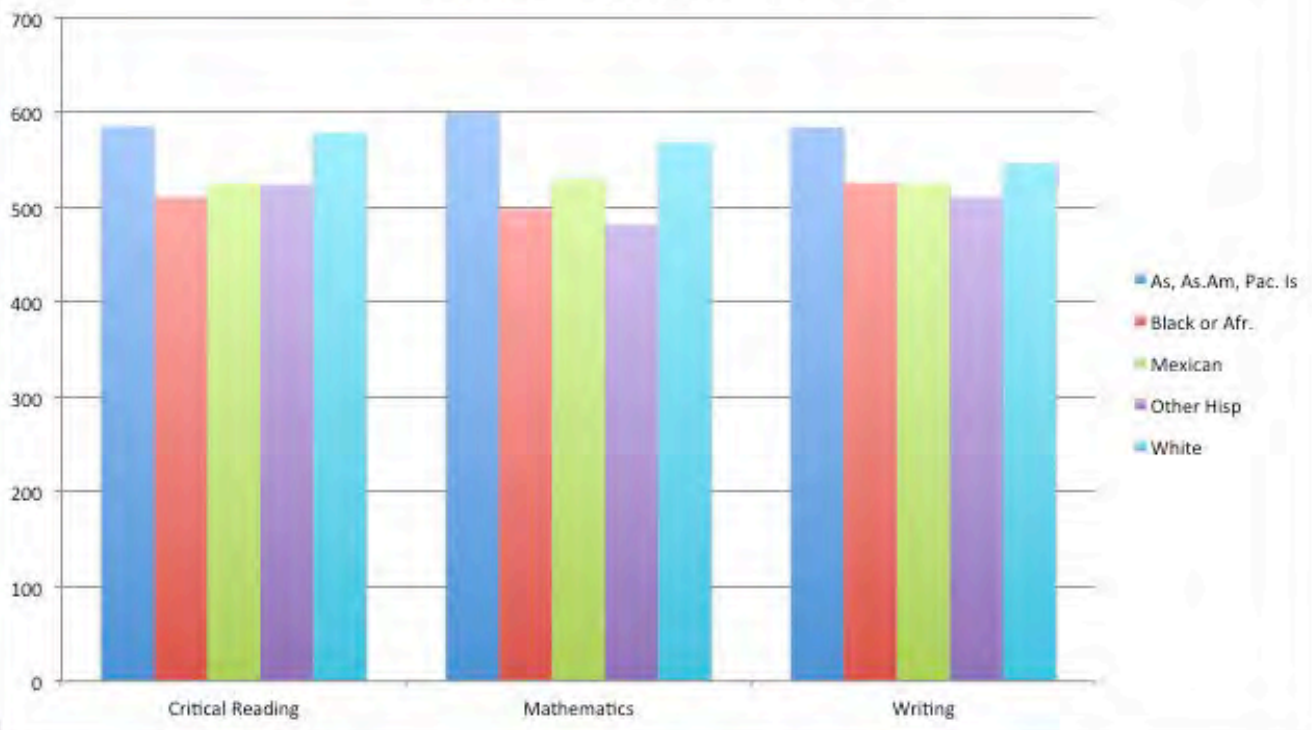
I.   EDUCATIONAL PROGRAM

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

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

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.
Education code section 47605(b)(5)(A)

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

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

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

Educational Philosophy

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

How Learning Best Occurs

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

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

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

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

Parent Notification of Course Eligibility for College and Credit Transferability

UPA course completion requirements for graduation are based on the University of California "a-g" requirements. UPA's mission is to provide students with the academic foundation and life skills necessary to allow them to be admitted to and excel at the country's major universities and colleges, including the University of California and the California State University Systems. UPA will ensure that its students have completed the "a-g" course requirements so that graduates will be eligible to apply to the University of California and California State University campuses as well as other four-year colleges and universities. The Western Association of Schools and Colleges (WASC) granted UPA a six-year term of accreditation. See letter from WASC

indicating our term of accreditation located at the end of this section. UPA courses are transferable to other schools and are recognized by the UC and CSU systems as meeting "a-g" requirements. UPA provides students and parents with a course catalog and Student-Family Handbook, which are also provided on the school's website, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Students to be Served
UPA does not discriminate against any student on the basis of race, gender, ability, religion, or sexual orientation. All students are welcomed at UPA. Our goal is to have a diverse student body that reflects our community and Santa Clara County as a whole.

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

Curriculum and Instructional Design
UPA's curriculum is demanding, aligned, and standards-based. It consists of the following fundamental components:
- Fulfillment of "a-g" requirements by all students with grades of C or higher in order to receive course credit, with an emphasis on Advanced Placement courses
- A college preparatory curriculum for all students
- Standards-based mastery of subject matter
- Meaningful homework every night
- AP classes in nearly all curriculum areas. Students are required to complete and pass with a "C" or better at least two AP classes in order to satisfy graduation requirements.

The courses available by grade level are as follows:

Subject	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	Engl 7; MS Engl Intervention	Engl 8; MS Engl Intervention	Engl 9; Journalism; HS Engl Intervention	Engl 10	Engl 11; AP Engl Lit	Engl 12 (Film Analysis); AP Engl Language
Math	Math 7; MS Math Support; MS Math Intervention	Math 8; MS Math Support; MS Math Intervention	Integ Math 1; Integ Math 1 Support; HS Math Intervention	Algebra II Honors; HS Math Support; Geometry	Algebra II; Pre-Calc; Pre-Calc Honors; AP Calc AB	Statistics & Problem Solving; AP Calc BC

Science	Life Science	Physical Science	Biology	Chemistry; Honors Chemistry; AP Biology	Physics; AP Chemistry	AP Environ. Sci
Social Science	World Civ	Am History	World Geography	World Hist; AP World Hist	US Hist; AP US Hist	AP Govt & Politics; Economics; AP Psych
Engine-ering	Gateway to Tech I	Gateway to Tech II	Principles of Biomed Science; Intro to Engin & Design	Principles of Engin; Human Body Systems	Medical Interventions; Digital Engineering	
World Lang		Spanish I	Spanish I; French I	Spanish II; French II	Spanish III; French III; Spanish Immersion	AP Spanish Language & Culture; AP Spanish Literature & Culture
Arts	Art a/b; Drama 7/8; Dance 7/8; Beginning Band	Art I/II; Drama I; Dance I; Intermed Band	Dwg & Paint I/II; Adv Dance; Adv Drama	3 Dimension Art; Theater Tech; Adv Band		
PE	PE 7	PE 8	PE 9	PE 10	PE 11	PE 12
Electives	Intro to Tech; Breathing & Stretching;	Intro to Technology; Grade 8 AVID; Breathing & Stretching	Grade 9 AVID; Breathing & Stretching	Breathing & Stretching	Breathing & Stretching	Breathing & Stretching
Advisory	Advisory 7	Advisory 8	Advisory 9	Advisory 10	Advisory 11	Advisory 12 (Senior Project)

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

challenge of the course and emphasis on critical thinking, study skills, and increased content knowledge prepares a student for college work.

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

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

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

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

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

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

Educational Support
In addition to a rigorous academic curriculum, students are offered additional opportunities for reinforcement and skill building. UPA offers an intensive schedule with increased instructional time to ensure that students are provided with the support necessary to meet individual learning needs. UPA begins school at 8:15 AM and is on a block schedule two days per week, Wednesday and Thursday, to ensure continuous uninterrupted time in each of the courses. In addition, UPA has employed a number of other instructional support strategies for students needing remediation. These include:
- Organized after school tutoring in our Media Center each afternoon except Thursdays.
- Advisory intervention classes every day (30 minutes) in middle school and high school math as well as English for designated students
- Math intervention classes for middle and high school students needing long term concentrated support in math
- A rigorous summer program that includes a Math/Literacy Institute for incoming 7th graders that have been identified through assessment that a "headstart" in math and English is necessary for these students prior to the start of school. Make-up classes for students who have received an "Incomplete" grade in math, English and Social Studies are also offered during summer school.

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

Small Group Environment
UPA will continue to invest in the academic needs of students in grades seven through twelve. Research shows that small schools allow students and teachers to develop supportive, long-term relationships that allow for better conditions for teaching and learning (The Bill and Melinda Gates Foundation, "*High Schools for a New Millennium*"). All else being equal, students in small high schools score higher on tests, pass more courses, and go on to college more frequently than those in large ones. Moreover, these results appear to be greatest for low-income students and students of color (Cotton, K., "*New Small Learning Communities: Findings from recent literature.*" Northwest Regional Educational Laboratory, 2001). Small schools have been shown to increase graduation and college-going rates, improve attendance, and bolster teacher morale and effectiveness. UPA's small size offers many advantages that help promote teacher professionalism and student learning. Our small size facilitates collaboration, allowing teachers

to share ideas about teaching, to serve as friendly critics by offering suggestions about how to improve lessons and classroom management. (Lawrence, Bingler, Diamond, Hill, et. al. 2002. "Dollars and Sense: The Cost Effectiveness of Small Schools." Cincinnati, OH, Knowledge Works Foundation)

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

Grade 13 Academic Counseling - University Preparatory Academy's mission states that we will prepare students to enter *and excel* at the greatest colleges and universities in the nation. Our student alumni often report to us that college is surprisingly manageable given the academic tools of preparedness we provide our students during middle school and high school.

Our former graduates continue to approach our counselors, staff, and teachers with questions regarding college matriculation, transfer issues, social and family concerns, and financial questions. Students have asked to have essays and assignments proofread by our teachers and counselors, and often ask us for academic advice when making decisions around course and major selection.

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

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

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

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

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

- Track graduates' college enrollments using the program Naviance.

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

Advancement Via Individual Determination (AVID)
UPA's mission of preparing all students to enter and excel in the colleges and four-year universities, and the methods employed by the UPA to achieve that mission share much in common with the AVID program. At UPA we recognize how formally adopting AVID could further strengthen the services we offer to first-generation, English Learner, special needs, and low-socioeconomic students, and in summer of 2014, UPA sent a team to receive formal training and commitment to the AVID program.

Through adopting AVID, UPA has also committed to rolling out AVID strategies school-wide, to all students. These strategies include AVID's WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) framework – strategies that include Cornell note-taking, Socratic seminar discussions, and textual markup. These strategies are given to teachers through our Professional Development program, and used in core content classrooms to create a common language that all students can understand throughout their learning experience.

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

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

Integrated Technology Across the Curriculum
A major school wide initiative is the integration of student centered technology. Research indicates that when technology is embedded in the curriculum, not only are students provided the opportunity to learn necessary skills for success in the 21st century, but they become more engaged in their learning, leading to greater comprehension, retention of information, and use of that academic knowledge in later life (The Bill and Melinda Gates Foundation, "*High Schools*

for the New Millennium", 2004). At-risk students show substantial improvement when technology is introduced into their curriculum. Experts believe the reason for this is that technology gives educators an opportunity to individualize instruction and meet the needs of individual students. (NCREL-Published Research—Source: Computer Based Technology and Learning: Evolving Uses for Expectations. Valdez, McNab, Foetach, Anderson, Hawking and Raack, 2000.)

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

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

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

UPA provides performing arts and music as the foundation of our electives program. We believe that each student has a talent for or interest in an area of the arts. We encourage students to explore these interests, provided that those students are successfully mastering their core subjects

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

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

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

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

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

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

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

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

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

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

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

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

of learners who seek continuous improvement in order to increase student achievement academically, personally and socially.

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

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

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

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

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

development, and self-esteem promotion, where student learn to identify and seek assistance around instances of any kind of bullying.

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

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

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

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

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

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

The School's ELL instruction is offered primarily through English immersion, and in general, UPA classrooms are based on an "inclusion" philosophy for ELL students. However, teachers are given autonomy within their classroom to determine whether additional literacy support is needed. This flexible teacher driven approach enables UPA to effectively meet the unique needs of each EL student.

The school's English Language Development Coordinator monitors the student's progress and consults with teachers regarding useful strategies to meet students' needs. All teachers who have ELL students in their classes are properly certified authorizing teaching to English Language Learners. In addition, the ELL coordinator ensures that students receive special one-on-one attention through an EL class conducted within the school day and after school tutoring sessions

until they have achieved the goals on their PLP and have been re-designated as English Proficient.

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

1. Vocabulary and Language Development

2. Guided Interaction

3. Meta-cognition and Authentic Assessment

4. Explicit Instruction

5. Meaning-Based Context and Universal Themes

6. Modeling, Visuals, and Graphic Organizers

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

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

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

Because of the nature of the population served, UPA anticipates that a number of our students will enter school with an IEP or with learning disabilities that may require testing and possible special services. UPA works proactively and cooperatively with families, the teaching staff, and the SCCOE to identify students with exceptional needs. Upon enrollment, UPA works with the SCCOE to identify students who have or may have exceptional needs. UPA's enrollment/ registration policies and practices regarding special needs students include but are not limited to, the following:
- Non-discriminatory methods to identify students with exceptional needs to help ensure that school staff is aware of all students who have identified special needs;
- Validate student status related to special education needs;
- Early and quick communication with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,

- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

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

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

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

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

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

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

Professional Development and Training
Professional development and training at UPA is an important activity required of all teachers and staff. Both time and fiscal resources are invested in the development of our staff to ensure better teaching and learning. A staff development coordinator has been appointed to plan and implement activities. This teacher on special assignment has release time to devote to coordination. The UPA bell schedule has been adjusted to enable our students to be released at 1:50 PM each Thursday. The early release has been accomplished by eliminating a 30-minute advisory class on Thursdays and combining middle school and high school lunch period into one lunch period. One Thursday of each month is reserved for professional development and training activities only. A second Thursday is reserved for department collaboration. A third Thursday is devoted to Lead Team meetings. With the implementation of the AVID program in

our school, we have made the conscious decision to focus our school professional development program in 2014-15 on implementing AVID activities school wide in preparation for expansion of the program to all grade levels over the course of the next 2 years. Our professional development agenda for the 2014-15 school year is indicated below.

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

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

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

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

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

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

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

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

February 5: AVID Strategy: Structuring Argument

- Read "Crafting Understandings" from *Understanding Design*
- Explain, model, and practice graphic organizers for structuring written argument.
- Project Menus for English Learners

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

April 2: Staff bonding activity to be determined

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

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

STATE PRIORITY #1— BASIC SERVICES
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	All UPA teachers will be appropriately credentialed, including appropriate English learner authorization as defined by the California Commission on Teacher Credentialing (CTC)
ACTIONS TO ACHIEVE GOAL	o All teacher credentials will be verified with CTE annually o SCCOE semi annual audit
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	UPA pupils will have full access to state standards-aligned materials
ACTIONS TO ACHIEVE GOAL	o Purchase and development of standards aligned materials o Professional development in state standards materials
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	UPA will maintain adequate facilities to achieve its mission to provide a small school, college preparatory environment.

ACTIONS TO ACHIEVE GOAL	o Maintain a pupil teacher ratio of 21:1 o Maintain adequate budget allocation for maintenance and repair. o Facilities lease maintenance and repair is provided through UPA/landlord lease agreement

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

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

SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	UPA governance, educational, operational, and fiscal decisions prioritize the implementation of CCSS
ACTIONS TO ACHIEVE GOAL	o Board training in CCSS, LCFF, LCAP to ensure appropriate program oversight and implementation. o Intensive staff professional development in CCSS and Technology in Teaching and Learning o

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	UPA EL students will make academic gains.
ACTIONS TO ACHIEVE GOAL	o Teachers will have appropriate certification in their subject area to teach EL students o Professional development will prioritize EL instruction o Reading specialist availability will meet student demand

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	UPA EL students will gain English language proficiency.
ACTIONS TO ACHIEVE GOAL	o EL students will receive English Language Arts/Literacy instruction and appropriate instructional support through pull out program o EL coordinator will monitor student progress. o Teachers will receive professional development

STATE PRIORITY #3— PARENTAL INVOLVEMENT

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

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will be involved in the governance, fundraising and student academic support functions of UPA
ACTIONS TO	o Provide user-friendly student information system to keep parents informed of assignments, homework, grades and attendance.

ACHIEVE GOAL	o Provide volunteer opportunities that visibly demonstrate parent commitment to academics and foster school's long-term sustainability o Maintain Advisory Board to provide guidance to governing board regarding specific areas of school operations, education programs, support services, supplemental programs, and fundraising
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Parents are actively involved in the school at all levels.
ACTIONS TO ACHIEVE GOAL	o Support parent group activities. o Create/maintain systems for clear school parent communications and involvement.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

A. *California Assessment of Student Performance and Progress (CAASPP) statewide assessment*

B. *The Academic Performance Index (API)*

C. *Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*

D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*

E. *EL reclassification rate*

F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*

G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students will score proficient or higher on statewide assessments.
ACTIONS TO ACHIEVE GOAL	95 percent of UPA students at tested grade levels will participate in mandated standardized state testing. UPA will provide curriculum and instruction aligned to state standards. UPA will conduct formative, interim and summative assessments aligned to the state standards and implement appropriate interventions where indicated including SST, supplemental supports, tutoring, differentiated instruction, AVID, special education services.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	UPA will meet API growth targets, or equivalent
ACTIONS TO	

ACHIEVE GOAL	Conduct quantitative and qualitative student achievement monitoring by implementing formative, summative, embedded, unit, and interim assessment strategies

SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	All UPA high school students will complete all required courses for UC/CSU admission.
ACTIONS TO ACHIEVE GOAL	o Maintain a-g approval of all relevant courses o Effective supervision and evaluation of teachers o Effective monitoring of individual student progress

SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will make steady and consistent progress toward ELA proficiency
ACTIONS TO ACHIEVE GOAL	All teachers will use SDAIE and ELD instructional strategies

SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be timely reclassified as Fluent English Proficient.
ACTIONS TO ACHIEVE GOAL	All teachers will use SDAIE and ELD instructional strategies

SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	All students take and pass the AP exam for AP courses taken.
ACTIONS TO ACHIEVE GOAL	o Offer AP courses. o Provide exam fee for students who cannot afford them.

SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	By the beginning of the senior year, UPA students will receive feedback on their readiness for college as determined by responses on 11th grade state standardized testing.
ACTIONS TO ACHIEVE GOAL	o Enroll students who are not yet demonstrating college-readiness in grade 12 Expository Reading and Writing Course and refer them to interactive math and English success Web sites. o Meet with students grades 8-12 throughout high school career and monitor progress toward college readiness (as well as individual post

	high school goals)

STATE PRIORITY #5— STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

 A. *School attendance rates*
 B. *Chronic absenteeism rates*
 C. *Middle school dropout rates (EC §52052.1(a)(3))*
 D. *High school dropout rates*
 E. *High school graduation rates*

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students are actively engaged in learning activities.
ACTIONS TO ACHIEVE GOAL	o UPA will keep accurate and appropriate attendance records o UPA will implement intervention strategies including immediate identification and intervention for absences and tardies o UPA will review student records to ensure adequate student progress o UPA will provide appropriate professional development opportunities to encourage effective, high quality, instruction

SUBPRIORITY B – STUDENT CHRONIC ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	UPA students will attend school consistently and regularly
ACTIONS TO ACHIEVE GOAL	o Implement student contracts. o Monitor attendance. o Provide tailored interventions to promote attendance.

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	UPA middle school students will promote to the 9th grade or enroll in another middle or high school
ACTIONS TO ACHIEVE GOAL	o UPA will monitor all middle school students to support completion of courses at each grade level o UPA will facilitate transfer of all students to other accredited schools and track actual admission.

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	UPA high school students will complete high school at UPA or at another high school.
ACTIONS TO	o UPA will monitor all high school students for attendance and

ACHIEVE GOAL	satisfactory progress toward meeting graduation requirements o UPA will measure student engagement per attendance rates, satisfaction surveys, academic achievement, and extra curricular activities participation. o UPA will track the transfer of exiting UPA students to ensure that they are reenrolled in another accredited high school

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	UPA high school students will graduate from UPA or another high school within five years of 9th grade enrollment.
ACTIONS TO ACHIEVE GOAL	o UPA will monitor all high school students to support completion of all required courses for graduation o UPA will maintain its college counseling and guidance program. o UPA will monitor student records for timely completion of graduation requirements.

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:
 A. *Pupil suspension rates*
 B. *Pupil expulsion rates*
 C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	UPA will maintain its currently low suspension rates.
ACTIONS TO ACHIEVE GOAL	o UPA discipline policy promotes positive discipline o Professional development of UPA philosophy o Alternatives to suspension and intervention o Advisory program – character education curriculum

SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	UPA will have low expulsion rates.
ACTIONS TO ACHIEVE GOAL	Implement restorative justice philosophy - extensive use of suspended enforcement of expulsion through behavior contracts.

STATE PRIORITY #7— COURSE ACCESS

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

"Broad course of study" includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health,

GOAL TO ACHIEVE SUBPRIORITY	UPA will maintain its college preparatory mission and education program, ensuring that all students have full access to and are enrolled in a broad course of study and programs that support their success with all subjects.
ACTIONS TO ACHIEVE GOAL	o Review and update course offerings annually o Conduct frequent reviews of student achievement data. o Provide professional development to maximize learning and provide access to multiple instructional/learning delivery systems that support college preparation. o

STATE PRIORITY #8—OTHER STUDENT OUTCOMES
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate grade level proficiency in English Language Arts/Literacy
ACTIONS TO ACHIEVE GOAL	o AP courses o Rapid identification of struggling students o Tailored intervention program, including intervention and support classes, as well as after school tutoring o EL support

SUBPRIORITY B – MATHEMATICS

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate grade level proficiency in mathematics
ACTIONS TO ACHIEVE GOAL	o AP courses o Rapid identification of struggling students o Tailored intervention program, including math specialist and tutoring

SUBPRIORITY C – SOCIAL SCIENCES

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate grade level proficiency in social sciences.
ACTIONS TO ACHIEVE GOAL	Direct instruction with an integrated approach for American history, world history, government, geography and economics using the CA History-Social Science Content Standards or other approved state standards. Strategies included in an integrated approach are: non-fiction

	and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate grade level proficiency in science.
ACTIONS TO ACHIEVE GOAL	Implement curriculum and instructional strategies aligned to the CA Next Generation Science Standards
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Two years of drama, dance, visual arts, and/or instrumental music.
ACTIONS TO ACHIEVE GOAL	Offer exploratory and or experiential courses.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will complete one year of PE.
ACTIONS TO ACHIEVE GOAL	o Offer courses in traditional PE, and in yoga and weight lifting o Allow waivers for extra curricular physical education activities. o Conduct PE testing.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	By grade twelve, students will complete a minimum of three foreign language courses in the same language.
ACTIONS TO ACHIEVE GOAL	UPA will offer three years of Spanish and French.

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

1. Initiative: Eliminate the Achievement Gap

2. Initiative: Build and Enhance a College Going Culture

3. Initiative: Support for English Learners

4. Strengthen The Culture of Accountability

5. Initiative: Improve the Quality of Student Life on Campus

6. Initiative: Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum

II. MEASURABLE PUPIL OUTCOMES AND
III. METHODS OF ASSESSING STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.
Education Code Section 47605.6(b)(5)(B).

The method by which pupil progress in meeting those pupil outcomes (identified in Element A) is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
Education Code Section 47605.6(b)(5)(C).

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

In order to ensure student success in high school, current UPA 8th grade students will be considered for promotion to the 9th grade based on the following criteria:
- Proficiency level on standardized tests
- End of course grade of C or higher in core courses
- Growth on NWEA or equivalent test

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

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

UPA uses DATA Director to manage data to inform instruction and provide indicators of student achievement. With this tool, faculty and staff have useful data to guide decision making to best meet the needs of students. These resources, used concurrently with the use of the NWEA

Common Core aligned MAP assessment provides faculty and staff with a constant and predictive source of data. Continuous assessment and evaluation of students is some of the most important work undertaken at UPA.

In addition to embedded unit assessments and end of course assessments, UPA will use the NWEA MAP assessment at least twice each year to assess student progress toward attaining proficiency in the CCSS.

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

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

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

CAASPP: ELA/LITERACY AND MATHEMATICS	
MEASURABLE OUTCOME	All eleventh students including all student subgroups, who attend UPA for at least three years will score proficient or higher on state standardized tests.
METHODS OF MEASUREMENT	Test results
API	
MEASURABLE OUTCOME	UPA school wide, and all students - including all student subgroups - who attend UPA for at least three years, will meet API Growth Targets, or equivalent
METHODS OF MEASUREMENT	API growth or equivalent
EL PROFICIENCY RATES	
MEASURABLE	EL students will make steady and consistent progress toward ELA

OUTCOME	proficiency
METHODS OF MEASUREMENT	CELDT

EL RECLASSIFICATION RATES	
MEASURABLE OUTCOME	EL students will be reclassified as Fluent English Proficient within 4 years of enrollment at UPA.
METHODS OF MEASUREMENT	Reclassification data

AP EXAM PASSAGE RATE	
MEASURABLE OUTCOME	All students enrolled in AP courses will receive a score of 3 or better on AP exam.
METHODS OF MEASUREMENT	Exam score

COLLEGE PREPAREDNESS/EAP	
MEASURABLE OUTCOME	95% college acceptance rate
METHODS OF MEASUREMENT	UC a-g course completion rate Number of students taking AP courses and passing AP exams with 3 or better College acceptance letters

STUDENT ATTENDANCE RATES	
MEASURES	UPA will maintain an attendance rate of 96 percent or better
MEANS OF MEASUREMENT	Attendance records

STUDENT ABSENTEEISM RATES	
MEASURABLE OUTCOME	UPA chronic absenteeism will be less than 5 percent
METHODS OF MEASUREMENT	Attendance records

MIDDLE SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	UPA middle school students will promote to the 9th grade or enroll in another middle or high school
METHODS OF MEASUREMENT	Student records

HIGH SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	UPA drop out rate will be less than 5 percent

METHODS OF MEASUREMENT	Student records

HIGH SCHOOL GRADUATION RATES	
MEASURABLE OUTCOME	UPA high school students will graduate from UPA or another high school within five years of 9th grade enrollment.
METHODS OF MEASUREMENT	Enrollment and graduation data

PUPIL SUSPENSION RATES	
MEASURABLE OUTCOME	UPA suspension rates will be the same as or lower than the districts in which students reside.
METHODS OF MEASUREMENT	Student records SARC

PUPIL EXPULSION RATES	
MEASURABLE OUTCOME	UPA's expulsion rates will be the same as or lower than the districts in students reside.
METHODS OF MEASUREMENT	Student records SARC

ENGLISH	
MEASURABLE OUTCOME	All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in English Language Arts/Literacy
METHODS OF MEASUREMENT	End of unit exams End of course exams Statewide testing performance

MATHEMATICS	
MEASURABLE OUTCOME	All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in mathematics
METHODS OF MEASUREMENT	End of unit exams End of course exams Statewide testing performance

SOCIAL SCIENCES	
MEASURABLE OUTCOME	All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in social sciences.
METHODS OF MEASUREMENT	End of unit exams End of course exams

SCIENCE	
MEASURABLE OUTCOME	All students who have been enrolled in UPA for at least three years will demonstrate grade level proficiency in science.
METHODS OF MEASUREMENT	End of unit exams End of course exams Statewide testing performance
VISUAL AND PERFORMING ARTS	
MEASURABLE OUTCOME	All students will demonstrate grade level proficiency in two of visual and performing arts courses.
METHODS OF MEASUREMENT	End of unit exams End of course exams
PHYSICAL EDUCATION	
MEASURABLE OUTCOME	Students will participate in one year of PE to fulfill graduation requirements.
METHODS OF MEASUREMENT	Statewide testing performance
FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
MEASURABLE OUTCOME	By grade twelve, all students who have been enrolled at UPA for at least three years will enroll in and complete a minimum of three foreign language courses in the same language.
METHODS OF MEASUREMENT	End of unit exams End of course exams Student records

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

Facility Location

The location of each charter school facility that the petitioner proposes to operate.

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

UPA will continue to occupy the following facilities leased and guarantees that they meet zoning, fire-life safety, and handicapped accessibility requirements.

Address:
2315 Canoas Garden Ave
San Jose, CA 95125

IV. GOVERNANCE STRUCTURE

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

<div align="right">

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

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

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

The UPA Governing Board takes fiduciary responsibility for ensuring that UPA academic and fiscal programs and operations are being carried out appropriately and in alignment with its charter. It adopts policies, approves the budget, and assures that the school maintains high academic standards. To this end, the Board:
1. Establishes and approves all major educational and operational policies
2. Approves all major contracts
3. Approves the school's annual budget and oversees the school's fiscal affairs
4. Selects and evaluates the school's Executive Director, who will be responsible for operating the school and implementing the policy direction of the Board
5. Develops annual goals for the school and long range plans with input from the Director, teachers, and parent advisory committee members
6. Establishes and monitors achievement of UPA goals,

Election and Terms of Office
All Governing Board members are elected to serve staggered three-year terms and are selected using the following methodology, as further defined in UPA's bylaws:
1. Annual nominations for expiring terms,
2. Review of candidates' narrative statements regarding board qualifications including a description of expertise in matters pertaining to the charter school's operations and demonstrated commitment to UPA's mission and targeted student population,
3. Board selection of new members to obtain new members with a commitment to UPA and a combined mix of skills and expertise necessary to effectively govern the charter school.

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

Board Structure and Operations
The Board of Directors holds regularly scheduled meetings each month and special meetings as needed. The Board follows the Brown Act in generating and posting agendas for public information. Board meetings are conducted using Roberts Rules and the Brown Act. Expulsion hearings, personnel matters, and other confidential governance matters are held in closed session, unless open session is requested by the parent of the child in question or faculty/staff member in

a matter for which open session is legally appropriate. The Board appoints a president, a secretary, and a treasurer. The Board President is responsible for the functioning of the Board and the conduct of Board business and meetings. The Board Secretary is responsible for generating meeting notes and distributing the agenda in a timely manner. Agendas are posted in hard copy at the school site and on the school web site. The Board treasurer has primary responsibility to monitor UPA's fiscal affairs and to oversee and review financial statements created by the school's back office contractor for presentation to the Board.

Board Training

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

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

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

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

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

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

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

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

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

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

University Preparatory Academy
Leadership Services & Responsibilities

Director of Business & Operation	Director of Instructional Services	Director of Student Services	Executive Director
Purchasing	Master Schedule Development	Counseling and Guidance	WASC Accreditation/Reporting
Management and Evaluation of Support Staff	Testing and Assessment	Advisory Program	Charter Reauthorization
Human Resources	Academic Data Services	Discipline Program	SCCOE Audits
Budgeting	Curriculum Development	Student Activities	Staffing
Deposits	CC implementation	Teacher Evaluation	Student recruitment
Attendance Accounting	Teacher Evaluation	Athletics	Administrator Evaluation
Benefits Coordination	Professional Development	Promotion & Graduation Planning	Board interface
Coordination of Facilities use with CoF	Grading and Report Cards	School Safety	Administrative Supervision
Supervise operation and Maintenance of PowerSchool SIS	ELL Program	Supervise Campus Supervisors	Economic Development
Master Schedule Technology	Summer School	Coordinate/Interface with UPA Support groups	Student registration
Director of UPA Foundation	At Risk Program	504 Student Program	Teacher Evaluation
Technology	Special Ed Program Supv.	Student Store	Home School Communications
Events Planning	E-Learning	Events Planning	Systems Monitoring And Progress

Parental and Student Involvement
The University Preparatory Academy believes firmly that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program. Currently the school has the following parent/community groups organized and functioning:

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

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

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

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

V. PUBLIC SCHOOL EMPLOYER

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

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

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

VI.   EMPLOYEE QUALIFICATIONS

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

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

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

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

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

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

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

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

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

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

The instructional leadership team is comprised of teacher leaders who have developed or are developing expertise in various aspects of instructional leadership. The teacher leaders, called Lead Teachers, are appointed by the Executive Director and are given a stipend to coordinate the following instructional leadership programs:
- Instructional supervision
- Build a community of learners
- Curriculum development
- Facilitate professional development and training
- Guidance program supervision and master schedule development
- Testing and achievement data coordination

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

In order to ensure implementation of the school's mission and educational philosophy, hiring preference is given to teachers who have experience designing and implementing curriculum. Applicants to teach at the school are hired based on the UPA Board approved job description and desirable qualifications including the following:
- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student,

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

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

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

Directors

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

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

Counselor

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

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

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

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

Campus Supervisors monitor the school campus before and after school as well as during breaks and lunchtime.

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

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

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

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

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

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

VII: Health and Safety

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

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

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

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

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

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

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

Child Abuse Prevention and Reporting

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

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

VIII: Racial and Ethnic Balance

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

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

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

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

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

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

For additional details on the school's student recruitment plan see section 4, Student Recruitment and Enrollment.

Element IX: Admissions Requirements

Admission requirements, of the charter school, if applicable.
Education Code Section 47605.6(b)(5)(N).

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

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

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

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

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

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

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

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

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

All students who are interested in enrolling at the school are required to complete an application for admission.

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

Existing students of UPA have an automatic right to continued enrollment in the school should they wish to do so and shall not need to be included in the public random drawing. UPA does grant preference in the public random drawing as to siblings of students already attending UPA and children of UPA educators, administrators, and staff. See section 4

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

X: Financial Audit

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

California Education Code 47605b.5.I

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

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

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

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

XI: Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

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

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

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

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

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

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

Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:
     a) while on school grounds;
     b) while going to or coming from school;
     c) during the lunch period, whether on or off the school campus; or
     d) during, going to, or coming from a school-sponsored activity.

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

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

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

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

5. Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

12. Knowingly received stolen school property or private property.

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

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

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

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

17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or

not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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

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

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

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

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

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

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

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained

written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

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

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

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

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

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

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Expellable Offenses

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

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

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

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

l) Knowingly received stolen school property or private property.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Authority to Expel

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

Expulsion Procedures

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

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

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

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

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

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

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

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

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

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

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

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

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that

there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities
A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

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

Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum,

although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

Procedural Safeguards/Manifestation Determination

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

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

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

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

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

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

Due Process Appeals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

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

1. Notice of the specific offense committed by the student

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

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

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

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

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

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

XII: RETIREMENT PROGRAM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
Education Code Section 47605.6(b)(5)(K).

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

XIII: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

XIV: DESCRIPTION OF EMPLOYEE RIGHTS.

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

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

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

XV: DISPUTE RESOLUTION

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

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

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

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

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

Disputes Arising From Within the School
All internal disputes involving UPA shall be resolved by the UPA Board according to the UPA's own internal policies. All complaints about UPA received by the SCCOE will immediately be forwarded to UPA.

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

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

- Any complaint should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the school Executive Director to attempt further resolution.
- The complaint shall be reduced to writing by the complainant and submitted to the school Executive Director. The complainant should specify the problem to the fullest extent possible and any remedies sought.
- Following any necessary investigation, and a meeting with the complainant(s), the school Executive Director shall prepare a written response to the complainant no later than twenty (20) working days from the date of receipt of the written complaint statement, unless for good cause, and upon notice given, additional time is required for the response.
- If the matter cannot be resolved at the school Executive Director level, the complainant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting.

- The Board of Directors and the school Executive Director will set a date and time for the hearing of any evidence to be presented concerning the complaint. At the hearing, the complainant and a representative of UPA shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and school Executive Director shall make a decision on the complaint in writing. This decision will serve as the final decision of UPA. An administrative panel of less than a quorum of Board members appointed by the Board may be used for hearing purposes in lieu of a full Board.

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

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

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

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

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

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

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by

facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

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

To Charter School Director, Santa Clara County Office of Education:
1290 Ridder Park Dr
San Jose, CA 95131

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

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

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

XVI: CLOSURE PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As specified by the Budget, UPA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

UPA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the SCCOE SELPA, and other categorical funds will be returned to the source of funds.

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

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

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

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

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

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

XVI: PROGRAM OPERATIONS AND IMPACT ON COUNTY

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

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

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

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

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

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

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

University Preparatory Academy will coordinate with the SCCOE to report pertinent STRS payroll data pursuant to the MOU and the county superintendent of schools. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its

own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

Facilities

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

Transportation

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

Authorizer Impacts

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

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

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

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

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

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

Civil Liability

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

Term of Charter

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

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

Severability

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

Amendments

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

Force Majeure

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

Notices

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

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

> To Charter School Director
> Santa Clara County Office of Education:
> 1290 Ridder Park Dr
> San Jose, CA 95131

MEMORANDUM OF UNDERSTANDING

Oversight, Financial and Operational Memorandum of Understanding
Between the Santa Clara County Office of Education and
University Preparatory Academy

I.   GUIDING PRINCIPLES OF THIS MEMORANDUM OF UNDERSTANDING:

- *The Santa Clara County Board of Education (SCCBOE), Santa Clara County Office of Education (SCCOE), and their authorized charters strive to have a partnership that exemplifies best practices with respect to the authorizer-charter relationship.*
- *This Memorandum of Understanding ("MOU") is an Oversight and Operational agreement that outlines and defines the Parties' respective operational and reporting responsibilities.*
- *This MOU is aligned with the letter and intent of the California Charter Schools Act: accountability and oversight with minimal bureaucracy, with the primary intent to clarify the monitoring and oversight expectations and responsibilities.*
- *By approving the charter petition, the SCCOE assumes the oversight of the Charter School in accordance with the Charter Schools Act. The requirements outlined in this MOU allow the Santa Clara County Board of Education and SCCOE to effectively oversee charter schools.*
- *The Charter School is operated by a Non-Profit Organization and all obligations imposed herein on the Charter School are equally imposed on the Non-Profit Organization.*
- *The Santa Clara County Board of Education, SCCOE, and their authorized charters recognize that not all requirements governing charter-charter authorizer relations, reporting, and oversight are memorialized herein, and therefore, the parties to this Agreement agree that they are bound by and will comply with the Education Code, and all other applicable statutes, rules and regulations in addressing any matters not specifically addressed in this MOU.*

II.   PARTIES

This MOU constitutes an agreement between the SCCOE and University Preparatory Academy, a California non-profit public benefit corporation (hereinafter "Charter School").

III.   BACKGROUND

The SCCBOE renewed the charter to University Preparatory Academy on February 17, 2010 pursuant to the terms of the Charter Schools Act of 1992 ("Charter School Act") (Education Code §47600 et. seq.). This MOU is intended to outline the Parties' agreements governing their respective fiscal, operational, and administrative responsibilities, their legal relationship, and other matters not otherwise addressed or resolved in the terms of the charter. .

IV.   TERM

This MOU shall commence on the date upon which it is fully executed by the duly authorized representatives of the parties. and shall stay in effect for the term of the charter which is June 30, 2015. This MOU may be reviewed annually, and may be amended or augmented by addendum at any time upon mutual written agreement. The Charter School's

renewal of this MOU after the expiration of the term shall be subject to renewal of the Charter School's charter, and compliance with the terms of this MOU, SCCOE policy, and applicable law.

V. RESPONSIBILITIES OF THE PARTIES

A. The Role of the SCCOE in Overseeing the Charter School

The SCCOE Board believes that charter schools provide an opportunity to implement accountability-based school-level reform, support innovation which improves student learning, and provide choice for parents. In order to ensure the effectiveness of this effort, SCCOE will perform oversight functions mandated by State law.

Annually, staff from SCCOE that perform monitoring functions-approved charter schools and representatives of SCCOE-approved charter schools will meet to refine and/or improve monitoring processes and objectives.

For regular charter school monitoring, SCCOE staff will endeavor to not make any untimely or last minute special requests.

Monitoring visits will be made once or twice a year by the SCCOE to the Charter School. The Charter School will make available during these visits any and all documents and information requested by SCCOE and that are disclosable under applicable law, in order to fulfill its oversight responsibility, either in hard copy or electronically as SCCOE may reasonably request. The Charter School will host the SCCOE in its monitoring visits and work to be as helpful as possible as the SCCOE fulfills its statutorily mandated monitoring duties.

B. The Charter School's Responsibilities

It shall be the Charter School's duty and obligation, at the Charter School's expense and cost and under the directive of the Charter School's governing body to manage, operate, and administer the Charter School. The Parties agree that, at all times, the Charter School remains accountable and subject to the oversight of the SCCOE as provided in the Charter Schools Act, the Charter Petition, and this MOU as appropriate and consistent with applicable state laws.

1. *Funding Sources*

The Charter School will receive funding from the State directly. External resources of the Charter School will be considered in the Charter School's financial records upon receipt. Funding shortfalls will be the responsibility of the Charter School; however, any debt issuance by or on behalf of the Charter School must be reported to the SCCOE staff assigned for fiscal review and monitoring , including financial details and conditions of such debt.

The Charter School is fully responsible for collecting the funding entitlement generated from in lieu of property taxes directly from the district(s) in which the student(s) attending the Charter School reside, and for providing sufficient support documentation to the district(s) to ensure the accuracy of the tax billing.

2. *Supervisorial Oversight Fee*

   The Charter School will pay 1% of final annual audited charter revenue for the actual costs of supervisory oversight pursuant to *Education Code Section* 47613.

3. *Other Services Fees*

   The Charter School may opt to contract with the SCCOE for additional services for a fee, including Financial Services, STRS Enrollment and Report Preparation, Library Resources, Payroll Processing, Professional Development, Program Evaluation, School Plan, and Special Education Services. The SCCOE will invoice the Charter School for the cost of general oversight and for additional services on a quarterly basis.

4. *Special Education*

   The Charter School is a part of the Santa Clara County Office of Education Special Education SELPA I. Any change in the School's SELPA affiliation or LEA status for purposes of special education shall require written notification to the SCCOE.
   The Charter School shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities Act (20 U.S.C. § 1401 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*). The Charter School shall implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services.

   The Charter School may apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency within the SELPA. If the Charter School is admitted to a SELPA, and submits evidence of such admission to the SCCOE by March 15th, the Charter School shall be designated as a local educational agency within that SELPA for the coming school year. Otherwise, the School shall be designated as a public school of the SCCOE. Any change in the Charter School's SELPA affiliation or LEA status for purposes of special education during the period of this MOU shall constitute a material change to this MOU and shall require written notification to and approval from the SCCOE.

   The SCCOE shall retain authority to review the Charter School's special education files, records, service delivery records and actual practices, attend IEP meetings, attend SST meetings, and review minutes and documents from all such meetings. The School shall send written notice to the SCCOE at least ten (10) days prior to each upcoming IEP meeting (or when the parent is notified for emergency meetings).

   If the Charter School is designated a public school of the SCCOE for the purposes of special education services and funding, the following apply:
   a. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of the SCCOE regarding services to special education students.
   b. The SCCOE shall provide special education services to all special education students of the Charter School consistent with the services it provides at its other public schools. The SCCOE shall be responsible for providing all appropriate

special education and related services, including development of written IEPs, in accordance with all applicable state and federal laws for all students with exceptional needs. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Upon mutual agreement and in accordance with the Special Education Funding Plan the Charter School may provide reasonable and approved special education services directly and the SCCOE may reimburse the Charter School for the Charter School's provision of such services.

c. The SCCOE shall convene IEP team meetings, and shall ensure that IEP teams are informed of the School's instructional design, mission, and charter in the development of IEPs. IEP teams shall include a representative of the Charter School. The School shall be responsible for having the designated representative in attendance at IEP meetings in addition to any representatives who are knowledgeable about the regular education program at the School. The SCCOE shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. Decisions regarding eligibility, goals/objectives, program, placement and exit from Special Education shall be the decision of the IEP team. Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SCCOE and of the Local Plan for Special Education. To the extent that the agreed-upon IEP requires educational or related services to be delivered by staff other than the Charter School staff, the SCCOE shall provide and/or arrange for such services including, but not limited to, identification, evaluation, IEP development and modification, and educational services. The SCCOE shall, when necessary, initiate and pursue due process hearings and claims as needed to ensure compliance with applicable laws. If a parent or guardian pursues a due process claim, the SCCOE shall, in consultation with the Charter School, defend all aspects of the claim.

d. The County Superintendent of Schools or designee shall represent the Charter School's special education interests and needs as it represents the needs of all schools in the SCCOE at all SELPA meetings. The SCCOE shall communicate to the Charter School relevant special education issues, including SELPA decisions and policies, in the same way that it communicates such information to all other schools in the SCCOE. SCCOE and/or SELPA information and training opportunities regarding special education shall be available to Charter School staff to the same extent that such information and opportunities are available to site staff at all other schools in the SCCOE. The SCCOE shall provide Charter School staff the opportunity to represent their school at committee meetings of the SELPA to the same extent that such opportunities are available to COE site staff.

e. The Charter School shall identify and refer students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall follow the SCCOE policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California Law and SCCOE policy. The SCCOE shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the SCCOE's general practices and procedures, and applicable law. The Charter School shall provide any information requested by the SCCOE to make this determination. The Charter

School shall not conduct unilateral independent assessments without prior written approval of the SCCOE.

f. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information on any student enrolling from a non-SCCOE school.

g. The Charter School will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights, and that families of Special Education students are given copies of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards* (Revised January 2009). The link for this document is http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc

University Preparatory Academy is designated a public school of the SCCOE for the purposes of special education services and funding. The Charter School will be fully and solely responsible for all special education expenses.

5. *Data Reporting*

a. **Average Daily Attendance (ADA)**
The Charter School will develop an attendance-reporting calendar and maintain an attendance system to record and account for student attendance and average daily attendance (ADA), which meets the requirements of the law. ADA is the total number of actual apportionment student days of attendance divided by the number of school days to determine the amount of revenue that is generated. "Attendance" shall mean the attendance of the Charter School pupils while engaged in educational activities required of them by the Charter School, as defined in Section 11960 of Title 5 of the California Code of Regulations and other applicable law. The Charter School will report their ADA summary figures to the SCCOE on a monthly basis, and the SCCOE will report the ADA data to the California Department of Education (CDE) as required to enable the Charter School to receive the funding specified in this contract. Monthly reports are due two weeks after the school month ending date.   The Charter School will provide SCCOE with the district-of-residence for all enrolled students.

Reporting Requirements
Month 1 – ADA summary report
20 Day Attendance Report (only applicable to schools that are new or adding one or more grade levels)
Month 2 – ADA summary report
Month 3 – ADA summary report
Month 4 – ADA summary report
P-1 ADA Report
Month 5 – ADA summary report
Month 6 – ADA summary report
Month 7 – ADA summary report
Month 8 – ADA summary report
P-2 ADA Report
Month 9 – ADA summary report
Month 10 – ADA summary report
Month 11 – ADA summary report
P-Annual ADA Report

The Charter School shall make available for SCCOE review and audit of all supporting attendance documents, including approved weekly site-based attendance sheets, and evidence of contact made with parents or guardians when students are absent from school, e.g. parent contact logs, absence notes, phone logs, etc., as requested.

b. **Enrollment**
   The Charter School shall obtain a CDS code number from the CDE and complete and submit enrollment and other necessary demographic information to the SCCOE, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

c. **Recruitment and Enrollment**
   The Charter School's recruitment and enrollment processes shall be as described in the charter petition. The Charter School will maintain on its website instructions for applying and information on the public random drawing and enrollment processes. Any procedures used to verify student residency must comply with State and Federal law, and must not discriminate against students or prospective students based on nationality or national origin.

d. **Annual Report to the Santa Clara County Board of Education**
   The Charter School shall post the School Accountability Report Card (SARC) to its website by February 1st and submit an electronic copy of the SARC to the SCCOE's Charter Department. The Charter School will also provide an Annual Report presentation to the SCCBOE inclusive of the template of topics identified by the SCCBOE. The SCCBOE-approved charter schools will provide input and suggestions on template topics as desired.

e. **Employee Retirement Systems**
   Should the Charter School elect to allow qualified employees to participate in the California State Teachers' Retirement System (STRS), the Charter School will indicate if it chooses to use the SCCOE fee-for-service option to prepare service credit and remittance reports to be transmitted to SCCOE District Business Advisory Services (DBAS). DBAS will in turn process and transmit to STRS required information and remittances. If however, the Charter School elects to develop the required reports for submittal to SCCOE DBAS, it will indicate in writing this decision. Further, in a separate agreement, the Charter School may elect to have SCCOE DBAS journal voucher transfers of required remittances to STRS. SCCOE DBAS will provide appropriate back-up documentation to verify amounts remitted. Should the Charter School choose an alternative retirement plan for its classified staff instead of the California Public Employees' Retirement System (PERS), the Charter School would be responsible for the monthly remittance directly to the plan.

f. Board Agendas and Minutes

In compliance with the Brown Act, all School Board of Trustee meeting agendas will be posted on the Charter School's website concurrent with the physical posting of the agenda. All approved meeting minutes will be posted on the Charter School's website. The Charter School agrees to comply with all provisions of the Brown Act, including any jurisdictional limitations.

6. *Budget and Finance*

For purposes of fiscal monitoring and oversight, "charter revenues" are to include all sources that exist <u>and</u> that are used to ensure the solvency of the Charter School and that would be defined as "Operational Funding" identified in *Education Code Section 47632(g)*.

The Charter School shall prepare and submit the following reports (with supporting assumptions and comments) to the SCCOE each year in compliance with Education Code Section 47604.33:

Reporting Requirements	Due Date
Adopted Budget	On or before June 30th of prior fiscal year
Interim (July 1 thru October 31)	On or before December 15th
2nd Interim (July 1 thru January 31)	On or before March 15th
Unaudited Actuals	On or before September 15th of following fiscal year

All reports as listed in the Reporting Requirements above will be submitted and certified in the SACS or Alternative Form format.

In addition to the statutorily required reports listed above, the SCCOE is requiring the following as part of its ongoing fiscal monitoring:

- Monthly- Bank statements, if funds are not held by the Santa Clara County Treasurer
- Monthly – Reconciliation report of the month bank statements
- Monthly – Financial system generated balance sheet
- At Budget and Interim Reporting Period – Cash-flow projections for the subsequent 12 months

7. *Audit*

The annual independent audit of the Charter School required by Education Code Section 47605(m) shall be performed. Any findings, recommendations, or deficiencies shall be reported to the SCCOE and resolved pursuant to the terms of the charter. The Charter School shall immediately forward a copy of the audit to the SCCOE upon receipt of the final audit findings in accordance with state timelines.

8. *Indemnity*

The Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the SCCOE, its officers, directors, and employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter

"SCCOE and SCCOE Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against SCCOE and/or SCCOE Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, the operations or services of the Charter School or any acts or errors or omissions by the Charter School, its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns (collectively "the Charter School"). This indemnity and hold harmless provision shall exclude actions brought by third persons against the SCCOE arising out of acts of misconduct or the sole negligence of the SCCOE.

9. *Insurance*.
   a. Without in any way limiting Charter School's liability pursuant to the "Indemnification" section of this Agreement, Charter School shall procure and maintain during the full term of this Agreement the following insurance amounts and coverage:
      i. Commercial General Liability Insurance with limits not less than $5,000,000 (five million dollars) each occurrence and $10,000,000 (ten million dollars) in the aggregate for Bodily Injury, Property Damage, Personal & Advertising Injury, Products & Completed Operations including coverage for claims of sexual abuse and molestation with the same limits.
      ii. Automobile Liability Insurance with limits not less than $5,000,000 (five million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage, including Owned, Non-Owned and Hired automobiles.
      iii. Workers' Compensation Insurance as required by the State of California with Statutory limits and with Employer's Liability limits not less than $1,000,000 (one million dollars) each accident.
      iv. Directors and Officers Errors and Omissions (D & O) Insurance with limits not less than $2,000,000 (two million dollars) each occurrence or claim and in the aggregate.
      v. Crime coverage for losses resulting from employee dishonesty naming the SCCOE as a loss payee with limits of no less than $500,000 (five hundred thousand dollars) per occurrence. Such coverage should be primary and noncontributory to any other coverage available to SCCOE with respect to claims arising out of Charter School's performance under this Agreement.
   b. All policies shall be written on an occurrence basis, except as otherwise provided for in this subsection. Coverage may be provided on a claims-made form, provided that the following requirements are met:
      i. The retroactive coverage date shall be shown, and shall commence before the beginning of any Charter School operations and/or performance under this Agreement.
      ii. Charter School shall maintain the required coverage throughout the term of this Agreement and, without lapse for a period of three (3) years beyond the expiration or termination of this Agreement, such that should occurrences during the Agreement term give rise to claims made after

expiration or termination of the Agreement, such claims shall be covered. Certificates and endorsements are required to be submitted annually.

iii. If coverage is cancelled or non-renewed, and not replaced with another claims-made form with a retroactive date prior to the beginning of any Charter School operations and/or performance under this Agreement, Charter School shall purchase an extended reporting period for a minimum of three (3) years after the expiration or termination of the Agreement.

iv. If requested by the SCCOE, a copy of the policy's claims reporting requirement, or any other policy documents, shall be provided.

c. Commercial General Liability policy must provide the following:

i. Name as Additional Insured by endorsement the Santa Clara County Office of Education, its Board, officers and employees.

ii. That such policy is primary and non-contributory to any other insurance available to the Additional Insured, with respect to any claims arising out of this Agreement and that such policies apply separately to each insured against who claim is made or suit is brought.

d. All policies shall provide thirty (30) days advance written notice to SCCOE of cancellation, non-renewal or reduction in coverage to the following office:

> Office of Innovative Schools
> Santa Clara County Office of Education
> 1290 Ridder Park Drive
> San Jose, CA 95131

e. Should any of the required insurance be provided under a form of coverage that includes a general annual aggregate limit or provides that claims investigation or legal defense costs are included in such general annual aggregate limit, such annual aggregate limit shall be double the occurrence or claims limits specified above.

f. The insurance requirements under this Agreement shall be the greater of (1) the minimum limits and coverage specified in this Agreement, or (2) the broader coverage and maximum limits of coverage of any insurance policy or proceeds available to the Named Insured. It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits. No representation is made that the minimum insurance requirements stated hereinabove are sufficient to cover the obligations of the Charter School under this Agreement.

g. Waiver of Subrogation. Charter School agrees to waive subrogation with respect to each insurance policy maintained under this Agreement. When required by an insurer, or if a policy condition does not permit Charter School to enter into a pre-loss agreement to waive subrogation without an endorsement, then Charter School agrees to notify insurer and obtain such endorsement. This requirement shall not apply to any policy which includes a condition expressly prohibiting waiver of subrogation by the insured or which voids coverage should the Charter School enter into a waiver of subrogation on a pre-loss basis. Charter School shall promptly notify District of any such express prohibition or condition in any applicable policy which may void coverage.

h. Should any required insurance lapse during the term of this Agreement, requests for payments originating after such lapse shall not be processed until SCCOE receives satisfactory evidence of reinstated coverage as required by this Agreement, effective as of the lapse date. If insurance is not reinstated, the

District may, at its sole option, terminate this Agreement effective on the date of such lapse of insurance.

    i.   Before commencing any operations under this Agreement, Charter School must provide the SCCOE with the certificates of insurance, and additional insured endorsement, with insurers satisfactory to the District, evidencing all lines of coverage set forth above, and shall furnish complete copies of policies promptly upon the SCCOE's request. Charter School also understands and agrees that SCCOE may withhold payment for services performed for any violations of the insurance provisions of this Agreement.

    j.   Approval of the insurance by SCCOE shall not relieve or decrease the liability of Charter School hereunder.

10. Litigation

The Charter School shall notify the SCCOE of any actual litigation from any party against the Charter School or any employee, including any Special Education complaint, or due process hearing.

11. School Name

The Charter School shall be known as University Preparatory Academy. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the SCCOE.

VI.   CONSTRUCTION AND SEVERABILITY

A. Amendments

This agreement may be amended or modified, in whole or in part, only by a negotiated, signed agreement.

B. Severability

If any provision or any part of this agreement is, for any reason, held to be invalid or unenforceable or contrary to law, statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

C. Notifications

All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the Superintendent at:	To the Charter School at:
County Superintendent of Schools	Dan Ordaz, Executive Director
Santa Clara County Office of Education	University Preparatory Academy
1290 Ridder Park Drive	2315 Canoas Garden Ave
San Jose, California 95131	San Jose CA 95125

VII. SPECIAL TERMS AND CONDITIONS

Local Funding Formula

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Santa Clara County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." § 47606.5(e).

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

Local Control and Accountability Plan - In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of EC § 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." EC § 47606.5(b)

VIII Notice of Violation, Opportunity to Remedy and Revocation

SCCOE may provide notice of violation, opportunity to remedy, and revoke the charter as set forth in Education Code §47607, its implementing Regulations, and SCCOE Policy.

This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings, agreement or agreements between the parties with respect to the subject matter of this Agreement. No person or party is authorized to make any representation or warranties except as set forth herein, and no agreement, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below:

By: _____ Date: _____
    Authorized SCCOE signature

By: _____ Date: _07/14/14_

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University Preparatory Academy

DANIEL ORDAZ

[Name, Title]

Date: 07/14/14

University Preparatory Academy Charter School
San Jose, California

Local Control Accountability Plan (LCAP)
2014-2015

Local Control and Accountability Plan

Introduction:

LEA: University Preparatory Academy Charter School   **Contact (Name, Title, Email, Phone Number):** Daniel Ordaz, Executive Director,

ordazdan@gmail.com ; (408) 391-1529   **LCAP Year: 2014-15**

The Local Control and Accountability Plan (LCAP} and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup p of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education -operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup p of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily y expelled) for each of the state priorities and any locally identified priorities . School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented *by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title l of Public Law 107-110} that are incorporated or referenced as relevant in this document. For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP*

Local Control and Accountability Plan

must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities fisted in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060{d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002{d). {Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for off pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes off of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.{Priority 7)*

Expelled pupils (for county offices of education only}: *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only}: *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.(Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass*

Local Control and Accountability Plan

Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i}, inclusive, of Education Code section 51220, as applicable.(Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.(Priority 3*

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. {Priority 5}

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.{Priorityy 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and bud get process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1. How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster

Local Control and Accountability Plan

   foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6. In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
Meeting groups and constituencies Involved ***The administration met with the following groups:*** • Grade level meetings with parents, 7 & 8, 9 & 10, and 11 &12. • Students representatives from each grade level • ASB student body officers • Staff • EL Parents • Special Ed parents • PTA • UPA Foundation	Received information and feedback from a broad cross section of the school community regarding school needs and what priorities might be considered for the LCAP
Meeting Process: 1. The meetings began with a review of data, including financial, student achievement, enrollment, attendance, discipline, and survey information. 2. The meeting participants were grouped into 4 groups. These groups met with facilitators who assisted each group in generating educational priorities. Each group determined their top 3 priorities. 3. The groups next came together and all participants were able to review each group's priorities. Each group reported out and responses given to clarification questions. 4. Lastly, the group as a whole was able to determine their top priorities by placing colored dots on their preferences.	These meetings have resulted in the generation of educational priorities recommended by these constituencies for the LCAP. Some of these priorities will be included in draft 1 of the LCAP.
Next Steps: Will meet on April 21, 2014 with Executive Directors Advisory Council comprised of: • Students • Parents • EL parents • Spec Ed Parents • Staff The draft 1 of LCAP was emailed to members of the Executive Director's Advisory Council on May 9, 2014. A meeting of the Executive Director's Advisory Council was held on May 15, 2014.	The purpose of the meeting is to review the priorities and determine a set of final priorities that may be included in the LCAP. The Executive Director and team will incorporate the Council's input into a draft of the LCAP.

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Involvement Process	Impact on LCAP
	The input of the Council will be incorporated into the next draft of the LCAP.
A public hearing was held on May 22, 2014 to "sunshine" the plan and receive feedback from the community.	Received feedback from the Advisory Council members regarding draft 1 of the LCAP. The feedback was incorporated into the final draft of the LCAP.
	The feedback from the public will be incorporated into the final LCAP as appropriate.
A Board meeting was held on May 22, 2014 for Board consideration of the LCAP.	
	The final draft of the LCAP was approved by the UPA Board.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric.Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3. What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4. What are the LEA's goal(s) to address locally identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6. What are the unique goals for subgroups as defined in Education Code sect ions 42238 .01 and 52052 that are different from the LEA's goals for all pupils?
7. What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

8. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
11. In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Section 2: Goals and Progress Indicators

Over the course of three years, University Preparatory Academy has affirmed its Mission, Vision and Core Values. The WASC accreditation process, parent grade level meetings, student meetings, surveys and now LCAP have served to facilitate a wholesale review of these important guiding principals. The Vision, Mission and Core Values are listed below.

These important planning processes have also served to identify needs that have become schoolwide priorities and initiatives. These priorities are listed in Section 2, Goals and Progress Indicators; they will guide our work over the course of the next three years in becoming a better school.

MISSION STATEMENT

> *Prepare students to enter and excel in the best colleges and universities in the nation*

VISION

- ❖ *Provide a private school education at no charge*
- ❖ *Take students in the middle of the bell shaped curve, provide a rigorous curriculum, hold high expectations, provide a safe environment and watch them excel*

CORE VALUES

- ❖ *Commitment to Program Success: In order to ensure the success of the school's educational program as outlined, UPA will hire and train a dedicated, professional staff that are committed to the success of every student.*

- ❖ *Dedicated, Professional Staff and Leadership: UPA will hire effective organizational leaders, including administrators, teachers, and support staff who understand that great schools require great school leadership. School leadership will utilize collaborative decision-making involving students, parents, staff and community. The main concern of leadership will be to continually improve instruction, curriculum and school climate.*

- ❖ *Student, Parent, and Staff Commitment: All stakeholders must make and uphold a commitment to the school and each other to put in the time, energy and effort to achieve success.*

- ❖ *Growth: We are all at various stages of proficiency in subject knowledge, and character development. At UPA all are expected to grow and improve in a continuous cycle of learning. Mediocrity, standing still and regression are not expected outcomes at UPA.*

- ❖ *Collaboration: At UPA we believe that learning best occurs when others are partnering in our learning. We also believe that the school will attain its stated goals through collaboration with the school community.*

- ❖ *Responsibility: At UPA, staff and students take responsibility for their own actions.*

- ❖ *Integrity: At UPA, staff, students and community members operate with honesty and sincerity at all times. Integrity promotes trust and respect; integrity includes fixing our mistakes when they occur.*

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs)

- ❖ *UPA students will possess strong written and verbal communication skills.*

- ❖ *UPA students will demonstrate mastery of and apply mathematical and scientific concepts.*

- ❖ *UPA students will think critically and creatively.*

- ❖ *UPA students will utilize a global perspective.*

- ❖ *UPA students will be technologically fluent.*

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❖ *UPA students will practice and value the visual and performing arts.*

❖ *UPA students will exhibit leadership skills that demonstrate personal and social responsibility.*

SCHOOL INITIATIVES

❖ Eliminate the achievement gap

❖ Enhance student access to co-curricular clubs and organizations.

❖ Prioritize preparation plans for Common Core implementation.

❖ Develop schoolwide traditions that celebrate individual student academic success (e.g. honor roll).

❖ Ongoing, schoolwide, integration of student-centered technology in curriculum design.

❖ Redesign advisory curriculum to maximize instructional minutes in ways that better support student learning.

❖ Further develop the schoolwide instructional norms that foster 21st century learning.

SCHOOL ACHIEVEMENTS

- **Standard Of Excellence –** Academic success at UPA is defined by a grade of C- or better in courses taken at UPA.

- **Graduation Rate –** The school's goal is to graduate 100% of 12th grade students.

- **Ethnic Diversity –** The school closely reflects the ethnic diversity of Santa Clara County which it serves.

- **Access To A Rigorous Curriculum –** The course of study offered at UPA is exclusively the UC a-g curriculum.

- **Advanced Placement –** UPA offers 12 Advanced Placement courses per year in the areas of Social Science, Mathematics, Science, English, World Languages, and The Arts.

- **Attendance Rate –** Student attendance is expected at UPA and typically exceeds 97% of the school year.

- **Longer School Day; Longer School Year**
  o UPA students attend a total of 185 school days per year, which is longer than most schools.
  o Most UPA students attend school for 7 periods per day.

SCHOOL INITIATIVES FOR CONTINUOUS IMPROVEMENT

While the school has accomplished much over the course of its existence, our meetings with the UPA Board, parents, students, and staff have identified eighteen priorities that are grouped into the six major initiatives listed below.
o Eliminate the Achievement Gap
o Build and Enhance a College Going Culture
o Support for English Learners
o Strengthen the Culture of Accountability
o Improve the Quality of Student Life on Campus
o Improve the Availability of Computing Devices and Implement More Technology Courses Into the Curriculum

These priorities are all addressed by initiative in the LCAP that follows.

Metrics:
As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

Local Control and Accountability Plan

Section 2 Goals and Progress Indicators

Identified Needs and Metric (What needs have been identified and what metrics are used to measure Progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (Based on identified metric)			Related State and Local priorities (Identify specific state priority. For districts and COE's; all priorities in statute, must be included and identified; each goal may be linked to more than one priority if appropriate)
	Description of Goal	Applicable Pupil Sub group(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate all if the goal applies to all schools in the LEA or alternatively, all high schools, for example.)		LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1.0 Initiative: Eliminate the Achievement Gap								
1.1 Need: Low SES, EL, Special Ed and many students of color lack college readiness and organizational skills. These students also lack a college-going culture in the home and family. **Metrics:** Increased the number of targeted students making preparations for college and enrolling into 4 year colleges and universities Academic success of C- or better in core academic college prep classes of English, Math, Science and Social Science	Implement the AVID program. Through AVID, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students. In the AVID program, targeted students will acquire college-going skills in: • Writing • Inquiry • Collaboration • Organization • Reading	All	All		Implement AVID in grade 9 At least 20 targeted students enrolled in the AVID class 75% of AVID students will earn a 2.0 GPA 95% of AVID students on target to complete UC a-g requirements	Implement AVID in grade 8 At least 20 targeted students enrolled in the AVID classes for a total of 40 students Increase number of students taking the PSAT/SAT 75% of AVID students will earn a 2.5 GPA 95% of AVID students on target to complete UC a-g requirement	Implement AVID in grades 7 & 10 At least 20 targeted students enrolled in the AVID classes for a total of 60 students Increase number of students taking the PSAT/SAT Increased number of applications to College Increased number of college acceptance letters 75% of AVID students will earn a 2.75 GPA 95% of AVID students on target to complete UC a-g requirement	**State:** Course Access; Pupil achievement; Reduce student dropouts **Local:** Closing the Achievement gap; School Mission

1.2 Need:								
1.2 Need: Identified incoming 7th grade at risk, low SES, and EL students are under prepared for the 7th grade English and Math **Metrics:** Increase the number of students achieving academic success, -C or better, as reflected in student grades and teacher progress reports at the end of each marking period in English 7 and Math 7	The school will offer a Summer Math/ Literacy Institute that introduces English 7 and Math 7 courses to identified students. In the institute, the students will be introduced to course content to be taught during the school year in these courses. This summer "head start" will positively impact the students to achieve academic success (C- or better) in English 7 and Math 7.	All	All		65 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	75 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	80 % of identified students will meet with academic success (C- or better) in English 7 and Math 7	**State:** Pupil outcomes in content areas of English and Math; **Local:** Access to advanced courses in core subjects
1.3 Need: Low SES, EL, and students of color have scored lower on statewide testing, and have lower pass rates in Math courses for the last three years. **Metrics:** Increased number of the targeted students entering and passing with a C- or better, higher levels of math, such as Pre-Calculus, Statistics and Calculus Increased scores on the Smarter Balanced assessment, as well as other standardized metrics like the NWEA MAP for targeted students.	Establish a Math support class to be offered during the regular school day that will aid students on the lower end of the achievement gap in closing that gap. This course is intended to be innovative and to be more adaptable than previous iterations of Math support classes. Student needs will be based on data provided by previous standardized test scores, NWEA MAP fall scores, and previous math grades. Instruction will be both direct instruction from faculty, as well as from computer adaptive resources such as ALEKS Math.	All	All		a) Fall NWEA MAP testing & other existing data such as grades will be used to determine need, and students will be scheduled into the course. b) Students will be concurrently enrolled in the support course and their math course. The two teachers will work closely to establish what each student needs to find success. c) End of course grades, as well as	a) Math department feedback, student feedback, and achievement data will be consulted to alter the program to better meet student needs. Same actions/services designated as a), b), and c), from LCAP Year 1: 2014-15. 75% of all students enrolled in the support course will pass the core math course with a C- or higher.	Same actions/services designated as a) from Year 2: 2015-16 Same actions/services designated as a), b), and c), from LCAP Year 1: 2014-15. 80% of all students enrolled in the support course will pass the core math course with a C- or higher.	**State:** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate **Local:** • Closing the Achievement Gap

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					NWEA MAP spring testing will determine a student's success within the program. Overall student successes will be used to evaluate the program's success. d) 70% of all students enrolled in the support course will pass the core math course with a C- or higher.			
1.4 Need: Many of the students targeted by UPA's mission, vision, and charter lack college readiness and study skills. These students may be the first in their families for whom college can be an option and the support for an academically rigorous, college-preparatory curriculum is also absent in the home. These students struggle with acclimating to the high expectations and levels of rigor in such a curriculum. **Metrics:** Increase the number of targeted students passing all	Establish an academic intervention program that pairs the targeted students with tutoring services, an individual learning plan, and success monitoring. Through these services, the school will help many first-generation college bound students acclimate and find success in a college preparatory environment, and by extension, gain acceptance to college, where they will be successful. This program will rely on the establishment of an Intervention Coordinator who: • Oversees SSTs for each student identified as At-Risk • Develops and monitors individual learning plans for	All	All		a) Implement Individual Learning Plan (ILP) as part of the SST process. b) Students with an ILP will be assigned to a tutorial center staffed by faculty who operate as tutors and monitor progress. c) Students with an ILP will meet monthly with the Intervention Coordinator to monitor their progress toward passing grades. d) As needed,	a) SSTs will be held for all new students identified as At-Risk. Students who have found success and maintained it may be exited from the program. Same actions/services designated as b), c), & d) from LCAP Year 1: 2014-15. Students in the Intervention program will pass at minimum, 6 of their classes.	Same actions/services designated as a) from Year 2: 2015-16 Same actions/services designated as b), c), & d) from LCAP Year 1: 2014-15. Students in the Intervention program will pass all of their classes.	**State:** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate **Local:** • Closing the Achievement Gap

classes with a grade of C- or better, especially in core classes of Eng., Math, Science and Social Science.	the At-Risk students. Staffing and monitoring a tutorial center for At-Risk students				additional resources, such as tutoring or review software, such as ALEKS Math or other online options will be purchased for Intervention students. e) Students in the Intervention program will pass at minimum, 5 of their classes.			
1.5 Need: Many of the students targeted by the school's mission, vision, and charter lack the academic skills and background necessary to meet UPA's graduation requirement of earning a C- or better in two or more AP courses. The school needs to develop systems to support those students in meeting that requirement. **Metrics:** 1) Increased the number of students taking AP courses year after year. 2) Academic success of C- or better in those AP courses.	Take students who may be first-generation college bound, or who might never have considered an AP course, and create a system that fosters their academic success in two or more AP courses. In order to ensure that all students can take and pass two AP courses, the school must support them by: • Offering 10 or more AP courses in order to offer students choices wherein they can find success. • Using the school's social networking system, Schoology, establishing study groups and online resource sharing for students Staffing AP courses with faculty who are trained to differentiate and deliver	All	All		All students will be encouraged to take the PSAT at the 9, 10, and 11 grade levels. Counselors will meet with students using the AP Potential tool to guide student AP course choices. Concurrent with the establishment of a media center, students will be able to donate and check out AP Study Guide books each year. Student interest surveys at the	All students will be encouraged to take the PSAT at the 9, 10, and 11 grade level. Counselors will meet with students using the AP Potential tool to guide student AP course choices. Student incentive programs for AP registration will be developed by the Instructional Services and Student Services Directors Student interest surveys at the end of the AP testing cycle will determine future course offerings. Students receive a passing score	The PSAT will be established as a required schoolwide activity for grades 9-11. Counselors will meet with students using the AP Potential tool to guide student AP course choices. Student interest surveys at the end of the AP testing cycle will determine future course offerings. Students receive a passing score of 3 or higher on 80% of all AP Exams taken Students pass	**State:** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate **Local:** • Closing the Achievement Gap • Creating a college-going culture

3) Passing scores of 3 or better on 90% of all AP tests taken on campus.	sophisticated, rigorous material to students at all ability levels.				end of the AP testing cycle will determine future course offerings. Students receive a passing score of 3 or higher on 70% of all AP Exams taken Scholarship programs for low SES students to take the AP exam will be established.	of 3 or higher on 75% of all AP Exams taken Students pass with a C- or better on all AP courses taken.	with a C- or better on all AP courses taken.	

2.0 Initiative: Build and Enhance a College Going Culture

2.1 Need: UPA students lack a comprehensive college and career readiness platform. **Metrics:** 1) Increase the number of students making preparations for college using the planning software tool to be purchases by the school 2) Purchase of software platform that allows counselors to begin providing a richer college/career guidance program. 3) Senior counselor to monitor usage - goal of >60% of all seniors use program.	UPA will purchase the Naviance platform in order to provide a rich college & career guidance program. Naviance will provide students with self-assessment tools for discovering interests, strengths, and personality types. Naviance will help guide students towards relevant career options, college choices, scholarship opportunities, and academic planning.	All	All		Register all incoming seniors. Usage to exceed 60%	Roll-out to all high school	Purchase modules for middle-school usage.	**State:** Basic school services; College readiness; Parent input/engagement

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Need/Metrics	Actions/Services				Year 1 Target	Year 2 Target	Year 3 Target	Alignment
2.2 Need: UPA needs to provide students with significant exposure to college campuses, college representatives, and on-line resources in order to build a meaningful and sustainable college going culture. **Metrics:** Increased percentage of students participating in college visitation programs.	UPA will develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses BY THE TIME THEY GRADUATE: **Grade 7-10:** • Annual College Field trip (4 colleges) **Grade 11:** • Junior trip (11 colleges) **Grade 12:** • Senior retreat UPA will facilitate student field trips to local college fairs. The on-line component of the UPA Media Center will include access to self-guided college tours and the Naviance college evaluations tools.	All	All		80% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	85% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	90% of the students will attend at least one college visitation program (college trip, fair, on-line) in each year of their attendance at UPA.	**State:** Student Engagement • College Going Culture **Local:** Mission and Vision; Expected School-wide Learning Results
2.3 Need: UPA lacks sufficient funds to fully support a comprehensive college visitation program. **Metric:** The percentage of the college visitation program subsidized by grants, donations and corporate giving	UPA will employ a fundraising strategy that will fund a comprehensive college visitation program.	All	All		40 % of all costs associated with the college visitation program will be fundraised	45 % of all costs associated with the college visitation program will be fundraised	50 % of all costs associated with the college visitation program will be fundraised	**State:** Student Engagement • College Going Culture **Local:** Mission and Vision; Expected School-wide Learning Results; Create a UPA Foundation to support the school's Mission and Vision
3.0 Initiative: Support for English Learners								
3.1 Need: EL students at varying levels of English proficiency	Presently, this site has two designations for ELD – EL and RFEP/IFEP. Data	ELs	ELs		a) As per State Department of Education requirement, all	Same actions/ services designated as	Same actions/ services designated as a), b), c), d), & e)	**State:** • Pupil achievement • Pupil

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attend this school. Students who score a 2 or lower on the CELDT are given classroom instruction for ELD. Data indicate that students at other levels of proficiency are in need of support, particularly in the core classes such as Math and English. **Metrics:** 1) Students who are English Language Learners pass all classes, English specifically, with a C- or higher. 2) EL students improve their scores in NWEA MAP Assessments and CELDT.	indicates that not all students who have been designated RFEP are finding success. A monitoring and support system needs to be put into place to ensure the academic success of all students with varying degrees of English fluency. In order to design a more comprehensive ELD program, an ELD Coordinator must be established, who can monitor, tutor, and offer placement recommendations for all incoming EL students. The ELD Coordinator will work with the Director of Instructional Services and a consulting team of teachers to establish ELD levels (EL 1-3, RFEP) and a set of criteria for each. All students with an ELD designation will be monitored for academic success and be given consultation services as needed.				students whose parents answered Yes to questions 1-3 on the HLS will be given the CELDT test. b) All students who have been identified as EL at any level, including RFEP/IFEP will be monitored for academic success. c) Students not finding academic success will have an SST conference and there, a student's level of English proficiency will be evaluated as a contributing factor to their struggles. d) Students for whom English fluency is a factor in academic struggles will be assigned ELD services based on their need, as determined by the ELD coordinator and the SST team. e) Students who score a 3 or lower on the CELDT initially will be considered for ELD classroom instruction.	a), b), c), d), & e) from LCAP Year 1: 2014-15. 75% of ELL students pass all their core classes with a grade of C- or higher, especially English.	from LCAP Year 1: 2014-15. 80% of ELL students pass all their core classes with a grade of C- or higher, especially English.	outcomes in content areas • Course access • School Climate **Local:** • Closing the Achievement Gap

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					f) 70% of EL students pass all their core classes with a grade of C- or higher, especially English.			
3.2. Need: The school lacks an Individual Learning Plan form (ILP) for English Learners (EL's) **Metrics:** 1) An electronic ILP form to be completed for all EL's. Completed ILP distributed to individual teachers and parents of EL students 2) Notes of meetings with teachers of EL students regarding academic progress	To develop an ILP form to be signed by the student, parent and teachers as a tool for monitoring EL student progress. The form is to show the following: 1. The student's learning goals for core courses. 2. Assessment results 3. Post high school career plans. 4. Extra support/ interventions for the student. The ILP is to be reviewed for progress in a meeting with teachers, parents and students at the end of grading periods 2, and 5 and at the end of each semester.	English Language Learners	All		A formal ILP for each EL student. Improvement in EL academic achievement- at least a 1.75 GPA in core academic courses EL student enrollment in intervention programs as appropriate Increase number of re-designated EL	A formal ILP for each EL student. Improvement in EL academic achievement- at least a 2.0 GPA in core academic courses EL student enrollment in intervention programs as appropriate Increase % of re-designated EL's over the previous year	A formal ILP for each EL student. Improvement in EL academic achievement- at least a 2.5 GPA in core academic courses EL student enrollment in intervention programs as appropriate Increase the percentage of re-designated EL's over the previous year	**State:** Pupil Achievement; Conditions for Learning; Parent Engagement **Local:** Expected schoolwide learning results- *possess strong written and verbal communication skills*
3.3 Need: The school lacks a set of metrics to determine the academic progress of English Learner students **Metrics:** Production of Academic achievement data as per the metrics in the core subject areas of English, Math, Science and Social Science and furnished to teachers	To develop a list of metrics including the following: • Grades in core courses • Assessment results- NWEA CELDT. • Overall GPA • Progress towards re-designation.	English Language Learners	All					Pupil Achievement

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3.4 **Need:** The school lacks staff responsible to monitor the academic progress of EL students **Metrics:** Formally appointed teacher, listed on the school's master schedule responsible to monitor EL student progress	To formally appoint an EL Coordinator to monitor 1) EL progress, 2) communicate with the home, 3) conduct periodic IEP reviews with parents and staff as well as 4) provide pull out instruction for EL's needing special instructional support	English Language Learners	All					Pupil Achievement Conditions for Learning Parent Engagement
4.0 Strengthen The Culture of Accountability								
4.1 **Need:** There exists an achievement gap between white and Asian students, and Hispanic and Latino students as well as socio-economically disadvantaged students, especially in Mathematics. Currently, only pass/fail rates and CST scores are used to guide decision-making to remedy this gap; both of these data sources are reactive, and not proactive. **Metrics:** 1) Improved scores for all underserved subgroups on state-wide assessments; within at least 5 points, if not at parity with their peers, representing a lessening, if not closure of the	Implement Data Director as the school's data management module and establish procedures by which the faculty and staff may access student scores on a variety of assessments, including predictors of academic success, such as the NWEA MAP exam. Through the establishment of this resource, the faculty and staff will have hard data to guide decision making to best meet the needs of students on the low end of the achievement gap. This resource, used concurrently with the adoption of the NWEA MAP exam, will provide faculty and staff with a constant, and predictive source of data, rather than the lagging indicators of GPA and CST scores which had previously been used to establish support programs.	English Language Learners Socio-economically Disadvantaged Youth	All		Administer the NWEA MAP to all 7- 10 grade students in the fall. Professional Development time is dedicated to examining student data & determining appropriate courses of action based on that data. Administer the NWEA MAP to all 7- 10 grade students in the spring. Students in underserved populations see an increase in RIT level that brings them within comparable range to their peers.	Using findings from student data from the 2014-15 school year, implement programs for student success such as support classes, tutoring programs, or the purchase of additional technology resources to address subject-specific needs. Staff will use the NWEA to create progress-monitoring assessments to be delivered to students periodically throughout the school year. Students in the 7-10 grade continue to take the NWEA MAP in both the fall and the	Based on data generated by the students' NWEA MAP, GPA, and Smarter Balanced Assessment, continue, alter, or abolish curriculum, programs & resources to support student achievement Staff use the NWEA to create progress-monitoring assessments for delivery to students periodically throughout the school year. Staff will use inquiry cycles to alter class instruction as needed. Students in grades 7-10	**State:** • Pupil achievement • Pupil outcomes in content areas Implementation of state standards **Local:** • Closing the Achievement Gap

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achievement gap. 2) Students in underserved subgroups increase participation in AP level courses, and scores on AP exams at a pass rate on par with their peers. 3) Number of students meeting with academic success of C- or better, in core academic courses of English, Math, Science, and Social Science.					Students in underserved populations see an increased pass rate, especially in Math and English classes. Students in underserved populations see an increase of scores on standardized tests such as the AP exam.	spring. Students in underserved populations see an increased pass rate, especially in Math and English classes. Students in underserved populations see an increase of scores on standardized tests such as the AP exam.	continue to take NWEA MAP in fall & spring. Students in underserved populations see an increased pass rate, especially in Math and English classes. Students in underserved populations see an increase of scores on state-wide tests such as the Smarter Balanced exam.	
4.2 Need: UPA lacks a unified assessment tool to benchmark and measure student academic achievement in English, Reading, and Math. **Metrics:** Use of adaptive online assessment tool to determine student achievement level, and to benchmark performance, based on norms.	Implement NWEA MAP testing in the area of Language Arts, Reading, and Mathematics. Align benchmarking with Common Core standards.	All	All		Testing of all students in grades 7 and 8	Testing of all students in grades 7 through10	Testing of all students in grades 7 through 10	**State:** Pupil achievement Implementation of state standards **Local:** School accountability
4.3 Need: UPA lacks a set of school metrics to gauge overall school progress **Metrics:** A Board approved set of school metrics in the areas of student academic	Improve school accountability and parent involvement by developing a list of key data to be shared with the Board and public at various benchmark dates throughout the academic year. The metrics are to be classified as: • **Leading**	All	All		a) Develop the list of metrics by end of marking period 2 (Nov 2014). Issue administrative assignments to collect the data for end of Semester 1 2014-15. Report	a) Revise metrics as necessary. Issue administrative assignments to collect the data for end of Semester 1 2015-16. Report to the Board and public at the January and	a) Revise metrics as necessary. Issue administrative assignments to collect the data for end of Semester 1 2016-17. Report to the Board and public at the January and	**State:** School climate; Pupil achievement **Local:** Public Accountability

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achievement and fiscal operations	**Indicators -** current progress data that can be used to make program/school adjustments in real time.				to the Board and public at the January Board meeting	August Board meetings.	August Board meetings.	
	• **Lagging Indicators** – data that provides useful information for strategic decision-making. Data is usually available to the school at the end of the semester or year				b) Board/ administration attention to critical metrics.	b) Board/ administration attention to critical metrics.	b) Board/ administration attention to critical metrics.	
	The metrics are to include:				c) Percentage improvement in each of the appropriate categories as targeted by the Executive Director for the school year	c) Percentage improvement in each of the appropriate categories as targeted by the Executive Director for the school year	c) Percentage improvement in each of the appropriate categories as targeted by the Executive Director for the school year	
	1. School ADA							
	2. Department GPA							
	3. Number of students earning a C- or better							
	4. School wide Semester GPA							
	5. Number/ percent of seniors on target to graduate							
	6. Number of students seeking enrollment in UPA							
	7. Number /percent of students passing CAHSEE							
	8. Number of student withdrawals							
	9. Number of EL's redesignated							
	10. Number/percent of students enrolled in AP Classes							
	11. School wide RIT level vs norms using the NWEA MAP test							

5.0 Initiative: Improve the Quality of Student Life on Campus								
5.1 Need: UPA needs to develop a plan for responding to issues related to student mental health, academic stress, and school safety and supervision. The plan will be included in the school's Safety Plan. **Metric:** 1) Budget expenditures to fund mental wellness initiatives 2) Revised Safety plan to include mental health and wellness programs 3) MOU or informal referral relationships documented with local agencies	UPA will support student mental health needs and ensure that students receive the care they need with the following mental wellness initiatives: 1) UPA teachers, staff, and administration will be appropriately trained by accessing regional mental health response and prevention professional training resources. 2) UPA will establish "safe" counseling space to facilitate servicing the emergency or on-going mental health needs of students. 3) UPA will continue to assess the school climate as related to academic stress, school safety and supervision, and mental health in order to identify key areas of concern for student health and wellness. 4) UPA will identify and address key aspects of the instructional program for strategies focused on preserving a healthy level of academic stress as related to instructional delivery, rigor, and homework (i.e. master schedule, bell schedule). 5) UPA will establish comprehensive partnerships with mental health support staff at the Santa Clara County Office of Education, and the Santa Clara County	All	All		UPA will identify 2 staff to receive training to address mental health needs of students. UPA will identify agencies to refer students needing mental health support.	UPA will expand by 2 the staff to receive training to address mental health needs of students. UPA will update the list of agencies to refer students needing mental health support.	UPA will expand by 2 the staff to receive training to address mental health needs of students. UPA will update the list of agencies to refer students needing mental health support.	**State:** Student Engagement College Going Culture State Superintendent mental health memo (February 2014) **Local:** Mental Wellness Initiative

Need	Action				Year 1	Year 2	Year 3	Alignment
	Mental Health Department for purposes of receiving training, establishing referral avenues, and providing resources for students who interact with UPA staff charged with responding to students in need of these services.							
5.2 Need: UPA needs to help students balance their academic responsibilities with recreational experiences in order to foster the holistic and healthy development of every UPA student.

Metric:
1) Increased number of students participating in sports, intramurals and clubs.

2) Student climate survey responses. | UPA will increase the number of sports offerings, intramurals and clubs available to all students. | All | All | | The athletic department will add track and cheer to the list of sports offerings.

Student leadership will add clubs, indoor soccer, and basketball intramural teams to the list of student activities available to students during SMART Choice Advisory and lunch. | The athletic department will add baseball to the list of sports offerings.

Student leadership will add clubs, volleyball intramural teams to the list of student activities available to students during SMART Choice Advisory and lunch. | The athletic department will add softball to the list of sports offerings.

Student leadership will survey student body to decide upon additional intramural offerings during SMART Choice and Advisory and lunch. | **State:**

Engagement
• Fostering a healthy school climate

Local:
Mission and Vision;

Expected School-wide Learning Results;

Mental Wellness Initiative |
| **5.3 Need:** UPA students entering grade 7 and grade 9 require regular and sustained support as they encounter UPA's rigorous college going culture in the first year of middle school and high school.

UPA needs to provide additional peer mentorship | UPA will train staff to provide a WEB Orientation to all incoming seventh grade students, and a LINK CREW Orientation to all ninth grade incoming and returning students.

Staff will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support | All | All | | At least 70% of seventh grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders. | At least 70% of seventh and ninth grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders.

70% of incoming 7th grade students, as well | At least 70% of seventh and ninth grade participants and student leaders will report that the program benefited their transition to middle school at UPA and provide a significant mentorship opportunity to student leaders.

75% of incoming 7th | **State:**
Student engagement;

Foster a healthy school climate;

Increase attendance Decrease drop-outs and mobility

Local:
Mission and Vision;

Expected School-wide Learning Results; |

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and leadership opportunities for student leaders. **Metric:** Positive response in surveys issued to program participants and student leaders to assess the success of the program in providing students a smooth transition to middle school and high school.	new students with the transition to high school and middle school.				65% of incoming 7th grade students, as well as returning and new 9th grade students will participate in Link or Web.	as returning and new 9th grade students will participate in Link or Web.	grade students, as well as returning and new 9th grade students will participate in Link or Web.	Mental Wellness Initiative
5.4 Need: UPA lacks a dedicated area on campus to facilitate access to college and career information, e-library collections to conduct research and space for student collaboration. **Metric:** 1. Identification of a room to house a media center 2. Budget expenditures to support the implementation of the media center 3. Student use and impact as measured by a student survey	UPA will establish site based, mobile, and web-based components of a Library Media Center through the following means: Provide dedicated space (core lab, satellite spaces, and on-line access) and communications infrastructure Provide space and resources for student collaboration and presentation preparation Establish library loan portals to expand students' access to books Establish digital access to newspapers and periodicals Provide loanable technology Provide print resources Hire media center technician to provide technological, research, e-learning, and college and career information support	All	All		Existing space will be dedicated to Library Media Center resources, including the transformation of the current computer lab. Student access to loanable technology will expand by 50%. Library loan portals will be expended to include city and county library loan systems and digital access to newspapers and periodicals will expand.	With a new school building, additional spaces will be committed to Library Media Center resources.	With a comprehensive Library Media Center in place, a Library Media Center Technician will be hired to provide library services.	**State:** Student Engagement; Conditions for Learning • Access to information and technology Pupil Achievement • Access to academic research tools; **Local:** Mission and Vision; Expected School-wide Learning Results

	Facilitate expanded e-learning opportunities Provide digital access to research portals Provide digital and paper resources related to career education, college research, college applications, financial aid, and college readiness House digital math, English language, reading, and writing lab tutoring resources Provide digital standardized test preparation resources House loanable paper Advance Placement review materials							

6.0 Initiative: Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum

6.1 Need: Parent input from feedback gathering meetings indicates a strong desire from our parent community to see more technology-centric courses, specifically computer programming. **Metrics:** 1) The adoption and approval of a computer science pathway within the PLTW curricular frameworks. 2) Student interest and enrollment to implement a class in computer science into the school's	In response to community feedback, implement computer science courses on campus. Of primary importance is finding a qualified faculty member to deliver the instruction, as well as a curriculum or set of curriculum that will meet or exceed current UC Doorways standards. As a college preparatory school, the end goal of the pathway should be the Computer Science "A" AP course offering and exam.	All	All		Year 1 will be a building and scouting year. We will begin to seek the curricula that fit the need expressed by the parent community. Concurrently, we will examine our current faculty for qualified instructors. As needed, an employment posting and interview process will take place. Outreach to local industry	Implement the first computer science course in the master schedule. Student feedback via surveys and achievement data will guide next steps in the program. A teacher will attend an AP institute for Computer Science "A", so that students in the upper grades will have the opportunity to register for it	Implement the AP Computer Science "A" course in the master schedule. Student feedback via surveys and achievement data will guide next steps in the program. Industry and parent outreach will continue to line up opportunities for the computer	**STATE:** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate **LOCAL:** • Technology

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master schedule for 2015-16					groups for resources and contacts will begin. A minimum enrollment of 22 students per computer science course offered. Students will be informed of the new pathway and what it entails, and be permitted to register for it the following year.	in the 2016-17 school year. Industry and parent outreach will continue to line up opportunities for the computer science track such as field trips, guest speakers, and internships.	science track such as field trips, guest speakers, and internships.	
6.2 Need: UPA lacks the necessary # of computers to fully implement computer/cloud-based Common Core testing, including the Smarter Balanced Assessment, access to digital textbooks, & access to enhanced digital curriculum resources. **Metrics:** Increase the current inventory by at least 67% (60 computers). Current inventory is at 90 computers. 60 additional would total 150 computers or the ability to provide a testing environment for 5 classrooms at once.	UPA's goal is to purchase at least 120 computers by LCAP Year 3. These resources will be used to facilitate Common Core testing, access to digital textbooks, and increased use of technology in every day instruction.	All	All		Purchase of at least 2 classroom sets: 30 computers per set (Chromebooks) & a storage/ charging cart.	Purchase of third classroom set. Brings total to 90 new units.	Purchase of fourth classroom set. Brings total to 120 new units.	**State** Basic school services; Pupil achievement; School climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions on LEA will toke to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget . Act ions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2. How do these actions/services link to identified goals and performance indicators?
3. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Local Control and Accountability Plan

4. In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5. In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6. In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

    A. What annual actions, LEA may include any services that support these actions, are to be preformed to meet the goals described in Section 2 for all pupils and the goals specifically for subgroups of pupils identified in Education Code 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA budget.

Local Control and Accountability Plan

Section 3A

Goal (Include and identify all goals from section 2, (if applicable)	Related State and Local priorities (from section 2)	Actions and Services	Level of Service (Indicate if schoolwide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding sources)		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Initiative: Eliminate the Achievement Gap							
Implement the AVID (Advancement via Individual Determination) program. Through the AVID program, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students. In the AVID program, targeted students will acquire college going skills in: • Writing • Inquiry • Collaboration • Organization • Reading	**State:** Course Access; Pupil achievement; Reduce student dropouts **Local:** Closing the Achievement Gap School Mission	1) Provide time for staff to visit Local AVID demonstration sites. 2) Provide Training on the AVID program for the Executive Director. 3) Appoint the AVID coordinator/teacher and core teachers that will support AVID activities in their subject areas. 4) Provide training to AVID staff. 5) Establish the course at the appropriate grade level in the upcoming master schedule. 6) Recruit students.	Schoolwide		1) Send the Executive Director to AVID Leadership Training 2) Appoint AVID Teachers and Send them to the AVID Summer Institute for training 3) Purchase AVID curriculum materials 4) Recruit as per the AVID /school criteria 5) Implement the AVID elective class in Grade 9 **($25,000 .4FTE # 1100)**	Continue actions and services #2-4 from 2014-15 Increase the number of AVID elective classes to include Grades 8 and 9 **($15,000 .2 FTE #1100)**	Continue actions and services #2- 4 from 2014-15 Increase the number of AVID elective classes to include Grades 7, 8, 9 &10. **($20,000 .2 FTE # 1100)**
The school will offer a Summer Math/Literacy Institute (**SMLI**) that introduces English 7 and Math 7 to identified students.	**State:** Pupil outcomes in content areas of English and Math; **Local:** Access to advanced courses in core	Organize course content to be taught in SMLI Hire SMLI teachers Select and invite students to attend the SMLI as per profile	Schoolwide	-	1.Consult with Math and English staff to develop course content and matls. for the SMLI 2. Establish the calendar of days &	1. Consult with Math and English staff to revise, if necessary, course content and materials for the SMLI	1. Consult with Math and English staff to revise, if necessary, course content and materials for the SMLI

	courses	criteria			hrs for operation of the SMLI	Continue actions and services # 2-6 from LCAP Year 1: 2014-15	Continue actions and services # 2-6 from LCAP Year 1: 2014-15
In the Institute, the students will be introduced to course content to be taught during the school year in these courses. This summer "head start" will positively impact the students to achieve academic success (C- or better) in English 7 and Math 7.		Purchase instructional materials and supplies for the SMLI			3. Hire 2 SMLI teachers, 1 for Math and 1 for English. 4. Organize a dept. meeting to review SMLI course content and select instruct. materials 5. Develop profile of students who should attend the SMLI 6. Counselors to identify & invite students to attend the SMLI 7. Invite parents to a meeting to explain program and sign commitments to ensure that their student attends the SMLI **(Hourly Summer Rate $15,000 School #1100)**		
						(Hourly Staff Rate 15,000 Summer School)	**(Hourly Staff Rate 15,000 Summer School)**
Establish a math support class to be offered during the regular school day that will aid students on the lower end of the achievement gap in closing that gap. This course is intended to be innovative and to be more adaptable than previous iterations of math support classes. Student needs will	**LOCAL** • Closing the Achievement Gap **STATE** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate	Implement Math support classes in the master schedule Train appropriate staff in the use of state/local assessments to guide Math assistance to students Allocate professional development funds for conferences and training on effective math intervention strategies.	Schoolwide	-	Allocate .4 FTE for Math support classes Train math support teachers on analysis and use of state assessments as well as NWEA Map Use student math achievement data to determine success of the math support program	Continue actions/services in 2014-15	Continue actions/services in 2014-15

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be based on data provided by previous standardized test scores, NWEA MAP fall scores, and previous math grades. Instruction will be both direct instruction from faculty, as well as from computer adaptive resources such as ALEKS Math.					**(FTE: $24,000 #1100)**	**(FTE: $24,750 #1100)**	**(FTE: $25,500 #1100)**
Establish an academic intervention program that pairs the targeted students with tutoring services, an individual learning plan, and success monitoring. Through these services, the school will help many first-generation college bound students acclimate and find success in a college preparatory environment, and by extension, gain acceptance to college, where they will be successful. This program will rely on the establishment of an Intervention Coordinator who: • Oversees SSTs for each student identified as At-Risk							

• Developing and monitoring individual learning plans for those At-Risk students. Staffing and monitoring a tutorial center for At-Risk students					**(.2 FTE Coordinator $12,000 #1100)**	**(.2 FTE Coordinator $12,000 #1100)**	**(.2 FTE Coordinator $12,000 #1100)**

Initiative: Build and Enhance a College- Going Culture

UPA will purchase the Naviance platform to provide a rich college & career guidance program. Naviance will provide students with self-assessment tools for discovering interests, strengths, and personality types. Naviance will help guide students towards relevant career options, college choices, scholarship opportunities, & academic planning.	**State:** Basic school services; College readiness; Parent input/engagement	Purchase Software and student licenses Provide training to appropriate personnel on the use of Naviance	Schoolwide	-	Contact Naviance vendor and purchase the software Provide training to Counselors on the use of the software Register all incoming seniors Incorporate the use of Naviance into 12th grade Advisory classes **($5,000 High School Grade 12 # 4200)**	Roll-out to all High School, grades 9-11 Incorporate the use of Naviance into grades 9-12 high school Advisory classes Train high school Advisory teachers on the use of the program **(Program amount for all high school paid in year 1 #4200)**	Purchase Middle school modules for grades 7 and 8 Incorporate the use of Naviance into grades 7 and 8 middle school Advisory classes Train middle school Advisory teachers on the use of the program **($2,500 middle School module grades 7&8 #4200)**
UPA will develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses BY THE TIME THEY GRADUATE: **Grade 7-10:** • Annual College	**State:** Student Engagement College Going Culture **Local:** Mission and Vision Expected School-wide Learning Results	Fund and implement college visitation programs for UPA students at all grade levels	Schoolwide	-	Trained AVID Coordinator will provide training to staff and counselors in AVID based college field trip strategies and curriculum Plan college field trips at the onset of the school year and inform students,	Continue actions/ services from 2014-15	Continue actions/services from 2014-15

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Field trip (4 colleges) **Grade 11:** • Junior trip (11 colleges) **Grade 12:** • Senior retreat UPA will facilitate student field trips to local college fairs. The on-line component of the UPA Media Center will include access to self-guided college tours and the Naviance college evaluations tools.						parents and staff. Implement fall college field trips for all UPA students. Implement spring overnight college visitation program to Southern CA colleges and universities for 11th Grade students. Counselors will review logistics and plan student field trips to local college recruitment fairs **(Fall Field trip: $7,500; Spring Field Trip: $25,000 #5830)**	**(Fall Field trip: $7,725; Spring Field Trip: $25,535 #5830)**	**(Fall Field trip: $7,879; Spring Field Trip: $26,000 #5830)**
UPA will employ a fundraising strategy that will fund a comprehensive college visitation program.	**State:** Student Engagement College Going Culture **Local:** Mission and Vision Expected School-wide Learning Results	Seek alternative funding sources to subsidize college field trips				The administration will present college field trip needs to the UPA Foundation, PTA organization and parents to obtain contributions for the field trips. These funds together with the school's field trip budget will fund these field trips		

Initiative: Strengthen the Culture of Accountability

Implement Data Director as the school's data management module and establish procedures by which the faculty and staff may access student scores on a variety of assessments, including	**LOCAL** • Closing the Achievement Gap **STATE** • Pupil achievement • Pupil outcomes in content areas Implementation of state standards	Purchase Data Director program Provide training to key staff members in the implementation of Data Director including loading state and local assessments into the program Load historical data into Data Director	Schoolwide	-	Purchase Data Director through EdTec Provide technical training on the use and implementation of Data Director to the Director of Technology, Director of Instruction and Director of Business	Conduct professional development on inquiry cycles Continue actions/services form 2014-15	Continue all actions/services from 2015-16

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predictors of academic success, such as the NWEA MAP exam. Through the establishment of this resource, the faculty and staff will have hard data to guide decision making to best meet the needs of students on the low end of the achievement gap. This resource, used concurrently with the adoption of the NWEA MAP exam, will provide faculty and staff with a constant, and predictive source of data, rather than the lagging indicators of GPA and CST scores that had previously been used to establish support programs.					and Operations Plan and deliver professional Development to teachers on the use of Data Director to inform classroom instruction **(Data Director Software License: $4,000 # 5581)**	• **(Data Director Software License: $4,000 # 5581** • **Professional development: $1,000 #5863)**	• **(Data Director Software License: $4,000 # 5581** • **Professional development: $1,000 #5863)**
Improve school accountability and parent involvement by developing a list of key data **(Indicators of Success)** to be shared with the Board, staff, and public at various benchmark dates throughout the academic year. The metrics are to be classified as: • **Leading Indicators -** current progress data that can be used to make program/school					Present the final list of the Indicators to the Board for Approval Assign permanent data gathering responsibilities to appropriate administrative staff Publish in English and Spanish the Indicators of Success Report on the school's website	Continue actions/services as 2014-15	Continue actions/services as 2014-15

adjustments in real time. • **Lagging Indicators** – data that provides useful information for strategic decision-making. Data is usually available to the school at the end of the semester or year **The Indicators of Success are to include:** 1. School ADA 2. Dept. GPA 3. # of students earning a C- or better 4. School wide Semester GPA 5. #/ percent of seniors on target to graduate 6. # of students seeking enrollment in UPA 7. # /percent of students passing CAHSEE 8. Number of student withdrawals 9. Number of EL's redesignated 10. Number/ percent of students enrolled in AP Classes 11. School wide RIT level vs norms using the NWEA MAP test					**($500 #4375)**	**($500 #4375)**	**($500 4375)**
Implement NWEA MAP testing in the area of Language Arts, Reading, and Mathematics. Align benchmarking	**State:** Pupil achievement; Implementation of state standards; **Local:** School accountability	Contact NWEA for a quotation on a schoolwide contract Provide administration training on the use of MAP	Schoolwide	-	Establish a calendar of testing dates for grades 7-10, fall and spring Notify affected teachers of test times, room assignments and	Continue actions and services form Year 1: 2014-15	Continue actions and services form Year 1: 2014-15

with Common Core standards.					modified bell schedules Dir. of Instruction and Dir. of Technology to attend annual NWEA conference for advanced training Schedule staff training during Aug. Professional Development week. Review testing procedures and reports. Modify process as appropriate **($8,000 student licenses # 5878)**	**($8,000 student licenses # 5878)**	**($8,000 student licenses # 5878)**

Initiative: Improve the Quality of Student Life on Campus

UPA will support student mental health needs and ensure that students receive the care they need with the following mental wellness initiatives: 1) UPA teachers, staff, and administration will be appropriately trained by accessing regional mental health response and prevention professional training resources. 2) UPA will establish "safe" counseling space to facilitate servicing the emergency or on-going mental health needs of students.	**State:** Student Engagement College Going Culture State Superintendent mental health memo (February 2014) **Local:** Mental Wellness Initiative	1. Research Mental health agencies that could support UPA's mental wellness program 2. Fund training for staff, especially counselors 3. Establish norms for staff on addressing mental health related problems 4. Provide student with information on resiliency and stress management 5. Review UPA operations/academic environment to reduce stress creating practices	Schoolwide	-	1. Establish relationships between mental health agencies to provide on-going training and reference resources to counseling staff. 2. Create administrative regulations and procedures for counselors and staff on making student referrals to agencies and addressing mental health and stress-related issues. 3. Provide response and prevention training to UPA counselors and Director of Student Services 4. Provide periodic	Continue actions/services from 2014-15	Continue actions/services from 2014-15

3) UPA will continue to assess the school climate as related to academic stress, school safety and supervision, and mental health in order to identify key areas of concern for student health and wellness. 4) UPA will identify and address key aspects of the instructional program for strategies focused on preserving a healthy level of academic stress as related to instructional delivery, rigor, and homework (i.e. master schedule, bell schedule). 5) UPA will establish comprehensive partnerships with mental health support staff at the Santa Clara County Office of Education, and the Santa Clara County Mental Health Department for purposes of receiving training, establishing referral avenues, and providing resources for students who interact with UPA staff charged with responding to students in need of these services.					information and training to staff regarding the mental wellness program 5. Provide appropriate levels of student training through Advisory curriculum, including formal curriculum around resiliency and managing academic stress. 6. Locate "safe" counseling space in the classroom and office locator. 7. Review current instructional policies, master schedule, bell schedule, and calendar to reduce school stress **($1,000 Staff training #5863)**	**($1,000 Staff training #5863)**	**($1,000 Staff training #5863)**
UPA will increase the number of sports offerings intramurals and	**State: Engagement** • Fostering a healthy school	1. Gauge student interest in fielding additional sports teams and cheer	Schoolwide		1. Conduct surveys to confirm student interest in fielding additional sports and	1) Provide coaching and material resources to support the addition of	1) Provide coaching and material resources to support the addition of

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clubs available to all students.	climate **Local:** Mission and Vision; Expected School-wide Learning Results; Mental Wellness Initiative	2. Expand the schools intramural sports program			intramurals 2. Pending confirmation of interest, UPA Athletic Director will provide for additional sports including but not limited to Cheer, Baseball, and Softball. 3. Pending student interest work with ASB to include 1 additional intramural offering. 4. Inform students of additional athletic opportunities through announcements and advisory class presentations ● **(Coaches: $2,000 #5874** ● **Intramural prizes: $300 #4330)**	baseball to the list of available sports. 2) Pending student interest work with ASB to include 1 additional intramural offering 4. Inform students of additional athletic opportunities through announcements and advisory class presentations ● **(Coaches: $2,000 #5874** ● **Intramural prizes: $300 #4330)**	softball to the list of available sports. 2) Pending student interest work with ASB to include 1 additional intramural offering 4. Inform students of additional athletic opportunities through announcements and advisory class presentations ● **(Coaches: $2,000 #5874** ● **Intramural prizes: $300 #4330)**
UPA will train staff to provide a WEB Orientation to all incoming seventh grade students, and a LINK CREW Orientation to all ninth grade incoming and returning students. Staff will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support new students with the	**State:** Student engagement Foster a healthy school climate Increase attendance Decrease drop-outs and mobility **Local:** Mission and Vision Expected School-wide Learning Results Mental Wellness Initiative	1) Provide training to WEB and LINK coordinators. 2) Provide a budget for the WEB/Link Crew student mentoring program 3) Provide orientation regarding WEB/Link Crew to appropriate grade level students	Schoolwide		1. Send two staff members to WEB/LINK training. 2. Ensure that all incoming grade 7th and 9th grade students, especially low income students, English learners, and foster youth receive an orientation about Web/Link Crew and that they participate in the yearlong program 3) WEB and LINK coordinators' select student leaders for the WEB/Link Crew programs	Same actions and services form year 1: 2014-15	Same actions and services form year 1: 2014-15

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					(Staff stipends: ($5,000 # 1100))	(Staff stipends: ($5,000 # 1100))	(Staff stipends: ($5,000 # 1100))
transition to high school and middle school.							
UPA will establish site based, mobile, and web-based components of a Library Media Center through the following means: Provide dedicated space (core lab, satellite spaces, and on-line access) and communication infrastructure Provide space and resources for student collaboration and presentation preparation Establish library loan portals to expand students' access to books Establish digital access to newspapers and periodicals Provide loanable technology Provide print resources Hire media center technician to provide technological, research, e-learning, and college and career information support Facilitate expanded e-learning opportunities Provide digital access	**State:** Student Engagement • Collaborative academic school climate Conditions for Learning • Access to information and technology Pupil Achievement • Access to academic research tools **Local:** • Mission and Vision • Expected School-wide Learning Results	1. Identify space on campus to house the media center. 2. Design digital access to media center resources 3. Purchase subscriptions to e-libraries 3. Purchase equipment and supplies for the media center 4. Provide staffing for the media center 5. Fund expanded e-learning opportunities 6. Provide student orientation to media resources	Schoolwide	-	1. Provide for dedicated space in classroom utilization plan for the media center 2. Provide funding to support design of library media center portal 3. Purchase mobile computing technology for student use 4. Purchase media center print and on-line resources to conduct college /career research and test preparation 5. Seek parent volunteers and/or hire an hourly library media center technician to ensure operating hours before and after school 6. Address issues related to digital divide by providing student orientation to media center resources especially **for low income pupils, English Learners and foster youth**	1. Continue funding for webmaster support to the library media center 2. Purchase additional technology for student use 3. Fund a part-time library media center technician	1. Continue actions/services #1 and 2 from Year 2: 2015-16 2. Fund a full time library media center technician

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to research portals Provide digital and paper resources related to college research, college applications, financial aid, and college readiness Provide digital and paper resources related to career education House digital math, English language, reading, and writing lab tutoring resources Provide digital standardized test preparation resources House loanable paper Advance Placement review materials					• **(Library Portals: $5,000 #4200** • **Web design: $1,000 # 5896** • **Furniture & equipment $1,500 4410** • **Staff Time-Classified: $9,000 @ $15/hour for 600 hours) #2100**	• **(Library Portals: $5,000 #4200** • **Web design: $1,000 # 5896** • **Furniture & equipment $1,500 4410** • **Staff Time-Classified: $15,000 @ $15/hour for 6 hours/day #2100)**	• **(Library Portals: $5,000 #4200** • **Web design: $1,000 # 5896** • **Furniture & equipment $1,500 4410** • **Staff Time-Classified: $20,000 @ $15/hour for 8 hours/day #2100)**

Initiative: Improve the Availability of Computing Devices and Implement more Technology Courses into the Curriculum

In response to community feedback, implement computer science courses on campus. Of primary importance is finding a qualified faculty member to deliver the instruction, as well as a curriculum or set of curriculum that will meet or exceed current UC Doorways standards. As a college preparatory school, the end goal of the	**LOCAL** • Technology **STATE** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate	Designate qualified staff to teach computer science courses Develop and obtain a list of curriculum materials, software and equipment necessary to implement computer science courses Designate classroom for the courses Provide training for staff	Schoolwide	-	Select or hire a qualified staff member to teach the course Select and /or develop introductory course curriculum Provide training for the teacher • **(Curriculum materials: $7,000 #4100;**	Purchase materials equipment and software Allocate a .2FTE in the Master Schedule For Introduction to Computer Science Course Send the teacher to AP Computer Science A Training • **(Curriculum Materials & Software: $18,000 #4100)** • **.2 FTE: 13,000 # 1100;**	Allocate a .2FTE in the Master Schedule For AP Computer Science Course Continue actions and services established in the 2015/16 school year Review and revise actions and services on an annual basis as needed

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pathway should be the Computer Science A AP course offering and exam.					• **Teacher training: $2,000 # 5863)**	• **Training: $1,000 # 5863)**	**(.2 FTE: $13,000 #1100)**
UPA's goal is to purchase at least 120 computers by LCAP Year 3. These resources will be used to facilitate Common Core testing, access to digital textbooks, and increased use of technology in every day instruction.	**State:** Basic school services; Pupil achievement; School climate	Purchase 2 classroom sets of Chromebooks, including the charging carts for a total of 60 computers Purchase and install security software on each Chromebook Provide training to staff on the use of the Chromebooks	Schoolwide		1. Send project to bid with 3 vendors 2. Review bids with the mgt. team; offer a recommendation to UPA Board for purchase of 2 classroom sets of Chromebooks 3. Bar tag and inventory all units & add to school's reservation system 4. Schedule trng. & professional development for staff on use of the Chromebooks using Schoology, Google classroom & other UPA software **($34,000 Computers # 4420)**	Continue same actions and services for 1 set of Chromebooks (30) and charging cart as Year 1: 2014-15 **($17,000 Computers #4420)**	Continue same actions and services for 1 set of Chromebooks (30) and charging cart as Year 1: 2014-15 **($17,000 Computers #4420)**

Local Control and Accountability Plan

Section B

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Local Control and Accountability Plan

Section 3B

Goal (Include and identify all goals from section 2, (if applicable)	Related State and Local priorities (from section 2)	Actions and Services	Level of Service (Indicate if schoolwide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding sources)		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Initiative: Eliminate the Achievement Gap							
1.0 Implement the AVID (Advancement via Individual Determination) program. Through the AVID program, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students. By implementing the AVID program, the targeted students will be trained by teachers and acquire college going skills in: • Writing • Inquiry • Collaboration • Organization • Reading	**State:** Course Access; Pupil achievement; Reduce student dropouts **Local:** Closing the Achievement gap School Mission	For low income pupils and Foster Youth Same actions and services as #2- 6 in A section above Provide AVID training to counselors Counselors to identify and recruit low income students for AVID elective class	School-wide		Same actions and services as 3A,Year 1: 2014-15 P22 above. AVID Coordinator/teacher to consult with counselors to assist them in recruiting low income and foster youth **(Cost already included in 3A P22 above)**	Same actions and services as 3A, Year 2: 2015-16 above P22 above Send a Counselor to AVID Summer Institute training **(Additional $1,000 to 3A, Year 2 P22 above for summer Institute #5863)**	Same actions and services as 3A, Year 3: 2015-16 P22 above **(Cost already included in 3A,P22 above)**
Implement the AVID (Advancement via Individual Determination) program.	**State:** Course Access; Pupil achievement; Reduce student dropouts	For English Learners For Redesignated fluent English			Same actions and services as 3A, Year 1: 2014-15 P22 above	Continue same actions and services as above.	Same actions and services as 3A, Year 3: 2015-16 P22 above

Through the AVID program, the school will attract into the program Low SES, EL, Special Ed, students of color and first generation college going students. 2.0 By implementing the AVID program, the targeted students will be trained by teachers and acquire college going skills in: • Writing • Inquiry • Collaboration • Organization • Reading	**Local:** Closing the Achievement gap; School Mission	Proficient Pupils: Same actions and services as in A section #2- 6 above Provide AVID training to the EL coordinator Coordinator to identify and recruit EL students for AVID elective class			AVID Coordinator/teacher to consult with EL coordinator to assist in recruiting English Learners and Redesignated fluent English Proficient Pupils: **(Cost already included in 3A P22 above)**	Send EL Coordinator to AVID Summer Institute training **(Additional $1,000 to 3A, Year 2 P 22 above for Summer Institute # 5863)**	**(Cost already included in 3A,P22 above)**
The school will offer a Summer Math/Literacy Institute (SMLI) that introduces English 7 and Math 7 courses to identified students. In the Institute, the students will be introduced to course content to be taught during the school year in these courses. This summer "head start" will positively impact the students to achieve academic success (C- or better) in English 7 and Math 7.	**State:** Pupil outcomes in content areas of English and Math; **Local:** Access to advanced courses in core courses	• For low income pupils • For English Learners • For Foster Youth • For Redesignated fluent English Proficient Pupils: 1. Identify students from the student subgroups above to attend the SMLI 2. Organize a student/parent meeting to obtain commitments for attending the SMLI 3. Provide parent training that will assist them in monitoring academic progress for	Schoolwide		1. Counselors and EL Coordinator to identify incoming 7th grade low income, English learners and redesignated FEP students 2. Parents and students to be invited to a meeting with administration before the end of school year to personally invite students to participate in the SMLI 3. Parent training will be conducted on the use of the school's student Information system to access student progress for the institute and into the school year 4. Parent orientation will also be	Continue actions and services from Year 1: 2014-15	Continue actions and services from Year 1: 2014-15

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		the coming year.			conducted and will address the following topics: • Introduction to school staff facilities, and policies • Instructional materials to be used by their student for the coming year • Indicators of academic success or lack of progress • How to access academic support for their student if necessary • Calendaring a grading conference with all teachers for their student just after the first grading period. **($1,000 staff time # 1100)**	**($1,200 staff time # 1100)**	**($1,400 staff time # 1100)**
Establish an academic intervention program that pairs the targeted students with tutoring services, an individual learning plan, and success monitoring. Through these services, the school will help many first-generation college bound students acclimate and find	**LOCAL** • Closing the Achievement Gap **STATE** • Pupil achievement • Pupil outcomes in content areas • Course access • School Climate	For low income pupils For English Learners For redesignated pupils Continue services from 3A above Conduct frequent monitoring of students and issue a report to the Executive Director and Director of Instruction	Schoolwide	-	At the start of school convene SSTs for students Monitor student progress on a monthly basis Issue a report to Administration on a monthly basis	Same actions/services as in 2014-15 Review program based on student progress and modify as appropriate	Same actions/services as in 2014-15 Review program based on student progress and modify as appropriate

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success in a college preparatory environment, and by extension, gain acceptance to college, where they will be successful. This program will rely on the establishment of an Intervention Coordinator who: • Oversees SSTs for each student identified as At-Risk • Developing and monitoring individual learning plans for those At-Risk students. Staffing and monitoring a tutorial center for At-Risk students						**(Costs covered in 3A P25 above)**	**(Costs covered in 3A P25 above)**	**(Costs covered in 3A P25 above)**
To take students who may be first-generation college bound, or who might have never considered an AP course, and create a system that fosters their academic success in two or more AP courses. In order to ensure that all students can take and pass two AP courses, the school must support them by: • Offering 10 or more AP courses in order to offer students choices wherein they can find	**LOCAL** • Closing the Achievement Gap • Creating a college-going culture **STATE** • Pupil achievement • Pupil outcomes in content areas • Course access • School climate	Designate a coordinator for the program Allocate space for tutoring Designate English and Math Teachers to staff the tutorial room Develop **I**ndividual **L**earning **P**lans for the students needing tutoring Establish benchmark monitoring dates for students in the program	Schoolwide	-	Allocate .2 FTE for coordination of the Intervention Program Appoint tutoring center staff Establish criteria for enrolling students into the program Develop and implement and ILP for each student in the program and review progress at benchmark dates during **S**tudent **S**tudy **T**eam Meetings	Implement a mandatory parent/student/teacher conference at the mid semester Continue all other Actions and services from 2014-15	Continue Actions and services from 2015-16

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success. • Using the school's social networking system, Schoology, establishing study groups and online resource sharing for students Staffing AP courses with faculty who are trained to differentiate and deliver sophisticated, rigorous material to students at all ability levels.					• **(.2 FTE: $13,000 Coordination Time** • **Staff meeting time for SST's: $6,000: #1100)**	• **(.2 FTE $13,500 Coordination Time** • **Staff meeting time for SST's: $6,000 # 1100)**	• **(.2 FTE: $14,000 Coordination Time** • **Staff meeting time for SST's $6,000 # 1100)**

Initiative: Build and Enhance a College- Going Culture

UPA will develop a comprehensive college visitation program by providing the opportunity for all students to attend no less than 12 UC/CSU campuses BY THE TIME THEY GRADUATE: **Grade 7-10:** • Annual College Field trip (4 colleges) **Grade 11:** • Junior trip (11 colleges) **Grade 12:** • Senior retreat UPA will facilitate student field trips to local college fairs. The on-line component of the UPA	**State:** Student Engagement College Going Culture **Local:** Mission and Vision Expected School-wide Learning Results	For Low Income For English Learners For Foster youth Ensure participation of all significant populations in college fairs and field trips Invite parents of these significant groups to act as parent monitors for these field trips.	Schoolwide	-	Same actions/services as LCAP 3A Year 1: 2014/15 above Administration is to identify special populations and extend invitation to participate by letter and email to parents. Administration to identify parents from these subgroups and invite them to attend the field trips with their student.	Continue actions and services from Year1: 2014/15	Continue actions and services from Year1: 2014/15

Media Center will include access to self-guided college tours and the Naviance college evaluations tools.						**(Costs covered in 3A P25 above)**	**(Costs covered in 3A P25 above)**
							(Costs covered in 3A P25 above)

Initiative: Support for English Learners

Presently, this site has two designations for ELD – ELL and RFEP/IFEP. Data indicates that not all students who have been designated RFEP are finding success. A monitoring and support system needs to be put into place to ensure the academic success of all students with varying degrees of English fluency. In order to design a more comprehensive ELD program, an ELD Coordinator position must be established, who can monitor, tutor, and offer placement recommendations for all incoming ELL students. The ELD Coordinator will work with the Director of Instructional Services and a consulting team of teachers to establish ELD levels (EL 1-3, RFEP) and a set of criteria for each. All students with an	**LOCAL** ● Closing the Achievement Gap **STATE** ● Pupil achievement ● Pupil outcomes in content areas ● Course access ● School climate	For English Learners Establish the position of English Learner Coordinator Identify criteria for different ELD levels to differentiate services	Schoolwide	-	1. Create a job description for the position of English Learner Coordinator 2. Appoint the coordinator 3. The Coordinator working with the Director of Instruction, Language Arts teachers and counselors will establish criteria for placement of English Learners in various EL levels and services 4. Coordinator to monitor progress of all English Learners and redesignated students and provide classroom instruction for English Learners	Continue actions/services in step 4 of 2014-15	Continue actions/services in step 4 of 2014-15

					Year 1	Year 2	Year 3
ELD designation will be monitored for academic success and be given consultation services as needed.					• **(.2 FTE Program Coordination** • **.2 FTE for English Learner classroom Instruction** **($28,286 # 1100)**	• **(.2 FTE Program Coordination** • **.2 FTE for English Learner classroom Instruction** **($29,135 # 1100)**	• **(.2 FTE Program Coordination** • **.2 FTE for English Learner classroom Instruction** **(30,008 # 1100)**
1.0 To develop an Individual Learning Plan (ILP) form to be signed by the student, parent and teachers as a tool for monitoring EL student progress. The form is to show the following: 1. The student's learning goals for core courses. 2. Assessment results 3. Post high school career plans. 4. Extra support/ interventions for the student. The ILP is to be reviewed for progress in a meeting with teachers, parents and students at the end of grading periods 2, and 5 and at the end of each semester.	**State:** Pupil Achievement; Conditions for Learning; Parent Engagement **Local:** Expected schoolwide learning results- *possess strong written and verbal communication skills*	**For English Learners** **&** **For Redesignated fluent English Proficient Pupils:** Design the ILP form that is to include all the items indicated in goal 1.0 Establish a calendar of meeting dates for reviewing the ILP with parents and notify appropriate staff	Schoolwide	-	1) The EL coordinator is to design and duplicate the ILP for use by the start of school 2014-15. 2) The EL coordinator is to review the form with counselors and together with them populate the form for each EL and redesignated student 3) Schedule meeting dates with parents and appropriate teachers to review student progress using the ILP. **($500 #4330)**	1) Modify the ILP form if necessary 2) Continue the actions/services 2 and 3 from 2014-15 **($500 #4330)**	1) Modify the ILP form if necessary 2) Continue the actions/services 2 and 3 from 2014-15 **($500 #4300)**
2.0 To develop a list of metrics including the following: • Grades in core courses • Assessment results- NWEA CELDT. • Overall GPA Progress towards re-designation		Develop the report form that will include the metrics indicated in Goal 2.0. Determine dates to issue the report	Schoolwide	-	1) Develop the EL progress report form 2) Assign data gathering responsibilities to administration 3) Schedule dates to issue the report **($500 # 4330)**	1) Modify the EL progress report form if necessary 2) Continue issuing the report as per the agreed upon schedule **($500 #4300)**	1) Modify the EL progress report form if necessary 2) Continue issuing the report as per the agreed upon schedule **($500 #4300)**

| 3.0 To formally appoint an EL Coordinator who will be responsible to monitor 1) EL progress, 2) communicate with the home, 3) conduct periodic IEP reviews with parents and staff as well as 4) provide pull out instruction for EL's needing special instructional support | | Develop a Description of Duties for the position of EL coordinator

Appoint a faculty member best qualified to fill the position | Schoolwide | - | 1) Develop the list of duties and responsibilities and seek internal applicants

2) Appoint the EL coordinator by June 30 2014

3) Indicate the EL coordination and instruction period on the school's master schedule

(Cost covered in 3B P40 Above) | Continue action/services # 3 from 2014-15

(Cost covered in 3B P40 above) | Continue action/services # 3 from 2014-15

(Cost covered in 3B P40 Above) |

Initiative: Strengthen the Culture of Accountability

| Improve school accountability and parent involvement by developing a list of key data to be shared with the Board and public at various benchmark dates throughout the academic year. The metrics are to be classified as:
• **Leading Indicators -** current progress data that can be used to make program/school adjustments in real time.
• **Lagging Indicators** – data that provides useful information for strategic decision-making. Data is usually available to the | **State:**
School climate;

Pupil achievement

Local:
Public Accountability | • For English Learners
• Redesignated fluent English Proficient Pupils:

Same actions and services as 3A above

Review and share information with EL parents | Schoolwide | - | Same actions/services as 3A LCAP Year 1: 2014-15 P28, above

EL coordinator to review Indicators of Success with parents at EL Parent Meetings | Continue actions/services as 3A LCAP Year 1: 2014-15 P28, above

EL Coordinator to continue reviewing Indicators of Success with parents at EL Parent Meetings | Continue actions/services as 3A LCAP Year 1: 2014-15 P28, above

EL Coordinator to continue reviewing Indicators of Success with parents at EL Parent Meetings |

school at the end of the semester or year **The metrics are to include:** 1. School ADA 2. Department GPA 3. Number of students earning a C- or better 4. School wide Semester GPA 5. Number/ percent of seniors on target to graduate 6. Number of students seeking enrollment in UPA 7. Number /percent of students passing CAHSEE 8. Number of student withdrawals 9. Number of EL's redesignated 10. #/percent of students enrolled in AP Classes School wide RIT level vs norms using the NWEA MAP test					**($100 material #4330)**	**($100 materials #4330)**	**($100 materials #4330)**
Initiative: Improve the Quality of Student Life							
UPA will support student mental health needs and ensure that students receive the care they need with the following mental wellness initiatives: 1) UPA teachers, staff, and administration will be appropriately	**State:** Student Engagement College Going Culture State Superintendent mental health memo (February 2014)	For low income pupils, English language learners, and foster youth: Inform families and build relationships with foster care agencies regarding mental wellness resources on	Schoolwide	-	Same actions/services from 3A LCAP Year 1: 2014-15 above 1. Through various advisory groups, orientation meetings and parent conferences inform families of the available mental health	Same actions/services from 2014-15	Same actions/services from 2014-15

trained by accessing regional mental health response and prevention professional training resources. 2) UPA will establish "safe" counseling space to facilitate servicing the emergency or on-going mental health needs of students. 3) UPA will continue to assess the school climate as related to academic stress, school safety and supervision, and mental health in order to identify key areas of concern for student health and wellness. 4) UPA will identify and address key aspects of the instructional program for strategies focused on preserving a healthy level of academic stress as related to instructional delivery, rigor, and homework (i.e. master schedule, bell schedule). 5) UPA will establish comprehensive partnerships with mental health support staff at the Santa Clara County Office of Education, and the Santa Clara County Mental Health Department for purposes of receiving training, establishing	**Local:** Mental Wellness Initiative	campus			resources and that attendance and academic progress are reinforced at home and at school. 2. UPA will partner with foster agencies where appropriate to ensure strong link between school and foster care provider		

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referral avenues, and providing resources for students who interact with UPA staff charged with responding to students in need of these services.						**Staff Training $1,000 #5863)**	**Staff Training $1,000 #5863)**	**Staff Training $1,000 #5863)**
UPA will train staff to provide a WEB Orientation to all incoming seventh grade students, and a LINK CREW Orientation to all ninth grade incoming and returning students. Staff will train student leaders to become Link and Web leaders, to provide mentorship to all incoming students, and to conduct year-long character building programming to support new students with the transition to high school and middle school.	**State:** Student engagement Foster a healthy school climate Increase attendance decrease drop-outs and mobility **Local:** Mission and Vision Expected School-wide Learning Results Mental Wellness Initiative	For low income pupils, English language learners, and foster youth: Ensure participation of all significant populations in LINK and WEB Orientation and yearlong programming, as participants and as student leaders	Schoolwide	-	Same actions as services from 3A Year 1: 2014-15 P32 above. **(Costs covered in 3A P33 above)**	Same actions as services from 3A Year 1: 2014-15 P32 above. **(Costs covered in 3A P33 above)**	Same actions as services from 3A Year 1: 2014-15 P32 above. **(Costs covered in 3A P33 above)**

Local Control and Accountability Plan

Section C

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to S CCR 1S496(a)(S). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in S CCR 1S496. For school districts with below SS percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year ,when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas . (See S CCR 1S496(b) for guidance)

UPA's percentage of English Learners, Foster Youth and Low Income Students enrolled in the 2013-14 school was not sufficient to warrant any special funding. General fund money was spent on teaching and learning schoolwide that included these special student populations.   In FY14-15, UPA is committing any special funding it receives to support these categories of students, over and above regular funding. The estimate of funding to serve English Learners, Foster Youth and Low Income Students identified in the unduplicated count, is estimated at $47,436.

The programs to be funded in support of these students totals $48,286. The programs and services to be provided and their cost and are indicated in Section 3A and 3B of this document.

Local Control and Accountability Plan

Section D

D. Consistent with the requirements of S CCR 1S496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to S CCR 1S496(a)(7) . Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to S CCR 1S496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

UPA's percentage of English Learners, Foster Youth and Low Income Students identified in the unduplicated count, is 19% (104 students) of total school enrollment of 560. As indicated in the previous section, UPA's funding for providing programs and services to these students in FY 1415 is estimated $47,436. As identified in Section 3B, UPA will be spending $48,286 specifically on these students. However, the programs and services described in 3A and 3B totals $232,086. These programs and services are for all students but many services are focused on English Learners, Foster Youth and Low Income Students. These programs, described in **3A** and include the following:

LCAP Activity	Program Amount	Services Amount
Implementation of the AVID Program	$25,000	
Summer Math/Literacy Institute		$15,000
College Exploration – Naviance Software	$5,000	
College Field Trips	$32,500	
Purchase of Data Director Student Data Software	$4,000	
Purchase of NWEA MAP Student Use Licenses	$8,000	
WEB/Link Crew Student to Student Mentoring Program		$5,000
Subtotal	$74,000	$20,000

Total for Programs and Services: $94,000

University Preparatory Academy
Multiyear Budget Summary
April 30, 2014

	2013/14	2014/15	2015/16	2016/17
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY				
Revenue				
General Block Grant	3,607,071	3,961,152	4,252,056	4,398,888
Other State Revenues	203,030	97,949	93,288	93,840
Local Revenues	103,664	100,242	103,250	106,347
Fundraising and Grants	163,300	157,899	162,636	167,515
Total Revenue	**4,077,065**	**4,317,242**	**4,611,230**	**4,766,590**
Expenses				
Compensation and Benefits	2,550,421	2,705,514	2,760,523	2,923,830
Books and Supplies	339,474	357,341	368,061	379,103
Services and Other Operating Expenditures	1,128,920	1,159,937	1,181,195	1,201,563
Capital Outlay	-	-	-	-
Total Expenses	**4,018,815**	**4,222,792**	**4,309,779**	**4,504,496**
Operating Income (excluding Depreciation)	**58,250**	**94,450**	**301,451**	**262,094**
Operating Income (including Depreciation)	58,250	94,450	301,451	262,094
Fund Balance				
Beginning Balance (Unaudited)	974,784	1,033,034	1,127,484	1,428,935
Operating Income (including Depreciation)	58,250	94,450	301,451	262,094
Ending Fund Balance (including Depreciation)	**1,033,034**	**1,127,484**	**1,428,935**	**1,691,029**
Ending Fund Balance as a % of Expenses	*26%*	*27%*	*33%*	*38%*

University Preparatory Academy
Multiyear Budget Summary
April 30, 2014

	2013/14	2014/15	2015/16	2016/17
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
Detail				
Enrollment Summary	-	-	-	-
7-8	180	195	195	195
9-12	380	380	380	380
Total Enrolled	**560**	**575**	**575**	**575**
ADA %				
7-8	97%	96%	96%	96%
9-12	97%	96%	96%	96%
Average	**97%**	**96%**	**96%**	**96%**
ADA				
7-8	175.0	187.2	187.2	187.2
9-12	368.1	364.8	364.8	364.8
Total ADA	**543.1**	**552.0**	**552.0**	**552.0**

University Preparatory Academy
Multiyear Budget Summary
April 30, 2014

		2013/14	2014/15	2015/16	2016/17
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
General Purpose Entitlement					
8011	Charter Schools General Purpose Entitlement -	2,663,019	2,924,519	3,139,293	3,247,699
8012	Education Protection Account	656,126	720,534	773,449	800,158
8096	Charter Schools in Lieu of Prop. Taxes	287,926	316,100	339,314	351,031
		3,607,071	3,961,152	4,252,056	4,398,888
8100	**Federal Revenue**				
	SUBTOTAL - Federal Income	-	-	-	-
8300	**Other State Revenues**				
8319	Other State Apportionments - Prior Years	7,803	-	-	-
8550	Mandated Cost Reimbursements	15,599	17,909	13,248	13,800
8560	State Lottery Revenue	78,745	80,040	80,040	80,040
8590	Common Core	100,883	-	-	-
	SUBTOTAL - Other State Income	203,030	97,949	93,288	93,840
8600	**Other Local Revenue**				
8632	Sale of Publications	9,548	9,835	10,130	10,433
8634	Food Service Sales	29,175	30,050	30,951	31,880
8639	All Other Sales	23,141	23,835	24,550	25,287
8693	Field Trips	25,750	26,523	27,318	28,138
8699	All Other Local Revenue	16,050	10,000	10,300	10,609
	SUBTOTAL - Local Revenues	103,664	100,242	103,250	106,347
8800	**Donations/Fundraising**				
8801	Donations - Parents	61,800	63,654	65,564	67,531
8802	Donations - Private	30,000	20,600	21,218	21,855
8803	Fundraising	71,500	73,645	75,854	78,130
	SUBTOTAL - Fundraising and Grants	163,300	157,899	162,636	167,515
TOTAL REVENUE		**4,077,065**	**4,317,242**	**4,611,230**	**4,766,590**

University Preparatory Academy
Multiyear Budget Summary
April 30, 2014

		2013/14	2014/15	2015/16	2016/17
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES					
Compensation & Benefits					
1000	**Certificated Salaries**				
1100	Teachers Salaries	1,738,125	1,825,177	1,842,513	1,897,788
1300	Certificated Supervisor & Administrator Salarie	174,976	180,878	186,304	191,894
	SUBTOTAL - Certificated Employees	**1,913,101**	**2,006,055**	**2,028,817**	**2,089,682**
2000	**Classified Salaries**				
2100	Classified Instructional Aide Salaries	62,953	56,113	56,206	57,892
2300	Classified Supervisor & Administrator Salaries	77,500	82,400	84,872	87,418
2900	Classified Other Salaries	73,039	73,530	75,736	78,008
	SUBTOTAL - Classified Employees	**213,492**	**212,043**	**216,813**	**223,317**
3000	**Employee Benefits**				
3100	STRS	157,831	190,575	192,738	265,390
3300	OASDI-Medicare-Alternative	44,359	45,617	46,298	47,678
3400	Health & Welfare Benefits	157,109	179,104	204,178	224,596
3500	Unemployment Insurance	22,033	23,100	22,050	22,050
3600	Workers Comp Insurance	42,498	49,020	49,628	51,117
	SUBTOTAL - Employee Benefits	**423,829**	**487,416**	**514,892**	**610,831**

University Preparatory Academy

Multiyear Budget Summary
April 30, 2014

		2013/14	2014/15	2015/16	2016/17
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	**Books & Supplies**				
4100	Approved Textbooks & Core Curricula Material	80,928	86,250	88,838	91,503
4200	Books & Other Reference Materials	3,844	3,960	4,078	4,201
4320	Educational Software	-	5,000	5,150	5,305
4325	Instructional Materials & Supplies	69,216	73,202	75,398	77,660
4326	Art & Music Supplies	20,085	20,688	21,308	21,947
4330	Office Supplies	23,000	23,690	24,401	25,133
4335	PE Supplies	2,060	-	-	-
4350	Uniforms	1,591	1,639	1,688	1,739
4410	Classroom Furniture, Equipment & Supplies	30,900	31,827	32,782	33,765
4420	Computers (individual items less than $5k)	82,100	84,563	87,100	89,713
4430	Non Classroom Related Furniture, Equipment	5,150	5,305	5,464	5,628
4720	Other Food	20,600	21,218	21,855	22,510
	SUBTOTAL - Books and Supplies	**339,474**	**357,341**	**368,061**	**379,103**
5000	**Services & Other Operating Expenses**				
5210	Conference Fees	11,950	12,309	12,678	13,058
5220	Travel and Lodging	4,481	4,616	4,754	4,897
5305	Dues & Membership - Professional	5,150	5,305	5,464	5,628
5450	Insurance - Other	41,630	44,028	45,349	46,709
5610	Rent	375,000	375,000	375,000	375,000
5615	Repairs and Maintenance - Building	6,877	7,083	7,296	7,515
5699	Other Rentals, Leases and Repairs 6	7,106	7,319	7,539	7,765
5803	Accounting Fees	10,630	10,949	11,278	11,616
5804	Drama	10,297	10,606	10,924	11,252
5806	Assemblies	350	361	371	383
5809	Banking Fees	1,273	1,311	1,351	1,391
5812	Business Services	133,700	133,700	133,700	133,700
5816	Data Director	-	5,000	5,150	5,305
5824	District Oversight Fees	36,071	39,612	42,521	43,989
5830	Field Trips Expenses	49,955	51,454	52,997	54,587
5836	Fingerprinting	1,545	1,591	1,639	1,688
5839	Fundraising Expenses	1,061	1,093	1,126	1,159
5845	Legal Fees	15,450	15,914	16,391	16,883
5848	Licenses and Other Fees	5,150	5,305	5,464	5,628
5851	Marketing and Student Recruiting	20,000	20,600	21,218	21,855
5854	Consultants - Other 1	160,000	164,800	169,744	174,836
5857	Payroll Fees	3,090	3,183	3,278	3,377
5860	Printing and Reproduction	21,918	23,181	23,876	24,592
5861	Prior Yr Exp (not accrued)	3,855	-	-	-
5863	Professional Development	40,870	42,096	43,359	44,660
5874	Sports	29,370	30,251	31,159	32,094
5875	Staff Recruiting	1,167	1,202	1,238	1,275
5877	Student Activities	40,320	42,642	43,921	45,239
5878	Student Assessment	28,840	30,501	31,416	32,358
5880	Student Health Services	-	10,000	10,300	10,609
5881	Student Information System	16,792	17,295	17,814	18,349
5884	Substitutes	35,000	31,312	32,251	33,219
5887	Technology Services	265	273	281	290
5896	Internet/Website consulting	-	-	-	-
5910	Communications - Internet / Website Fees	5,150	5,305	5,464	5,628
5915	Postage and Delivery	2,545	2,621	2,700	2,781
5920	Communications - Telephone & Fax	2,060	2,122	2,185	2,251
	SUBTOTAL - Services & Other Operating Ex	**1,128,920**	**1,159,937**	**1,181,195**	**1,201,563**

University Preparatory Academy

Multiyear Budget Summary
April 30, 2014

		2013/14	2014/15	2015/16	2016/17
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget
6000	**Capital Outlay**				
	SUBTOTAL - Capital Outlay	-	-	-	-
TOTAL EXPENSES		**4,018,815**	**4,222,792**	**4,309,779**	**4,504,496**
6900	**Total Depreciation (includes Prior Years)**	-	-	-	-
TOTAL EXPENSES including Depreciation		**4,018,815**	**4,222,792**	**4,309,779**	**4,504,496**

Accrediting Commission for Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

May 3, 2012

Mr. Daniel Ordaz
Executive Director
University Preparatory Academy Charter School
2315 Canoas Garden Avenue
San Jose, CA 95125

Dear Mr. Ordaz:

The Western Association of Schools and Colleges is pleased to announce the action taken by the Accrediting Commission for Schools granting University Preparatory Academy Charter School a six-year term of accreditation, expiring on June 30, 2018.

Members of the Commission studied the report of the Visiting Committee noting the stellar aspects of the school. The Commission is confident the school will continue to focus on school improvement as the critical areas for follow-up are addressed within the action plan. We are asking all schools to provide a brief written report on progress made in implementing the schoolwide action plan at the end of the third year.

Please accept our congratulations on the quality of instruction being offered in your school. A certificate of accreditation will be forwarded to you in the near future.

Sincerely,

Harlan E. Lyso
Commission Chairperson

HEL:cl

cc: Superintendent
        Visiting Committee Chairperson

University Preparatory Academy
Job Description

Job Title: Teacher

Description of basic functions and responsibilities:
Develops and presents lessons to students; evaluates students' progress; maintains proper classroom control and learning environment; assists in curriculum development; supports co-curricular activities.

Major duties and responsibilities:
- Develops and presents lessons that demonstrate planning and preparation and are consistent with UPA's course of study.
- Develops and presents lessons whose performance objectives are understood by the students and are supportive of UPA's goals.
- Evaluates student progress based primarily on achievement of performance objectives
- Uses a variety of instructional techniques and materials which are appropriate to the course and to the students
- Maintains proper control and preserves a suitable learning environment.
- Demonstrates and promotes punctuality.
- Maintains current records of student attendance and progress that can be easily understood and readily interpreted by others.
- Participates with fellow staff members in the development and implementation of curriculum and instruction and other appropriate departmental activities.
- Keeps up to date in subject area and continually works for the improvement of instructional techniques.
- Makes periodic evaluation of the subject(s) taught.
- Adheres to approved UPA course of study, policies and procedures
- Attends and participates in departmental and school meetings.
- Supervises the proper use of equipment and facilities.

Other duties and responsibilities
Treats students with courtesy and respect
Demonstrates an awareness of students' social, psychological, emotional, and academic needs
Acknowledges professional responsibility to support co-curricular activities.
Shares ideas, techniques and materials as appropriate with other staff members
Demonstrates willingness to offer and receive suggestions.
Cooperates in the use and care of all equipment and materials
Demonstrates an awareness of the UPA's educational programs
Attends conferences and reads professional literature.
Maintains current knowledge of available instructional materials.
Keeps informed of social, political and economic developments in the school district community.

Demonstrates an awareness of the socio-economic and ethic makeup of the community
Promotes community responsibility among students
Recognizes his or her functions as being in loco parentis and acts in accordance with state law and district and school regulations.

Supervision exercised or received
Under general supervision of the Executive Director or designee

Minimum qualifications
Appropriate secondary teaching credential
Minimum college degree necessary to satisfy credential requirements

Evaluation
The Executive Director or designee performs evaluation of teachers. The evaluation is to be based on the California Standards for the Teaching Profession and achievement of SMART Goals.

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University Preparatory Academy Charter School
Job Description

</div>

Job Title: Executive Director

POSITION DESCRIPTION:
The Executive Director (ED) is the chief executive officer of the school. Reporting directly to the University Preparatory Academy (UPA) Board, the ED is responsible for overall leadership of the school and supervises all the major school functions including school operations, fiscal, instructional supervision/ improvement, public relations, and contract administration for the school.

MAJOR DUTIES AND RESPONSIBILITIES

1. **Operational Management**
   1.1. Understands and acts in accordance with legal requirements,
   1.2. Applies knowledge of relevant federal and state laws and regulations, contractual requirements,
   1.3. and judicial decisions to school programs and services,
   1.4. Stays current on any changes in charter law or requirements,
   1.5. Complies with all directives as requested or required by the Charter petition, the school's Board, and/or
   1.6. the authorizer,
   1.7. Maintains and keeps secure all confidential school information including student and staff
   1.8. Records,
   1.9. Creates, maintains, and transmits required reporting to SCCOE and California State Department of Education,
   1.10.   Represents UPA at the state and local levels.

2. **Oversight of School Systems and Business Functions**
   2.1. Works in partnership with the "back office" provider to manage financial resources effectively including but not limited to:
      2.1.1. Budget - works with financial consultant in development, maintenance, revisions, and reporting of school finances to the Board.
      2.1.2. Cash Flow – monitors cash flow position, including obtaining loans and Lines of Credit, facilitating access and payment, and renewal and reporting of Lines of Credit.
      2.1.3. Payroll -coordinates with payroll vendor.
      2.1.4. Expenditures - monitors and reconciles; processes purchase orders.
      2.1.5. Accounts Payable - monitors and balances bank accounts.
      2.1.6. Grants - monitors use of funds; reports to grantor.
      2.1.7. Ensures successful annual audits including pre- and post-audit work, reporting, on-site audit, and audit preparation.
      2.1.8. Holds the school seal and check signing authority.
      2.1.9. Ensures legality, accuracy and proper recording of financial transactions.
      2.1.10. Engages benefits provider, liability insurance provider, and workers' compensation provider including negotiating plans, costs, and acts as liaison with the provider.
       2.1.11. Engages any outside contractors as directed by the Board including negotiating contracts and costs, monitoring and supervising contractors.
   2.2. Acts as contact to landlord and negotiates lease,
   2.3. Administers human resources efficiently and effectively,

2.4. Maintains personnel files and administers HR programs, including benefits,

2.5. Manages organizational tasks by outsourcing or creating and maintaining systems either manual or computerized,

2.6. Coordinates recruiting and hiring of staff and is also responsible to coordinate professional development and training,

2.7. Manages teacher substitute program including, recruiting, hiring, supervising substitutes, acting as contact person when substitutes are required.

3. **Management of Physical Resources**
   3.1. Ensures that facilities are safe and conducive to learning,
   3.2. Manages and maintains records on technology, materials, supplies, and equipment,
   3.3. Coordinates technology support for both hardware (i.e., copy machines, printers, faxes, servers) and software,
   3.4. Coordinates planning and use of technology, materials, supplies, and equipment,
   3.5. Manages any facilities needs with landlord.

4. **Work with Board of Directors**
   4.1. Reviews the status of the budget at each board meeting.
   4.2. Works with Board chair to develop a board agenda and post as per the Brown Act.
   4.3. Works with the Board to develop board policies.
   4.4. Takes minutes at each board meeting and prepares minutes for approval at a subsequent meeting.
   4.5. Writes board memos and maintains board correspondence.

5. **Management of New Student Enrollment Process**
   5.1. Supervises new student enrollment, registration and lottery process,
   5.2. Organizes parent information meetings, orientation meetings, and school tours.

6. **Oversees and Monitor Special Education Services**
   6.1. Ensures Special Education compliance and reporting,
   6.2. Coordinates and obtains special education services with provider.

7. **Supervise Mandated State Testing, Monitor Graduation Requirements, and Systems Necessary to Ensure Student Success and Completion of Graduation Requirements**
   7.1. Oversees the standardized testing program and calendar and ensures that results are reported in a timely manner,
   7.2. Coordinates WASC accreditation process,
   7.3. Monitors graduation requirements for UC/CSU entrance.

8. **Management of School Administrative Operations**
   8.1. Supervises student attendance and accounting program,
   8.2. Ensures maintenance Student Information System,
   8.3. Administers school surveys,
   8.4. Supervises administration of the school's discipline program,
   8.5. Ensures creation of the school calendar and compliance with legal requirements.

INSTRUCTIONAL LEADERSHIP
1. Maintain a school-wide culture of accountability that ensures high academic achievement and growth for every student,

2. Provide inspiration, mentoring and instructional leadership to faculty and staff, and articulating educational issues to the school-wide community,
3. Create and implement sustainable and transparent evaluation system for teachers,
4. Develop measurable goals for student achievement,
5. Develop curriculum documents including course descriptions and curriculum maps,
6. Develop and implement a professional development and training for all employees of UPA,
7. Manages instructional supervision program including formative and summative teacher/ administrator evaluations.

SUPERVISION:
Reports to the Board and is evaluated annually by the Board

QUALIFICATIONS
1. Demonstrates a personality/leadership style consistent with a democratic community,
2. Works with others to ensure a school environment that is safe for all and respectful of the community,
3. Promotes respect for and understanding of the diversity within the school community,
4. Respects the contributions and accomplishments of all students, staff, and community,
5. Promotes and demonstrates clear two-way communications,
6. Elicits and acknowledges the ideas and feelings of others,
7. Presents ideas in a timely, open, clear, honest and convincing manner,
8. Communicates effectively orally and in writing,
9. Acknowledges and respects diverse perspectives and opinions,
10. Successful district cabinet-level administrative experience,
11. Successful school site administrative experience,
12. Possess a Bachelor's degree in an educational field, a post-graduate degree preferred,
13. Possess a California Administrative Services Credential
14. Successful experience in managing complex political relationships,
15. Proven fiscal management and commitment to fiscal transparency and accountability,
16. Entrepreneurial and willing to take risks.

Compensation
Negotiated contract.

05/24/12

University Preparatory Academy Charter School
Job Description

Job Title: Director of Curriculum and Instruction (DCI)

POSITION DESCRIPTION:
The Director of Curriculum and Instruction (DCI) is the chief academic officer of the school. The DCI is responsible for overseeing curriculum development, assisting the Executive Director in instructional supervision, coordinating summer school programs, managing the school's discipline program and supervises the school's Special Education program.

MAJOR DUTIES AND RESPONSIBILITIES

1. **Curriculum Development**
   1.1. Works with teachers and leaders to expand and improve the school's curriculum,
   1.2. Coordinates writing or writes new courses for approval by UC for a-g approval,
   1.3. Coordinates writing or writes new courses for College Boards AP course approval,
   1.4. Stays current on any changes to CDE instructional requirements,
   1.5. Reviews the school's curriculum on a periodic basis to ensure that the schools curricuum is consistent with the school's mission, and meets state requirements,
   1.6. Coordinates the school's initiative of revising courses consistent with new common core content standards,
   1.7. Maintains and keeps secure all confidential school information including student and staff records.

2. **Instructional Supervision**
   2.1. Assists in evaluating all teachers on an annual basis using the approved teacher evaluation model provided by the Executive Director,
   2.2. Conducts instructional "quick visits,"
   2.3. Participates in instructional "Learning walks,"
   2.4. Coaches and mentors new teachers,
   2.5. Writes improvement plans for teachers as needed,
   2.6. Coordinates parent-staff meetings regarding student academic achievement,
   2.7. Coordinates parent-staff meetimgs regarding complaints about student grading, or relationship issues between the student and sraff.

3. **Coordinatioin of Summer School Programs**
   3.1. Conducts an analysis regarding the need to implement a summer school make-up program,
   3.2. Determines what summer school courses will be offered,
   3.3. Solicits faculty to teach summer school,
   3.4. Coordinates recruitment of students to participate in summer school,
   3.5. Maintains accurate records of summer school student attendance and completion of course requirements to ensure a passing grade for the course.

4. **Manages the School's Discipline program**
   4.1. Responsible for maintenance and accuracy of all suspension and expulsion forms,
   4.2. Stays current on school laws related to student discipline,
   4.3. Implements student suspensions consistent with Board policy and state law when necessary,
   4.4. Implements student expulsions consistent with Board policy and state law when necessary,

4.5. Responsible for implementing a pro-active student informational program related to discipline,

4.6. Coordinates meetings between appropriate parents and staff regarding a need to improve their students comportmant in school,

4.7. Implements the school's dress code policy.

5. **Supervises Special Education and 504 Services**

5.1. Coordinates Special Education services to qualified students,

5.2. Coordinates Special Education services to qualified 504 students,

5.3. Represents school leadership in all IEP meetings,

5.4. Represents school leadership in all 504 meetings,

5.5. Moniters the academic achievement of Special Education and 504 students to ensure that they are meeting UPA's graduation requirements,

5.6. Assists appropriate credentialed personnel in conducting 3 year evaluation of IEP's consistent with state and federal laws.

6. **Other Duties as assigned by the Executive Director**

SUPERVISION:

Reports to and is evaluated annually by the the Executive Director

QUALIFICATIONS

1. Demonstrates a collaborative leadership style,
2. Works with staff as a team to accomplish school initiatives, goals and objectives,
3. Works with staff to ensure a safe school environment for all students,
4. Respects the contributions and accomplishments of all students, staff, and community,
5. Promotes and demonstrates clear two-way communications,
6. Communicates effectively orally and in writing,
7. Acknowledges and respects diverse perspectives and opinions,
8. Successful school site administrative experience,
9. Possess a Bachelor's degree in an educational field, a post-graduate degree is preferred,
10. Possess a California Administrative Services Credential

Compensation

Negotiated

07/26/12

Job Title: Director of Student Services (DSS)

POSITION DESCRIPTION:
The Director of Student Services (DSS) is the chief student support services officer of the school. The DSS is responsible for overseeing all student support services programs including student activities, counseling and guidance, discipline, school safety, advisory programs, promotion and graduation planning, and assists the Executive Director in instructional supervision.

MAJOR DUTIES AND RESPONSIBILITIES:

1. **Counseling and Guidance**
    1.1. Provides leadership to the schools counseling and guidance program,
    1.2. Supervises the guidance staff,
    1.3. Coordinates parent guidance meetings
    1.4. Coordinates student advisory curriculum development,
    1.5. Oversees the implementation of the advisory curriculum,
    1.6. Coordinates college exploration and/or college field trips
    1.7. Stays current on college enrollment and acceptance requirements,
    1.8. Supervises the school's Link-Crew student mentoring program.

2. **Manages the School's Discipline program**
    2.1. Responsible for maintenance and accuracy of all suspension and expulsion forms,
    2.2. Stays current on school laws related to student discipline,
    2.3. Implements student suspensions consistent with Board policy and state law when necessary,
    2.4. Implements student expulsions consistent with Board policy and state law when necessary,
    2.5. Responsible for implementing a pro-active student informational program related to discipline,
    2.6. Coordinates meetings between appropriate parents and staff regarding a need to improve their students comportment in school,
    2.7. Implements the school's dress code policy.

3. **Instructional Supervision**
    3.1. Assists in evaluating all teachers on an annual basis using the approved teacher evaluation model provided by the Executive Director,
    3.2. Conducts instructional "quick visits,"
    3.3. Participates in instructional "Learning Walks,"
    3.4. Coaches and mentors new teachers,
    3.5. Writes improvement plans for teachers as needed,
    3.6. Coordinates parent-staff meetings regarding student academic achievement,
    3.7. Coordinates parent-staff meetimgs regarding complaints about student grading, or relationship issues between the student and sraff.

4. **Coordinatioin of Student Activities Programs**
    4.1. Provides supervision of School Leadership classes,
    4.2. Provides leadership to and manages the school's student governance program,

4.3. Oversees student athletic programs,

4.4. Coordinates and oversees the school's co-curricular program, including organizing, promoting and implementing student activities,

4.5. Manages student volunteer program and monitors student hours towards meeting this graduation requirement.

5. **Manages the School Safety Program**

5.1. Updates and Maintains the school safety plan,

5.2. Conducts safety drills in conformance with regulations,

5.3. Works with environmental consultants to ensure complience with safety laws as they relate to science laboratories,

5.4. Supervises campus supervisors and deploys them on campus to ensure the safety of students.

6. **Supervises 504 student Program Services**

6.1. Coordinates services to qualified 504 students,

6.2. Represents school leadership in all 504 meetings,

6.3. Moniters the academic achievement of 504 students to ensure that they are meeting UPA's graduation requirements.

7. **Additional Duties Include:**

7.1. "At-Risk" student monitoring,

7.2. Promotion and graduation event planning,

7.3. Textbook/instructional materials distribution and accounting,

7.4. Compiling a list of student support services resources for guidance staff use.

8. **Other Duties as assigned by the Executive Director**

SUPERVISION:

Reports to and is evaluated annually by the the Executive Director

QUALIFICATIONS

1. Demonstrates a collaborative leadership style,
2. Works with staff as a team to accomplish school initiatives, goals and objectives,
3. Works with staff to ensure a safe school environment for all students,
4. Respects the contributions and accomplishments of all students, staff, and community,
5. Promotes and demonstrates clear two-way communications,
6. Communicates effectively orally and in writing,
7. Acknowledges and respects diverse perspectives and opinions,
8. Successful school site administrative experience,
9. Possesses a Bachelor's degree in an educational field, a post-graduate degree is preferred,
10. Possesses a California Administrative Services Credential.

Compensation

Negotiated

05/23/13

University Preparatory Academy
Job Description

JOB TITLE: Director of Business and Operations (DBO)

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES
The Director of Business and Operations is directly responsible for the school's use and care of facilities and works with the landlord's team to schedule facilities for UPA events and productions. The DBO is also directly responsible for managing and maintaining school data systems. The DBO assists the Executive Director and reports directly to the Board to provide fiscal oversight of the school including establishing the annual budget, coordinating with the school's back office provider to generate monthly financial reports for the Board as well as developing and managing financial protocols.

MAJOR DUTIES AND RESPONSIBILITIES

1. Operational Accounting:
  1.1. Reviews vendor invoices for accuracy, assigns budget codes to actual expenditures, receipts and invoices and forwards to the school's back office provider for payment.
  1.2. Monitors expenditures on a monthly basis.
  1.3. Generates local checks with which to make immediate reimbursements for goods and services.
  1.4. Establishes and implements purchasing procedures.
  1.5. Tracks and reports grant revenue and expenditures.

2. Financial Reporting:
  2.1. Assists Executive Director and the back office provider in generating monthly financial reports as required by Board.
  2.2. Assists in completing state and other agency reports as required on a timely basis.
  2.3. Prepares audit work papers and assists with the annual financial audit to ensure completion by the statutory deadline.
  2.4. Chairs the school's Economic Development Committee.

3. Cash Management:
  3.1. Makes bank deposits.
  3.2. Prepares cash boxes for local school sales.
  3.3. Reconciles all funds generated locally, e.g., student store, textbook fines, etc. with receipts.
  3.4. Receives donations and grants and sends acknowledgements for IRS purposes.

4. Facilities and Operations:
  4.1. Schedules and reserves facilities for all school events and productions.
  4.2. Coordinates technical support for productions with the landlord.
  4.3. Coordinates resolution of special maintenance problems with the landlord.
  4.4. Coordinates upgrades of facilities and systems.
  4.5. Meets on a weekly basis with the landlord's facilities team to resolve problems.

5. School Data Systems:
  5.1. Maintains and monitors PowerSchool student information system (SIS).
  5.2. Maintains and monitors the school's human resources data system.
  5.3. Maintains and monitors the school's "One Call" telephone parent notification system.

*6. **Attendance Accounting and Reports:***
    6.1. Responsible for all attendance accounting operations including, compiling daily/weekly attendance reports for teacher signatures, verifying student absences with the home, coordinating the production and distribution of P1, P2 and P Annual reports to the SCCOE and CDE
    6.2. Works with the school's back office provider to produce CALPADS reports
    6.3. Maintains student demographic data
    6.4. Maintains the SIS to produce student report cards and transcripts
    6.5. Maintains the schools HR data system, including staff information, credentials information, staff attendance, sick leave and annual leave.

OTHER DUTIES AND RESPONSIBILITIES
1. Applies for grants.
2. Shares ideas, techniques and materials as appropriate with other staff members.
3. Demonstrates willingness to offer and receive suggestions.
4. Cooperates in the use and care of all equipment and materials.
5. Demonstrates an awareness of UPA's educational programs.
6. Attends conferences and reads professional literature.
7. Keeps current in the care and use of the school's data systems.
8. Keeps informed of social, political and economic developments in the school district community.

SUPERVISION EXERCISED OR RECEIVED
1. The DBO supervises the Attendance Administrative Assistant and the Student Store Clerk.
2. The DBO is under general supervision of the Executive Director and Board as indicated in the Description of Basic Functions and Responsibilities above.

MINIMUM QUALIFICATIONS
1. BS in Business Administration, MS preferred
2. Minimum five years experience in business management and operations or equivalent with a 501(C)(3)
3. Ability to communicate effectively orally and in writing

EVALUATION
The Board evaluates the DBO annually in coordination with the Executive Director.

COMPENSATION
Negotiable

University Preparatory Academy

JOB TITLE Campus Supervisor

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES
To monitor the UPA campus to assist in maintaining a safe and orderly campus. The campus supervisor receives direct supervision within a framework of well defined UPA polices and procedures. The Campus Supervisor performs entry-level functions in carrying out assigned activities.

SUPERVISOR As assigned

TYPICAL DUTIES
- Monitor school grounds and hallways to ensure proper student behavior consistent with school rules and the behavior code, including eating in hallways and cell phone usage while school is in session

- Monitor student "off limits areas."

- Monitor bathrooms

- Report school dress code violations to the administration

- Monitor school hallways between lunchtimes to ensure minimum disruptions to classes being conducted during that time

- Supervise lunch areas including inside the Horton Center, outside the Horton Center, the Learning Center and Family Life Center.

- Supervise student pick-up traffic after periods 6 and 7

- File reports of student misbehavior as necessary

- Mediate student disputes observed during the course of monitoring the school grounds

- Escort students to and from class as requested by the administration and support staff

- Contact parents or staff members by note or telephone as assigned by administration regarding follow-up to resolution of student behavior problem(s)

- *Ensures students adhere to UPA's closed campus policy*

- *Monitors student and staff parking areas*

- *Assist with emergency preparedness procedures*

- Perform related duties as assigned

EMPLOYMENT STANDARDS

- Ability to learn the operations, procedures, policies, and requirements of assigned program or operational unit

- Ability to communicate effectively in both oral and written form

- Ability to maintain routine records and files

- Ability to establish and maintain effective work relationships with those contacted in the performance of required duties

- Ability to form good working relationships with students and fellow employees

- Ability to remain calm in pressure situations

University Preparatory Academy
Job description

JOB TITLE: Administrative Assistant-operations

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

Performs a variety of complex and responsible clerical and routine administrative support functions. Assists the Director of Business and Operations with the tasks related to that office including attendance accounting and reporting, planning and scheduling of facilities, purchasing supplies and equipment and maintaining inventories of supplies and textbooks. This job class requires in-depth knowledge of school operations and administrative procedures as well as a high level of secretarial skills.

TYPICAL DUTIES:

1. Monitors student attendance for state ADA purposes, notifies teachers of reported absences for the day, and communicates with parents regarding student absences,
2. Generates weekly attendance reports by teacher and distributes for their signature,
3. Maintains inventory of textbooks and other instructional materials loaned to students and notifies parents of this inventory for purposes of accountabiity,
4. Assists with scheduling of school events including completion of required landlord facilities reservation forms,
5. Assists in Reconciling all funds generated locally, e.g., student store, textbook fines, etc. with receipts,
6. Acts as receptionist and staffs the front office counter screening visitors and phone calls as well providing information to the general public regarding general and specific information on the policies, procedures, and activities of the University Preparatory Academy,
7. Arranges for and assigns substitutes to fill teachers' absences, both full and partial days, to ensure adequate classroom coverage,
8. Collects necessary information and maintains a variety of logs and records related to certificated and classified employees, personnel transactions, tirnesheets, absences, etc., as well as substitute logs and records,
9. Assists in orders materials, supplies, and equipment; maintains records of purchase orders, invoices, and expenses to date; and inventories and logs same upon arrival,
10. Assists the Director of Business and Operations with gathering/ calculating budget requests and preparing reports,
11. Maintains inventory and control system of school keys; issuing, collecting; and maintaining related files,
12. Reviews and verifies reports, records, and other material for accuracy, completeness, and conformity with established standards,
13. Composes and processes correspondence, memos, and/or reports on own initiative, from marginal notes, or from oral and written directions,
14. Collects data/information and compiles reports and other materials requiring the use of independent judgment and knowledge in assembling and categorizing data,
15. performs related duties as assigned.

OTHER DUTIES AND RESPONSIBILITIES:

1. Assists with filing of student records,
2. Administers first aid as necessary; contact parents or emergency personnel as needed,

3. Administers prescription medication to students according to physician instructions,
4. Performs related duties as assigned for emergency procedures,
5. Assists with event planning,
6. Collects and distributes mail and other informational material to staff on a daily basis
7. Logs student volunteer hours in fullfillment of a school requirement,
8. Logs parent volunteer hours in fullfillment of a school requirement,
9. Guides and oversees the work of student aides.

EMPLOYMENT STANDARDS:

1. Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing,
2. Knowledge of correct English usage, spelling, grammar, and punctuation,
3. Knowledge of financial recordkeeping methods and practices,
4. Ability to perform arithmetical calculations with speed and accuracy,
5. Ability to understand and apply successfully a variety of complex directions to specific situations,
6. Ability to proof read work accurately,
7. Ability to communicate effectively end tactfully in both oral and written forms,
8. Ability to establish and maintain a variety of recordkeeping, reference, and data collection systems,
9. Ability to analyze situations and. take appropriate action in a variety of procedural matters independently without immediate supervision,
10. Ability to prioritize and coordinate workflow and timeliness for self and others,
11. Ability to operate a variety of office equipment such as copy machine, computer printer, etc. with speed and accuracy,
12. Ability to establish and maintain effective work relationships with those contacted in the performance of required duties,
13. Possession of a valid and appropriate California Driver's License.

SUPERVISION EXERCISED OR RECEIVED:

Under the general supervision of the Executive Director or designee(s) and evaluated annually by the assigned supervisor.

COMPENSATION:

Based on appropriate placement on the administrative support salary schedule.

University Preparatory Academy
Job Description

JOB TITLE: Administrative Assistant-Counseling

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

To establish, maintain and update students records and files. To compile and process a variety of student data and statistical information utilized in a computerized record keeping system, and to assist counselors in the administration of established programs and procedures. Responsible for the accuracy of student files and records and for provided clerical support to counselors, and school administrators.

TYPICAL DUTIES:

1. Establishes, maintains and updates individual student permanent records and data files to include courses, test scores, class schedules, etc. Distributes pertinent information to various departments/persons,
2. Compiles a variety of student data and statistical information and inputs the information into the school's student information system (SIS) using appropriate codes and procedures,
3. Screens calls and visitors to the counseling office, responds to routine problems/requests and refers to appropriate source(s) as necessary,
4. Retrieves student data and information from computer as requested by parents, teachers, students, counselors and others according to state and school policies and regulations,
5. Assists the counselor in some registration activities providing parents and students with information regarding school schedules, regulations, policies, procedures, standards and requirements;
6. Schedule placement testing for incoming students and enters test scores into the schools data base,
7. Acts as an information source to counselors, teachers, administrators, parents and students regarding established office/record keeping procedures and requirements,
8. Assists the registrar with registration and withdrawal procedures by verifying information, and filing to CUM folders,
9. Assists with student recruitment by preparing adds, mailings and scheduling parent information meetings,
10. Acts as secretary to the Board including preparation of monthly agenda, minutes and Board memos for distribution to the Board for action. Posts public notice of meetings and emails agenda to SCCOE,
11. Acts as administrative assistant to the Executive Director, including preparation of reports and agendas for all meetings. Prepares handouts for meetings. Attend meetings, keep notes, and send email to attendees with synopsis of meetings. Keeps a calendar of all appointments. Schedule appointments. with teachers, committees, and leaders,
12. Work with counselors in preparing intervention meetings with students in danger of not graduating. Prepare handouts, call students and parents to remind them of meetings. Attend meeting and keep roll,

13. Maintain spreadsheet of absences for all teachers. Notify E.D. if a teacher exceeds limit on absences,
14. Schedules student/parent interview appointments with appropriate counselors.

OTHER DUTIES AND RESPONSIBILITIES:

1. Works at front counter greeting parents, students, and public and responding to their requests,
2. Maintains a professional appearance to the office, storing lost & found items or other items brought in to the office that needs storing,
3. Works to keep the two storerooms free of clutter, storing supplies and books on proper shelves and disposing of records that have reached expiration. Prepares a list for Board approval of any records to be destroyed,
4. Maintain filing in E.D. office. Assist with filing of student records,
5. Administers first aid as necessary; contact parents or emergency personnel as needed,
6. Administers prescription medication to students according to physician instructions,
7. Performs related duties as assigned for emergency procedures,
8. Assists with event planning.

EMPLOYMENT STANDARDS:

1. Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing,
2. Knowledge of correct English usage, spelling, grammar, punctuation and ability to proof read work accurately,
3. Ability to perform arithmetical and basic statistical calculations with speed and accuracy,
4. Ability to understand and apply successfully a variety of complex directions to specific situations,
5. Ability to communicate effectively end tactfully in both oral and written forms,
6. Ability to establish and maintain a variety of recordkeeping, reference, and data collection systems,
7. Ability to analyze situations and take appropriate action in a variety of procedural matters independently without immediate supervision,
8. Ability to prioritize and coordinate workflow and timeliness for self and others,
9. Ability to operate a variety of office equipment such as copy machine, computer printer, etc. with speed and accuracy,
10. Ability to establish and maintain effective work relationships with those contacted in the performance of required duties,
11. Possession of a valid and appropriate California Driver's License.

SUPERVISION EXERCISED OR RECEIVED:

Under the general supervision of the Executive Director or designee(s) and evaluated annually by the assigned supervisor.

COMPENSATION:

Based on appropriate placement on the administrative support salary schedule.

University Preparatory Academy

COUNSELOR

BRIEF DESCRIPTION OF POSITION

The high school counselor brings to education knowledge and training in specialized fields, including growth and development of the student, testing and assessment, educational planning, the resources of the school and community, and career guidance and planning. The counselor helps pupils plan their high school programs and collects and disseminates to pupils and their parents information regarding school offerings, careers, and career training opportunities. The counselor, working within the department, consults with staff members on the needs of students as they relate to school and aids students and parents in resolving personal problems by direct intervention or by referral to appropriate agencies.

MAJOR DUTIES AND RESPONSIBILITIES

Counselors will meet with students who have referred themselves or who have been referred by others for counseling in personal and social matters to develop and implement, with the aid of the counselor, one or more actions to solve the problem.

Counselors will provide incoming students with an orientation to the school and its programs.

Counselors will meet annually with their counselees on an individual basis to develop an educational plan that will provide normal progress toward graduation and completion of University of California A-G requirements.

Counselors will make student program adjustments and student instructional progress checks as requested or as needed.

Counselors will provide direct assistance to students in developing an appropriate schedule of high school classes for the following school year.

Counselors will inform students and parents annually of the students' progress toward meeting graduation and UC A-G requirements.
.
Counselors will provide students and parents with information about specific college admissions requirements, admissions tests, their interpretation and financial aid.

Counselors will offer to meet with students to provide interpretation of college admissions tests, academic achievement tests, aptitude tests, and interest inventories.

Counselors will write letters of recommendation upon request.

Counselors will attend school and district departmental meetings.

MINIMUM QUALIFICATNS

Valid California teaching credential preferred

Appropriate pupil personnel credential

Five years service as a teacher recommended

University Preparatory Academy

DEAN

BRIEF DESCRIPTION OF POSITION

The primary duty of the Dean is to assist the School 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. Additionally, 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.

BRIEF DESCRIPTION OF POSITION

Assist teachers and students in resolving behavior problems by facilitating appropriate follow-up with parents, counselors and other staff.

Assists with attendance follow-up.

Assists with pupil supervision.

Assists in maintaining liaison with out-of-school or community-based organizations under the direction of the school counselor.

Assists in the development and implementation of crisis intervention strategies and programs as directed.

Maintains accurate and objective records.

Other duties that may be appropriate to his/her credential and as assigned by the Director.

MINIMUM QUALIFICATIONS

Appropriate secondary teaching credential.

Classroom and/or counseling experience preferred.

University Preparatory Academy
Position Description

Lead Teacher

Description of Position:

The Lead Teacher acts as a liaison for information between the department staff and the administration. The Lead Teacher is a coordinator of department activities related to department curriculum development, instructional materials selection and acquisition, assisting with staffing, and professional learning.

Major Duties and responsibilities:

- Coordinates Department Business
    - Conducts periodic departmental staff meetings
    - Shares information from Lead Team meetings
    - Shares professional learning information and opportunities

- Coordinates Department Curriculum and Instruction
    - Reviews current courses and coordinate development of new courses
    - Maintain department curriculum documents
    - Assists in development of a department master schedule
    - Coordinates purchase of Instructional Materials for the department

- Assists with Staffing
    - Assists in screening department staff
    - Provides orientation and support to new teachers in the department

Minimum Qualifications:

- Credentialed teacher with at least 2 years teaching experience
- Knowledgeable in their content area
- Active participant in professional learning activities to add to teaching/leadership skills
- Willingness to assume a leadership role that supports the department and the school

JOB TITLE: Registrar

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

Under the direction of the site administrator(s), prepares and maintaining accurate student records, including registering and withdrawing students according to established procedures; tracks accurate enrollment by grade level, prepares report cards for mailing to parents, manages the student enrollment lottery process if needed; prepares newsletters and other parent communications to keep parents informed of school news; performs various secretarial and clerical tasks as assigned.

TYPICAL DUTIES:

1. Maintains confidentiality of student and school personnel information,
2. Enrolls new students; obtain and maintains a variety of student records such as grades, transcripts, immunization records, cumulative folders and all general student data,
3. Coordinates student check-out procedures to include initiating drop slip forms and recording transfers,
4. Enters and maintains student data into the schools student information system (SIS),
5. Maintains accurate permanent student records and test scores; provides information to counselors as requested,
6. Prepares a variety of complex reports including State and District-mandated reports related to assigned activities,
7. Maintains current class lists, locator cards and grade lists for enrollment verification,
8. Communicates with other schools or outside agencies regarding student records,
9. Orders commencement awards and diplomas and assist administration in coordination of student recognition and related duties,
10. Prepares student records and report cards,
11. Processes senior transcripts for college entrance and scholarships,
12. Develops updates and maintains forms for use in the Registrar's office,
13. Operates a computer and other office equipment as assigned; assist others in the proper use of office machines as needed,
14. Assists in distribution, collection and coordination of testing materials,
15. Coordinates school summer school registration activities and materials,
16. Performs other related duties as assigned.

OTHER DUTIES AND RESPONSIBILITIES:

1. Administers first aid as necessary and contact parents or emergency personnel as needed,
2. Administers prescription medication to students according to physician instructions,
3. Performs various general secretarial and clerical duties and assist office staff as needed,
4. Performs related duties as assigned for emergency procedures,
5. Designs, writes, edits and produces UPA monthly newsletters,
6. Assists with event planning.

EMPLOYMENT STANDARDS:

1. Knowledge of UPA curriculum and graduation requirements,

2. Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing,
3. Knowledge of correct English usage, spelling, grammar, punctuation and ability to proof read work accurately,
4. Ability to perform arithmetical and basic statistical calculations with speed and accuracy,
5. Ability to understand and apply successfully a variety of complex directions to specific situations,
6. Ability to communicate effectively end tactfully in both oral and written forms,
7. Ability to establish and maintain a variety of recordkeeping, reference, and data collection systems,
8. Ability to analyze situations and take appropriate action in a variety of procedural matters independently without immediate supervision,
9. Ability to prioritize and coordinate workflow and timeliness for self and others,
10. Ability to operate a variety of office equipment such as copy machine, computer printer, etc. with speed and accuracy,
11. Ability to establish and maintain effective work relationships with those contacted in the performance of required duties,
12. Ability to interpret, apply and explain provisions of federal, State and District regulations related to admissions and records,
13. Possession of a valid and appropriate California Driver's License.

SUPERVISION EXERCISED OR RECEIVED:

Under the general supervision of the Executive Director or designee(s) and evaluated annually by the assigned supervisor.

COMPENSATION:

Based on appropriate placement on the administrative support salary schedule.

University Preparatory Academy Charter School
Teacher Trait Salary Rubric

Name: _____ **Date:** _____

Directions*:** please read each trait and either circle or check the level at which you believe you have accomplished each trait. ***Thank You

. *Trait*	**Level 1** **Meets Expectation**	**Level 2** **Accomplished**	**Level 3** **Exemplary**
Knowledge and Use of Standards for the Teaching Profession 1.0	Has been exposed to the standards and possess a basic knowledge of their use 1.1	Is familiar with the standards and uses them on occasion to plan instruction and reflect on h/her teaching practice 1.2	Makes it a practice to use the standards to plan instruction and monitor h/her instructional effectiveness 1.3
Knowledge of Content Standard, Pacing Guides and Curriculum Maps 2.0	Is knowledgeable about the content standards in their subject area. Is familiar with the use of pacing guides and curriculum maps 2.1	Is familiar with content standards, pacing guides and curriculum maps and refers to them on occasion to organize curriculum and plan instruction 2.2	Makes it a practice to use content standards, pacing guides and curriculum maps to organize curriculum, plan instruction and to ensure that students are learning proscribed course content at a predetermined rate 2.3
Knowledge and Use of Differentiated Instruction 3.0	Has knowledge of differentiated instruction teaching strategies but has not had the opportunity to practice the strategy with h/her own classes 3.1	Is familiar with differentiated instruction. Has not implemented differentiated strategies on a consistent basis. Is somewhat familiar with various ways to group students but uses the strategies on a limited basis 3.2	Has considerable expertise in differentiated instruction and can be called upon to assist other teachers in using this teaching strategy in their practice. Is knowledgeable about student grouping strategies and regularly uses some of these strategies as appropriate 3.3
Expertise in The Content Area 4.0	Has knowledge in the subject area and is developing his/her expertise by continuing training in their subject area, consulting with other content area teachers, and observing others 4.1	Has good knowledge in the content area; has been teaching in the subject area for a few years and is still developing his/her expertise in the subject area 4.2	Has excellent knowledge in the content area; has successfully taught in the content area for several years. Could be considered a content area resource to other teachers in the subject area 4.3
Knowledge and Use of Assessment Practices for Learning 5.0	Is knowledgeable of formative and summative assessment tools. Is developing his /her skill in the use of assessment tools to inform instruction 5.1	Has good knowledge of formative and summative assessment tools but predominately uses quizzes and objective tests to assess learning. Often refers to student achievement data to plan instruction 5.2	Is skilled in the use of formative and summative assessment practices to inform his/her instructional practice. Continually uses a variety assessment tools including those that require higher order thinking skills 5.3
Participation in Professional Development Activities and Training 6.0	Recent professional development activities consist of professional preparation for their credential and reading of professional literature 6.1	Reads professional literature and attends workshops and seminars to improve their teaching skills 6.2	Reads professional literature, attends workshops and seminars. Reflects on teaching practice and establishes professional goals for professional growth and pursues opportunities to grow professionally 6.3

Previous Experience in Education	Has just completed their professional preparation to become a teacher in their subject area	Has limited experience or related experience in teaching. Has been responsible for h/her own class. Is gaining in experience and expertise and has the potential to be an excellent teacher	Has years of successful teaching experience (3 or more). Practices reflective analysis of h/her teaching and makes improvements based on this analysis. Is very active in upgrading h/her own teaching skills
7.0	7.1	7.2	7.3
Curricular Expertise with Best Educational Practices	Has a basic knowledge of the subject matter and promotes an understanding of key skills and concepts. Can articulate a few best practices in h/her subject matter field	Has good knowledge of subject matter to identify key concepts skills. Communicates these concepts and associated skills in a clear and coherent manner. Can articulate and often uses best practices in h/her teaching practice	Has depth of knowledge in content area. Is current and uses expanded knowledge of the subject area to support student understanding of key concepts, themes, multiple perspectives and relationships in and among subject area(s). Uses best practices in h/her teaching practice
8.0	8.1	8.2	8.3
Knowledge of How Students Learn	Has some knowledge of student development. Uses a few instructional strategies to make subject matter content accessible to students	Has knowledge of student development and uses a various instructional strategies to make subject matter content accessible to students. Promotes critical thinking and utilizes various instructional activities	Has good knowledge of student development. Has a repertoire of instructional strategies and matches the strategies appropriate to the subject matter. Challenges students to apply learning and think critically about the subject
9.0	9.1	9.2	9.3
Has Experience working in a Collaborative Environment as Part of a Professional Learning Team	Holds informal conversations (hallway, faculty room, etc.) with other teachers about instruction. Provides advice to colleagues when asked	Works regularly with other teachers to share ideas, lesson plans and instructional materials	Works together with other teachers as interdependent colleagues to examine teaching and learning (including classroom visits) and make improvements as necessary with the goal of improving student learning
10.0	10.1	10.2	10.3
Formal and Practical Education and credentials	Has obtained a Bachelors degree and has completed or in process of completing their professional preparation for a credential	Has completed the Bachelors degree and is credentialed in their subject field. Has successful related experience in other area(s) outside of education	Has completed the Bachelors degree is credentialed in their subject field and has successful related experience in other area(s) outside of education. Has completed or in the process of completing an advanced degree in education or related field
11.0	11.1	11.2	11.3
Knowledge or experience in college/career student advisement	Has basic knowledge of career and college advisement information through their own recent experience completing h/her requirements to teach	Has good knowledge of career and college advisement information by reading and conducting research. Provides information to students on an informal basis in the courses they teach	Has excellent knowledge of career and college advisement information by reading and conducting research. Provides information to students on a formal basis in the courses they teach or has conducted college and career advisement classes for students
12.0	12.1	12.2	12.3
Good oral and written communication skills	Meets acceptable standards for oral and written communication	Has good oral and writing skills.	An outstanding writer and excellent presenter
13.0	13.1	13.2	13.3

| $49,269 | $55,788 | $62,307-$62,308 | $68,827 | $75,346 |

Tier 1 Salary Range: $49,269 - $62,307   Tier 2 Salary Range: $62,308 - $75,346

University Preparatory Academy
Classified Salary Schedule

Range	Job Title	Step 1 Hourly	Step 2 Hourly	Step 3 Hourly	Step 4 Hourly	Step 5 Hourly
01	Campus Supervisor	12.36	13.36	14.36	15.36	16.36
02	Admin. Assist.- Business and Operations	20.80	21.60	22.40	23.20	24.20
02	Registrar	20.80	21.60	22.40	23.20	24.20
03	Admin. Assist. - Guidance,Exec Dir and Board Secretary	21.00	22.00	23.00	24.00	25.00

Management Salary Schedule

Range	Job Title	Step 1 Annual	Step 2 Annual	Step 3 Annual	Step 4 Annual	Step 5 Annual
001	Director of Technology (Annual Salary Only@ 10 Months)	51,378	52,919	54,461	56,516	58,571

• *Director of Business and Operations* (Annual Salary @ 12 months). Salary negotiable

• *Director Curriculum and Instruction* (Annual salary @ 12 months). Salary negotiable

• *Executive Directo*r (Annual Salary @ 12 Months). Salary negotiable

8/23/12

Section 2 | *Financial Plan*

UNIVERSITY PREPARATORY ACADEMY
Financial Plan

5-Year Financial Plan Contents (see attached):

- **Page 1:** Budget Assumptions
- **Page 2**: Five Year Budget Projection indicating a summary of revenue, expenses and fund balances for 5 years starting 2015/16

- **Page 3**: Enrollment Detail indicating enrollment and ADA starting in 2015/16

- **Page 4:** Revenue Detail, indicating revenue sources for the next 5 years starting in 2015/16

- **Pages 5:** Compensation and Benefits

- **Pages 6-8:** Expense Detail, indicating anticipated expenses for the next 5 years starting in 2015/16

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

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

The name and contact information of the School's auditor.

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

The School's fund-raising plan

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

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

Through fundraising and reserving some school funds, UPA is planning to furnish and equip these classrooms and labs with the latest in school technology and laboratory/engineering equipment. The UPA's fundraising goal is $150,000 for equipping the Math/Engineering and Science Center. Various fundraising activities are planned, including corporate donations, individual donations, grants, and merchant marketing programs. The UPA Foundation will coordinate a majority of the fundraising activities. We anticipate that our fundraising goal

may not be met in 2014/2015 which means that UPA will carry forward this campaign into 2015/16 and beyond if necessary.

List of the School's Board of Directors with Contact Information.

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

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

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

- **Mr**. **Richard Pfaff**, Retired Director of Financial Aid, San Jose State University.
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   Phone: 408.723.1839
  Email: Richard Pfaff richardcpfaff@yahoo.com

- **Mr. James Romero**: Software Engineer
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  Phone: 408.723.1839
  Email: James Romero igideon@mac.com

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

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

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

Enrollment

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

Revenue

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

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

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

Staffing

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

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

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

Books & Supplies / Services & Other Operating Expenses

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

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

Capital Expenditures

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

University Preparatory Academy
Multiyear Budget Summary
As of July 30, 2014

		Year 1	Year 2	Year 3	Year 4	Year 5
		2015/16	2016/17	2017/18	2018/19	2019/20
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
	2014/15					
SUMMARY						
Revenue						
General Block Grant	3,978,346	4,401,328	4,753,520	4,906,115	5,058,558	5,211,229
Federal Revenue	-	-	-	-	-	-
Other State Revenues	142,633	112,810	116,794	117,197	117,197	117,197
Local Revenues	106,937	110,145	113,449	116,853	120,359	123,969
Fundraising and Grants	103,000	106,090	109,273	112,551	115,927	119,405
Total Revenue	**4,330,916**	**4,730,373**	**5,093,036**	**5,252,716**	**5,412,041**	**5,571,801**
Expenses						
Compensation and Benefits	2,663,968	2,847,683	3,131,936	3,308,560	3,493,658	3,671,843
Books and Supplies	374,124	412,600	427,634	437,328	447,313	457,597
Services and Other Operating Expenditure	1,192,837	1,232,835	1,271,533	1,305,767	1,340,982	1,377,210
Capital Outlay	-	150,000	-	-	-	-
Total Expenses	**4,230,929**	**4,643,118**	**4,831,103**	**5,051,655**	**5,281,953**	**5,506,650**
Operating Income (excluding Depreciation)	**99,987**	**87,255**	**261,933**	**201,060**	**130,088**	**65,151**
Operating Income (including Depreciation)	99,987	207,255	231,933	171,060	100,088	35,151
Fund Balance						
Beginning Balance (Unaudited)	1,010,192	1,110,179	1,317,433	1,549,366	1,720,427	1,820,515
Audit Adjustment	-	-	-	-	-	-
Beginning Balance (Audited)	1,010,192	1,110,179	1,317,433	1,549,366	1,720,427	1,820,515
Operating Income (including Depreciation)	99,987	207,255	231,933	171,060	100,088	35,151
Ending Fund Balance (including Depreciation)	**1,110,179**	**1,317,433**	**1,549,366**	**1,720,427**	**1,820,515**	**1,855,666**
Ending Fund Balance as a % of Expenses	*26%*	*28%*	*32%*	*34%*	*34%*	*34%*

University Preparatory Academy
Multiyear Budget Summary
As of July 30, 2014

	Year 1 2014/15	Year 2 2015/16	Year 3 2016/17	Year 4 2017/18	Year 5 2018/19	Year 5 2019/20
	Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Detail						
Enrollment Breakdown						
7	100	115	115	115	115	115
8	95	100	115	115	115	115
9	115	105	100	100	100	100
10	115	105	100	100	100	100
11	85	105	100	100	100	100
12	65	80	100	100	100	100
Enrollment Summary	-	-	-	-	-	-
7-8	195	215	230	230	230	230
9-12	380	395	400	400	400	400
Total Enrolled	**575**	**610**	**630**	**630**	**630**	**630**
ADA %						
7-8	96%	96%	96%	96%	96%	96%
9-12	96%	96%	96%	96%	96%	96%
Average	**96%**	**96%**	**96%**	**96%**	**96%**	**96%**
ADA						
7-8	187.2	206.4	220.8	220.8	220.8	220.8
9-12	364.8	379.2	384.0	384.0	384.0	384.0
Total ADA	**552.0**	**585.6**	**604.8**	**604.8**	**604.8**	**604.8**

University Preparatory Academy

Multiyear Budget Summary
As of July 30, 2014

		Year 1	Year 2	Year 3	Year 4	Year 5
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
General Purpose Entitlement							
8011	Charter Schools General Purpose Entitlement	2,948,573	3,308,873	3,625,247	3,777,842	3,930,284	4,082,956
8012	Education Protection Account Entitlement	713,673	757,114	781,938	781,938	781,938	781,938
8019	State Aid - Prior Years	-	-	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes (was 8:	316,100	335,341	346,336	346,336	346,336	346,336
		3,978,346	4,401,328	4,753,520	4,906,115	5,058,558	5,211,229
8100	**Federal Revenue**						
	SUBTOTAL - Federal Income	-	-	-	-	-	-
8300	**Other State Revenues**						
8550	Mandated Cost Reimbursements	17,909	17,942	18,816	19,219	19,219	19,219
8560	State Lottery Revenue	89,424	94,867	97,978	97,978	97,978	97,978
8590	All Other State Revenue	35,300	-	-	-	-	-
	SUBTOTAL - Other State Income	142,633	112,810	116,794	117,197	117,197	117,197
8600	**Other Local Revenue**						
8632	Sale of Publications	9,835	10,130	10,434	10,747	11,069	11,401
8634	Food Service Sales	35,000	36,050	37,132	38,245	39,393	40,575
8639	All Other Sales	34,580	35,617	36,686	37,786	38,920	40,088
8693	Field Trips	26,522	27,318	28,137	28,981	29,851	30,746
8699	All Other Local Revenue	1,000	1,030	1,061	1,093	1,126	1,159
	SUBTOTAL - Local Revenues	106,937	110,145	113,449	116,853	120,359	123,969
8800	**Donations/Fundraising**						
8801	Donations - Parents	43,000	44,290	45,619	46,987	48,397	49,849
8803	Fundraising	60,000	61,800	63,654	65,564	67,531	69,556
	SUBTOTAL - Fundraising and Grants	103,000	106,090	109,273	112,551	115,927	119,405
TOTAL REVENUE		**4,330,916**	**4,730,373**	**5,093,036**	**5,252,716**	**5,412,041**	**5,571,801**

University Preparatory Academy

Multiyear Budget Summary
As of July 30, 2014

		Year 1	Year 2	Year 3	Year 4	Year 5
		2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**	**2019/20**
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES							
Compensation & Benefits							
1000	**Certificated Salaries**						
1100	Teachers Salaries	1,784,285	1,884,309	2,065,239	2,144,796	2,226,140	2,309,324
1300	Certificated Supervisor & Administrator Salarie	178,010	183,350	188,851	194,516	200,352	206,362
	SUBTOTAL - Certificated Employees	**1,962,295**	**2,067,659**	**2,254,089**	**2,339,312**	**2,426,491**	**2,515,686**
2000	**Classified Salaries**						
2100	Classified Instructional Aide Salaries	56,113	56,206	57,892	59,628	61,417	63,260
2300	Classified Supervisor & Administrator Salaries	82,400	84,872	87,418	90,041	92,742	95,524
2400	Classified Clerical & Office Salaries	16,704	17,205	17,721	18,253	18,800	19,365
2900	Classified Other Salaries	74,628	76,867	79,173	81,548	83,994	86,514
	SUBTOTAL - Classified Employees	**229,845**	**235,149**	**242,204**	**249,470**	**256,954**	**264,663**
3000	**Employee Benefits**						
3100	STRS	174,252	221,860	283,564	337,563	395,033	440,245
3300	OASDI-Medicare-Alternative	46,351	48,285	51,542	53,340	55,184	57,074
3400	Health & Welfare Benefits	179,104	197,014	216,716	238,387	262,226	288,449
3500	Unemployment Insurance	23,100	23,793	24,507	25,242	25,999	26,779
3600	Workers Comp Insurance	49,020	53,922	59,314	65,246	71,770	78,947
	SUBTOTAL - Employee Benefits	**471,827**	**544,874**	**635,643**	**719,778**	**810,212**	**891,494**

University Preparatory Academy

Multiyear Budget Summary

As of July 30, 2014

			Year 1	Year 2	Year 3	Year 4	Year 5
			2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	**Books & Supplies**						
4100	Approved Textbooks & Core Curricula Materia	86,250	91,500	94,500	94,500	94,500	94,500
4200	Books & Other Reference Materials	3,960	4,079	4,201	4,327	4,457	4,591
4320	Educational Software	5,000	15,150	15,605	16,073	16,555	17,051
4325	Instructional Materials & Supplies	73,202	89,988	95,088	97,641	100,270	102,978
4326	Art & Music Supplies	20,688	21,309	21,948	22,606	23,285	23,983
4330	Office Supplies	23,690	24,401	25,133	25,887	26,663	27,463
4345	Non Instructional Student Materials & Supplies	3,000	3,090	3,183	3,278	3,377	3,478
4350	Uniforms	1,639	1,688	1,739	1,791	1,845	1,900
4410	Classroom Furniture, Equipment & Supplies	31,827	32,782	33,765	34,778	35,822	36,896
4420	Computers (individual items less than $5k)	84,563	87,100	89,713	92,404	95,176	98,032
4430	Non Classroom Related Furniture, Equipment	5,305	5,464	5,628	5,797	5,971	6,150
4710	Student Food Services	30,000	30,900	31,827	32,782	33,765	34,778
4720	Other Food	5,000	5,150	5,305	5,464	5,628	5,796
	SUBTOTAL - Books and Supplies	**374,124**	**412,600**	**427,634**	**437,328**	**447,313**	**457,597**

University Preparatory Academy

Multiyear Budget Summary

As of July 30, 2014

			Year 1	Year 2	Year 3	Year 4	Year 5
			2014/15	**2015/16**	**2016/17**	**2017/18**	**2018/19**	**2019/20**
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	**Services & Other Operating Expenses**						
5210	Conference Fees	12,307	12,676	13,056	13,448	13,852	14,267
5220	Travel and Lodging	4,616	4,754	4,897	5,044	5,195	5,351
5305	Dues & Membership - Professional	5,305	5,464	5,628	5,797	5,971	6,150
5450	Insurance - Other	44,028	45,349	46,709	48,111	49,554	51,041
5610	Rent	375,000	386,250	397,838	409,773	422,066	434,728
5615	Repairs and Maintenance - Building	7,083	7,295	7,514	7,740	7,972	8,211
5699	Other Rentals, Leases and Repairs 6	7,319	7,539	7,765	7,998	8,238	8,485
5803	Accounting Fees	10,949	11,277	11,616	11,964	12,323	12,693
5804	Drama	10,606	10,924	11,252	11,589	11,937	12,295
5806	Assemblies	361	372	383	394	406	418
5809	Banking Fees	1,311	1,351	1,391	1,433	1,476	1,520
5812	Business Services	133,700	133,700	133,700	133,700	133,700	133,700
5816	Data Director	5,000	5,150	5,305	5,464	5,628	5,796
5824	District Oversight Fees	39,783	44,013	47,535	49,061	50,586	52,112
5830	Field Trips Expenses	51,454	52,998	54,588	56,225	57,912	59,649
5836	Fingerprinting	1,591	1,639	1,688	1,739	1,791	1,844
5839	Fundraising Expenses	1,093	1,126	1,160	1,194	1,230	1,267
5845	Legal Fees	15,914	16,391	16,883	17,390	17,911	18,449
5848	Licenses and Other Fees	5,305	5,464	5,628	5,797	5,971	6,150
5851	Marketing and Student Recruiting	20,600	21,218	21,855	22,510	23,185	23,881
5854	Consultants - Other 1	164,800	169,744	174,836	180,081	185,484	191,048
5857	Payroll Fees	3,183	3,278	3,377	3,478	3,582	3,690
5860	Printing and Reproduction	23,181	25,329	26,945	27,753	28,585	29,443
5863	Professional Development	42,096	43,359	44,660	45,999	47,379	48,801
5872	Special Education Encroachment	10,000	10,300	10,609	10,927	11,255	11,593
5874	Sports	30,251	31,159	32,093	33,056	34,048	35,069
5875	Staff Recruiting	1,202	1,238	1,275	1,313	1,353	1,393
5877	Student Activities	42,642	46,595	49,566	51,053	52,585	54,162
5878	Student Assessment	53,950	55,569	57,236	58,953	60,721	62,543
5880	Student Health Services	10,000	10,300	10,609	10,927	11,255	11,593
5881	Student Information System	17,295	17,814	18,348	18,899	19,466	20,050
5884	Substitutes	30,591	32,570	34,639	35,679	36,749	37,851
5887	Technology Services	273	281	290	298	307	316
5910	Communications - Internet / Website Fees	5,305	5,464	5,628	5,797	5,971	6,150
5915	Postage and Delivery	2,621	2,700	2,781	2,864	2,950	3,038
5920	Communications - Telephone & Fax	2,122	2,186	2,251	2,319	2,388	2,460
	SUBTOTAL - Services & Other Operating E	**1,192,837**	**1,232,835**	**1,271,533**	**1,305,767**	**1,340,982**	**1,377,210**

University Preparatory Academy

Multiyear Budget Summary

As of July 30, 2014

			Year 1	Year 2	Year 3	Year 4	Year 5
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
		Current Forecast	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
6000	**Capital Outlay**						
6100	Sites & Improvement of Sites	-	-	-	-	-	-
6200	Buildings & Improvement of Buildings	-	150,000	-	-	-	-
	SUBTOTAL - Capital Outlay	-	150,000	-	-	-	-
TOTAL EXPENSES		4,230,929	4,643,118	4,831,103	5,051,655	5,281,953	5,506,650
6900	**Total Depreciation (includes Prior Years)**	-	30,000	30,000	30,000	30,000	30,000
TOTAL EXPENSES including Depreciation		4,230,929	4,523,118	4,861,103	5,081,655	5,311,953	5,536,650

STATEMENT OF WORK #4
by and between
EdTec Inc. and University Preparatory Academy

Reference:	Master Services Agreement dated September 10, 2007, by and between EdTec Inc. ("EdTec") and University Preparatory Academy ("Client").
Term:	July 1, 2012 through June 30, 2015 (the "Initial Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	The philosophy of our Back-Office Services is that we provide a fully-outsourced solution so your school can focus on its educational mission. Financially, the school benefits because it does not need to hire (or supervise) a business office manager or accountant/bookkeeper. Moreover, you receive the benefit of our extensive experience with California Charter Schools. **1. FINANCE and ACCOUNTING** Budgeting: **Annual and multi-year budgets including cash flows** – In the spring or when services begin, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the state by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. **Budget revisions (as needed, on demand)** – EdTec revises budgets as needed to reflect changing circumstances at the school or in the state funding. **Updated monthly budget forecasts** – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). Financial Statements: **Monthly year-to-date financial statements** – EdTec prepares YTD financials compared to budget in time for the monthly board meeting. (For schools with board meetings before the 15th of the month, EdTec will furnish the financials and presentation in time for the board meeting; otherwise EdTec electronically sends the financials and presentation ahead of the meeting.) **Monthly cash flow projections** – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. **Financial statement analysis (monthly)** – In addition to financial statements, EdTec provides a succinct PowerPoint summary and

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EdTec Inc.   Client

analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.

- **Customized financial analysis** – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- **Support in resolving financial issues** – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- **Setup of school's chart of accounts and general ledger** – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS.
- **Customized account codes** – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- **Fund accounting** – EdTec can track revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.
- **Training** – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.
- **Transaction recording** – EdTec records in detail all transactions in a computerized accounting system.
- **Journal entries and account maintenance** – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.
- **Bank reconciliation** – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- **Account for Capital Outlay Expenses** – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- **Generate financial reports as requested** – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.

Accounts Payable & Receivable:

- **Revenue verification** – EdTec verifies that the school is receiving the correct amount of funds.
- **Revenue collection** – if the funds from the state or the

EdTec Inc.   Client

county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.

- **Accounts Payable** – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill.

Purchasing:
- **Vendor selection** – EdTec provides recommendations of vendors based on its experience with vendors around the state and country.
- **Purchasing assistance on big-ticket items** – EdTec can assist the school leader in its purchase or leasing of big ticket items such as portables.

Government Financial Reporting:
- **Preliminary and final budget reports** – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.
- **Interim financial reports** – EdTec prepares and files the two interim financial reports to the county by the December 15 and March 15 deadlines.
- **Audited financial reports** – Subject to timely receipt of information and/or materials from the school and/or the auditor, as applicable, EdTec prepares and files the unaudited financial report by September 15 and the final audited report (from the auditor) by December 15.

Audit:
- **Audit support** – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications.
- **Audit compliance training** – EdTec helps the school leader and audit staff develop financial policies designed to meet the requirements and help protect the school from financial mismanagement.
- **Single Audit Act of 1984** – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- **Auditor group purchasing** – EdTec receives a volume discount on audits that it passes on to its clients who choose to work with this auditor.

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- IRS Form 990 Support (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).
- The school is responsible for attendance and audit of employee work.

SB 740 compliance (Non-classroom based):
- SB 740 budget compliance – For non-classroom based schools, EdTec monitors budget compliance with SB 740 and alerts school to potential problems in meeting the full-funding determination.
- Funding determination form – EdTec completes and files the school's funding determination form based on school input.
- Note that the school is responsible for compliance with policies and procedures associated with non-classroom based instruction.

2. PAYROLL and HUMAN RESOURCES

Payroll:
EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.
- Payroll Processing – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding vacation and/or sick time tracking). EdTec generates checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client's request. The fees set forth below include monthly payroll processing; for semi-monthly payroll an additional fee will apply.
- Payroll reporting – EdTec prepares and files all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number. For multiple reporting numbers, an additional fee will apply.
- Payroll record maintenance – EdTec keeps track of employee payroll information. Client maintains employee files (based on EdTec-provided template files).
- W-2 and 1099 processing – EdTec prepares and sends Forms W-2 and 1099 to employees and government, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.
- IRS, SDI, WC support – EdTec assists in resolving payroll tax issues before the IRS and other federal and state reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or

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Unemployment Insurance claims, including handling paperwork and tracking the claims process.
- **STRS/PERS and other retirement plan administration** – EdTec will help the school set up STRS/PERS accounts, and makes appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the school. Note that in some cases it can take approximately 12 months to set up such contributions because of district/county delays. Also, some counties charge separately for this mandated service. The school is responsible for STRS/PERS account set-up, administration and enrollments and any fees from outside parties.

Human Resources and Benefits:
- **Employee file set up** – EdTec provides clients with template employee files and procedures to help ensure compliance with state and federal requirements regarding Live Scan procedures, TB Test information, and/or credential verification information.
- **Contracts and Handbook development support** – EdTec provides schools with non-legal, business advice on employment contracts and employee handbooks and their business implications.
- **Health benefits administration** – EdTec assists in managing the health benefits procurement process, and assists with re-quotes of insurance on an annual basis.
- **Teacher credentialing** – EdTec provides information and assistance to school leaders to help them evaluate teacher credentials and "highly qualified" requirements.

3. INSURANCE

- **Insurance procurement** – EdTec assists in managing the insurance quote process. Where appropriate, EdTec assists Client in joining the CCSA JPA insurance pool.
- **Insurance administration** – Upon request, EdTec can assist in communications between the insurance company and the school to facilitate claims processing.

4. BUSINESS CONSULTING

- **Negotiations** – EdTec supports the school director and board in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- **Strategic Planning** – EdTec can assist the school director and board strategic planning and scenario development/analysis.
- **Financing support** – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as New Market Tax Credits, Low Income Investment Fund resources, and philanthropic funds.
- **Legal services management** – EdTec can help manage legal services to keep costs down.

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EdTec Inc.   Client

- **Special Projects** – EdTec performs business-related special projects within reason, such as finding food service providers, analyzing transportation options, and modeling growth and facilities scenarios. (Note that EdTec does <u>not</u> assist schools with qualification as a provider of subsidized school meals.)

5. BOARD MEETING SUPPORT

- **Board meeting attendance** – EdTec attends monthly board meetings in person or by teleconference up to six times per year, and presents its financial analysis presentation. When in attendance at board meetings, EdTec can assist the board in staying in compliance with the Brown Act.

6. FACILITIES

- **Facility needs assessment and planning** – EdTec works with clients to identify facility needs based on the school program and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.
- **Facility search** – EdTec assists real estate agents to identify possible school sites and cost out tenant improvements.
- **Facility acquisition/lease negotiation** – EdTec assists clients in negotiating purchase and/or lease terms and helps to develop loan packages for facilities and identify likely lenders. The school's attorney should review these.
- **Prop 39** – EdTec helps the school prepare and submit compliant Prop 39 requests and helps to manage the Prop 39 process.
- **District negotiations** – EdTec will help the school negotiate deals with the district regarding facilities.
- **SB 740** – As state funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf.

7. COMPLIANCE and ACCOUNTABILITY

- Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources.
- **Employee files** – As noted above, EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues).
- **NCLB compliance support** – EdTec helps schools understand the requirements of No Child Left Behind (NCLB). On an hourly basis, EdTec can provide assistance on LEA Plans and School Wide Plans.
- **SPED compliance** – EdTec provides partial checklists and general information to help schools understand their responsibilities related to

EdTec Inc.	Client

Special Education. EdTec recommends getting specialized assistance in this area to ensure complete compliance.

- Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that NCLB Funding compliance is especially complex with many school obligations.
- District and state regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or state regulations.

8. ATTENDANCE and STUDENT INFORMATION SYSTEMS

- Internal attendance reporting – EdTec will assist with monthly attendance reports based on school-provided data as outlined in the addendum to this Statement of Work. Resolution of data discrepancies is charged at the hourly rate.
- Government attendance reporting – Using school-provided data, and at the school's request, EdTec prepares and/or performs a quality assurance check of government attendance reports, including the 20-day report, P-1, P-2, and P-Annual. (Note: Does not include SARC, CBEDS, SNOR, CSIS, or other demographic reports.)
- Attendance procedures assistance – EdTec will provide up to 4 hours annually of assistance reviewing schools' attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance.
- Quarterly ADA analysis – EdTec reviews ADA data to ensure the school is on track with projections.
- Student Information System (SIS) procurement and support – EdTec will provide up to 3 hours of assistance to the school leader in evaluating the school's need for an SIS. If the school asks EdTec to access, use or troubleshoot an SIS not supported by EdTec, hourly charges will apply for EdTec to learn and use the SIS. (Note the school is responsible for taking accurate attendance, on a system provided by the school, at the school's expense.)
- Supplemental Instruction – EdTec helps schools navigate the supplemental instruction regulations and provides all the forms and policies needed to set up a supplemental instruction program to collect additional funds for after-school and summer programs. Calculation of Supplemental Hourly Instruction hours and data clean-up will be billed hourly.

9. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION

- Financial reports – EdTec prepares customized financial reports for grant purposes.
- Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants.
- Public Charter School Grant Program (PCSGP) grant reporting – EdTec

_____   _____
EdTec Inc.   Client

	assists the school in preparing and submitting the PCSGP grant report to the CDE, and manages the review/finalization process.
	
	• Class size reduction application – EdTec prepares and submits the class size reduction application.
	• ConApp – EdTec prepares and files the ConApp parts 1 and 2 for eligible schools.
	• State Revolving Loan – EdTec prepares the application for this loan program (up to $250,000).
	• Grant writing – On a separate fee basis, EdTec can do grant prospect analysis and write grants.
	• Charter renewal – On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.
	
	10. START-UP/SET-UP
	
	• Startup Support – EdTec helps new schools get started on the right foot by providing forms, instructions, and support needed to launch the school (information compiled in EdTec's Charter Operations Book ("ECO")), including:
	   o State and Federal IDs
	   o Charter number
	   o CDS code
	   o Advance Apportionment
	   o 501(c) (3) support
	   o School database template
	   o Payroll information (I-9, STRS, health, Live Scan, etc.)

Excluded Services:	Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant-writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with NCLB, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.

Compensation:	• **Back Office Services:** EdTec will provide these services at a fixed-fee as follows:
	   o $133,700 for the 2012-13 school fiscal year
	   o $133,700 for the 2013-14 school fiscal year
	   o $133,700 for the 2014-15 school fiscal year
	
	These fixed-fees include all normal postage, telephone, copying, faxing, etc., except for bank and payroll fees that will be passed through. Fees are payable monthly commencing on July 1, 2012.
	   o Notwithstanding the above fee schedule, the minimum fee for our back office service for a school fiscal year is $57,350.
	   o In addition to the fees detailed above, there will be an incremental

EdTec Inc.   Client

fee for the following, if applicable:

- $500 per month for a second payroll cycle per month
- For Clients with multiple charter schools there will be an incremental fee of $8,000 per year for each additional charter.

- **Consulting**: Should you desire additional services not in the above scope, and for any services provided prior to July 1, 2012 (other than the preparation of the budgets for submission to the state by July 1 as described above, for which there would be no additional hourly charge), we would be pleased to provide these, subject to staff availability, at a discounted fee of $140/hour (travel time is billed at ½ of this hourly rate). Typical additional services that are not in the above scope are grant writing, charter writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs. Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses.

  o For PowerSchool support resources, services will be billed hourly on a time and materials basis at the discounted hourly rate schedule detailed below:

  ### 2012/13 Discounted Hourly Rate Schedule

  - Phone and Email Support: $115/hour
  - Workshops & Scoping Sessions, On-site Training: $125/hour
  - Design, Implementation and Customization: $135/hour

- **Set-Up Charges**: EdTec Inc. will absorb the expenses of setting up clients on our systems. However, if reconciliations due to incomplete or unorganized records require more than twenty hours of our staff time, we will charge for the additional reconciliation time at our discounted hourly consulting rate.

- **Fee Increases**: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Initial Term or then-current Renewal Term, as applicable.

- **Payment Terms**: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.

EdTec Inc.   Client

| School Obligations: | EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.

Client will comply with the attached Roles and Responsibilities document (Attachment 1). |
|---|---|
| Termination: | Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) if Client does not open by September 30, 2012, or (c) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination. |

EdTec Inc.

By: _____

Name: Steve Campo

Title: President & CEO

Date: _____

1410A 62nd Street
Emeryville, CA 94608

Fax: 510.663.3503

University Preparatory Academy

By: _____

Name: DANIEL ORDAZ

Title: EXECUTIVE DIR.

Date: 10/10/12

Address: 2315 CANOAS Garden AVE. San Jose CA 95125

Phone: (408) 723-1839

Fax: (408) 723-1839

ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and University Preparatory Academy ("Client") will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

	EdTec	Client
Payroll	• Accurate, complete payroll on a monthly/semi-monthly basis (additional fees apply for semi-monthly payroll) • Published calendar of payroll deadlines • Reminder emails for payroll deadlines with previous payroll period information attached • Final payroll information sent to client for approval by at least one working day prior to client's payroll approval date • Advice on setting up STRS/PERS enrollments • Primer on health insurance terminations and COBRA	• **Timecards and Changes**: Submission to EdTec of timecards for hourly staff and payroll changes from prior period by payroll calendar deadlines and using EdTec forms/processes • **Payroll Approval**: Approval (email or fax) to EdTec by payroll calendar deadlines • **New Hires**: Timely submission to EdTec of new hire paperwork on EdTec new hire forms • Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/deduction programs • Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.

Accounts Payable	• Timely and accurate check payments according to Accounts Payable check calendar
	• Payment of invoices according to client's approval policies
	• Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors
	• Payment systems linked to financial statements and analyses for informed managerial decision-making
	• Bank account reconciliations
	• Invoice/payment research
	• Advising clients on outstanding checks to ensure adequate cash availability
		• **Submission of Payment and Deposit Information**
		   o Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes
		   o Coding all expenses and non-state funding deposits using EdTec forms and processes and codes from the most recent budget.
		• **Banking**: Monitoring and maintaining adequate bank account balances to meet expense obligations

EdTec Inc.   Client

| Attendance and SIS | • Provide Client with government attendance reporting deadlines/calendar for 20-day, P-1, P-2, P-Annual.
• Provide District/Authorizer calendar questionnaire form to Client.
• Evaluation of SIS systems (up to 3 hours annually)
• Generation of complete, accurate attendance reports by the deadline
• **Monthly, 20-Day and P-Reports**: Basic quality assurance and troubleshooting (up to one hour per report)
• **Class Size Reduction Report**: Report preparation and submission (for up to 4 hours) for K-3 schools only
• **CSIS Reports**: Report assistance and generation (up to 4 hours annually) | • Accurate and complete collection of attendance data in compliance with State rules
• Completion of District/Authorizer calendar questionnaire form
• **Monthly Reports**: Submission of data to EdTec at least 3 business days before the deadline
• **P-Reports**: Submission of data to EdTec at least 5 business days before the deadline
• **Supplemental Hours**: Submission of supplemental hour information to EdTec on EdTec supplemental hours form
• Clients without student information system software will submit student data to EdTec using EdTec forms |

The payroll, accounts payable, and attendance deadlines/calendars referenced above shall be provided separately.

1. **LATE FEES and PROCESSING CHARGES**

Payroll:
- **Timecards and Payroll Changes**: A late fee of $100 will be imposed for each business day timecards for hourly staff and payroll changes are submitted late to EdTec based on the published Payroll Calendar. The latest Timecards and Changes can be accepted is one business day prior to Payroll Approval deadlines.
- As a courtesy, EdTec will waive the first two occurrences (i.e. up to $200) of the Timecards and Payroll Changes late fee.
- EdTec will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to EdTec error. For all other manual check requests, EdTec will charge a fee of $35 plus overnight delivery charges (if overnight delivery is requested).

Accounts Payable:

- **Weekly Submittal**: Client will submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package, Client will be charged an additional processing fee of $35.
- As a courtesy, EdTec will waive the first two occurrences (i.e. up to $70) of the Weekly Submittal processing fee.

EdTec Inc.   Client

Attendance:

- **Evaluation of SIS systems**: EdTec fees include up to 3 hours annually in assistance with the evaluation of SIS systems.
- **Monthly, 20-Day and P-Reports**: EdTec fees include one hour of quality assurance and troubleshooting when processing and generating each report. However, if Client provides data that requires correction and/or reconciliation with other periods beyond this one hour, EdTec will notify Client of the issue. If Client requests that EdTec assist in or carry-out the data correction, EdTec will charge the discounted data service rate (currently $115 per hour).
- **Class Size Reduction Report for K-3 schools**: EdTec fees include up to four hours of time for report preparation and submission.
- **CSIS Reports**: EdTec fees include up to four hours annually for report assistance and generation.
- EdTec can provide additional assistance for reports at the discounted data service rate (currently $115 per hour).
- If Client does not have a student information software system or if Client is submitting supplemental hour information, Client will use EdTec forms when submitting information to EdTec. Failure to use EdTec forms will result in a processing fee of $100.
- As a courtesy, EdTec will waive the first two occurrences (i.e. up to $200) of the forms processing fee.

[end]

_____   D. O.
EdTec Inc.   Client

Section 3 | *Plan for Academic Performance*

Section 3
UNIVERSITY PREPARATORY ACADEMY
Plan for Student Academic Performance

Academic Performance Plan Contents:

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

An "educated person" in the 21st century requires a multitude of academic and personal skills that are summarized in the chart below:

An Educated Person in the 21st Century will	*UPA Instructional Program*	*UPA Instructional Activities*
• **Possess strong written and verbal communication skills to share ideas and information and read to comprehend, critically analyze and transform information**	Pre-AP classes and AP classes in Language Arts and Literature (6 yrs.) Journalism course	Essays, research papers, action research, collaborative projects, presentations, senior project symposium, debate, Socratic seminars, reflection and quick-write exercises from the AVID strategies
• **Apply mathematical and scientific principles to solve real-world problems**	Math classes (6 yrs.) Science classes (6 yrs.) AP Math and Science Project Lead the Way engineering courses	Integrated projects, robotics, laboratory experiments, mentoring, internships, competitions, engineering projects, authentic assessments
• **Think critically and creatively to approach, grapple with and resolve complex issues in a solutions-oriented mindset**	Critical and creative thinking skills embedded throughout the core & elective curriculum Project Lead the Way engineering courses AVID program Advisory curriculum	Laboratory experiments, integrated projects, community service, mentoring, internships, and the **senior project** – a collaborative, community service-based, action research project
• **Utilize a global perspective and understanding of the world around him/her and his/her role in it**	Social Science classes (6 yrs.) Studying world cultures historically and in the present Acceptance of international exchange students	Engage in "real world" projects that are of global interest and serve our diverse community, Communicate with international students and share information on world issues and solutions, Guest speakers and presentations

3-1

• **Be technologically fluent using and applying technology in their everyday lives as students, workers and individuals**	Technology is infused throughout the curriculum as a primary mode of learning; Project Lead the Way engineering courses Introduction to Technology in the middle school introduces students to the basic technology skills of productivity, i.e. presentation software, word processing and formatting, etc.	Each student is given access to Google Apps for Education tools, creating a global access to productivity tools Creation of Google ChromeBook laptop check out program creates greater access to all students on either side of the digital divide Used in developing projects, daily research, essays, gathering and maintaining assessment data, on-line tutoring, graphics and visual arts
• **Be a self-motivated, competent, lifelong learner**	AVID program Using taught skills across the curriculum; i.e. test-taking, study strategies, note-taking, reading textual material, technical skills	Library and internet research, plan/initiate and complete projects at school and in the community independently or collaboratively Senior project allows for student choice of large-scale action research project
• **Appreciate and enjoy the visual and performing arts**	Classes in: Art and Music Appreciation, Drama and Musical Theater, Band, Dance, Choir, Art I-IV	Theater and music productions. Art exhibitions and television/ video productions
• **Exhibit leadership skills that show personal and social responsibility, task commitment, a well developed sense of empathy and an active participation in life**	Leadership skills and developmental personal and social activities daily in Advisory class Journalism class Yearbook class	Participation in school activities such as: student government, clubs, athletics, student outreach, tutoring, mentoring, community service, "real world" projects, student committees, student theater productions, camp counseling, newspaper, yearbook
• **Be an efficient and effective worker, independently, and in teams with people from different experiences and backgrounds**	Homework, study groups, cooperative learning, lab partners, research projects, sports teams, individual sports, committees	Community service, peer counselor, internships, tutoring (peer and younger students), integrated projects, productions, exhibitions, demonstrations, individual and group performances

The School's statement of 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 teacher with continuous professional growth, and students are provided the additional support they need to master the curriculum and gain the life skills necessary for success. UPA's educational program is based on the research of many educators and policy-makers, as well as the veteran experience of our development team. Team members have worked extensively with similar populations of students in traditional and alternative middle and high school programs in San Jose. The small school setting allows students, teachers and staff to develop common bonds and build positive relationships that are conducive to a positive learning environment. In addition, we believe that these bonds must continue beyond a student's graduation date, so that students who need help navigating the college environment know they can turn to UPA as a resource.

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

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

The School's calendar and class schedule

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

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

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

As indicated in Section 6 of this document, UPA staff identifies students whose native language is not English through the state-required home language survey before they start school. As required by law, identified students are tested for English proficiency on the CELDT within the timeline as required by law. UPA uses CELDT data, teacher observations, and other relevant data to assess ELL student needs and develop appropriate student goals, which are incorporated into their Individual Learning Plans. Additional information on assessment and placement of ELL students can be found in Section 6 of this document, Plan for English Language Learners.

All new students entering UPA are assessed using the NWEA MAP assessment to determine their skill level in Reading, Language and Math. This initial student assessment allows UPA staff to identify students with special needs and evaluate the learning needs of each student. The initial assessment information is incorporated into the student's Individual Learning Plan. Each student, parent, and advisor meet to discuss and plan how the student's academic and individual needs will be addressed. Students are issued a report card every 6 weeks to ensure progress. Results are discussed via the email, phone conferences, meetings, and through school-wide grading conferences held each semester. Individual Learning Plans are updated, as student needs change.

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

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

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

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

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

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

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

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

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

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

> English 10
> English 11 - American Literature
> English 12 – Film Analysis
> Advanced Placement English Literature and Composition
> 7th Grade Medieval and Early Modern Times History
> Advanced Placement United States History
> Algebra 1
> Math 7
> Math 8
> Integrated Mathematics 1 (common Core)
> Geometry

Pre-Calculus
Biology
Honors Chemistry
Physics
Human Body Systems
Principles of Biomedical Science
Spanish 1

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

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

All teaching staff use the following strategies across the curriculum:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curricular Focus	Measurable Outcome Goals
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 score 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, Integrated Math 1 and appropriate higher-level mathematics standards in grades 9-12. Students will graduate with a C- or better on "a-g" requirements. Students will meet the NWEA* RIT level score for their appropriate grade level in grades 7-10.
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.
Leadership/Advisory : Leadership, Citizenship and College Preparation Skills	Students develop personal and academic skills necessary for admission to and success in college or university. Students develop a college mentality and skill set, build leadership skills, develop social and civic responsibility, and acquire skills to work cooperatively and engage in service learning and/or community service projects.
Continuous Active Life-Long Learning	Enroll in and attend college; read critically, research independently, and speak and write persuasively; make use of UPA's **"13th Grade" counseling program** resource to guide their course selection in college.

*NWEA or equivalent test

These pupil outcome goals are directly tied to the program goal of providing students with a rigorous standards-based program while preparing them to successfully learn, excel in school and prepare to be self-motivated, competent, life-long learners. The references in the table above

to, "meeting state standards" means scoring at least proficient on applicable state standards-aligned tests.

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

University Preparatory Academy monitors teacher performance by the following means:

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

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

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

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

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

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

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

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

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

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

Student Goal	Measurable Goal	Measurement Tool
Attendance	97% ADA	State Attendance Reports
Student Success GPA	2.0 GPA (minimum)	GPA Formula
Completion and Exhibition of Senior Project	Written Report and Symposium Presentation of Project	UPA Senior Project Scoring Rubric
8th Grade Promotion	100%	Student Records
Student Community Service Hours	Completion of 30 Community Service Hours Per Year	UPA Community Service Hour Logs

Assessment and evaluation are important activities undertaken by University Preparatory Academy. Assessment results of UPA students will continue to be used to determine individual student academic success and progress. This data taken collectively are used to measure the academic success of UPA and inform programmatic and instructional practices. UPA expects high performance of students on standardized tests and other objective measures, as well as "authentic" assessments such as notebooks, lab reports, projects, demonstrations, and performances. UPA's student performance and assessment takes into account several assessment methods, anticipated to be based upon the assessment created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed. 2001*. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Utilizing a comprehensive assessment program comprised of formative and summative tools as listed in the table below, UPA will assess student attainment of measurable outcomes described above. This approach is based on proven successful practice in both elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products, in addition to standardized tests and objective measures.

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

Curricular Focus	Assessment Tools
Language Arts and AP Language and Literature	• NWEA MAP assessment* • Writing samples; Student Grades; Teacher Made Tests • **Smarter Balanced Assessment in ELA** • AP Literature and Language Exam, if applicable. • Portfolios; Projects; Demonstrations
Spanish and AP Spanish or Other Approved Foreign Language	• AP Spanish or Other Foreign Language AP exam, if applicable • Teacher-Made Tests; Student Grades • Portfolios; Conversations; Projects; Demonstrations
Mathematics	• NWEA MAP assessment* • **Smarter Balanced Assessment in Mathematics** • Teacher-Made Tests; Student Grades • Notebooks; Projects; Demonstrations • AP Exams, if applicable
Science and AP Science	• CAASPP assessment TBD • Teacher-Made Tests, Student Grades • Notebooks; Lab reports; Projects; Demonstrations • AP Exams, if applicable
Social Science and AP Social Science	• **CAASPP Assessment TBD** • Teacher-Made Tests, Student Grades • Portfolios; Projects; Demonstrations • AP Exams, if applicable
Visual and Performing Arts	• Participation Records

	• Performance Videos • Portfolios; Projects; Demonstrations • Rubric Self-Assessments, Student Grades
Engineering	• Portfolios and Work Samples; Projects; Demonstrations • Teacher Made Test, Student Grades
Leadership, Citizenship and College Preparedness (AVID and Advisory programs)	• Participation Records, Student Grades • Community Service • Portfolios; Projects; Reflection Journals • Rubric Self-Assessments
Completion of "a-g" Requirements	• All students will pass "a –g" courses with a grade of C- or better.

NWEA or equivalent test

CAASPP and other State-Mandated Assessments

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

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

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

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

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

Data Management, Analysis and Reporting
University Preparatory Academy will continue to use PowerSchool as the school's student information system. PowerSchool stores student data such as student achievement, attendance

and completion of assignments and homework, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

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

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

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

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

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

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

High School Graduation Requirements

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

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

These graduation requirements should not be confused with overall course offerings. UPA offers more courses than those required for graduation. UPA also requires students to demonstrate their performance through portfolios, exhibitions, and senior projects. Students may fulfill course requirements through coursework at UPA, through approved online coursework, or through approved coursework at a local college or community college.

Monitoring of Student Progress

The monitoring of student progress toward graduation will be continuous, beginning with initial testing and the setting up of an individual learning plan, through ongoing assessment and evaluation, including student, parent, teacher advisor and counselor. When students are having difficulties, immediate interventions are put in place, such as tutoring, support and intervention classes, before and after school study sessions, and online courses, in conjunction with a cycle of continuous assessment, monitoring of results, specific assistance, assessment, etc. The mission of UPA is to prepare each student for success in a four-year college or university. Those are high standards and there is no easy way of accomplishing these goals, either for the student, parents, or staff. Hard work and determination is required of everyone.

University Preparatory Academy

Graduation Requirements

Subject Area	UPA Requirement		UC a-g	Student Make up Options if Required			
	Years	Credits	Years	Extra Class	After Sch Tutoring	Online Courses	Summer School Make-Up
English	4	40	4	x	x	x	x
History/Social Studies	3	30	2	x	x	x	x
Mathematics	3	30	3	x	x	x	x
Lab Science	3	30	2	x	x	x	
Foreign Language	3	30	2	x	x	x	x
Visual and Performing Arts	2	20	1	x	x		
College Prep Electives	3	30	2	x	x	x	
Student Advisory/Leadership	3	30			x		
Service Learning	30 Hrs/Yr			Make-up in Student Advisory, AVID or Social Studies			
Physical Education	1	10		x			
CAHSEE	As Needed				x		x
AP Courses	2			x		x	

Total Graduation Credits   250

Note:

1. Students may participate in more than one option depending on student need.
2. Options selected in agreement with parent, student and advisor become part of Individual Learning Plan.
3. Extra class and summer school are provided if budget permits.

University Preparatory Academy

Exit Outcomes

Subject Area / Focus	Outcome	Assessment Tool(s)						
		Content Standards Test	Formative Assessments	Summative Assessments	Portfolios/Exhibitions	NWEA or Equivalent	GPA	Other
Foreign Language	Students will understand important information.		X	X			X	See Below*
	Students will use short sentences, learned words and phrases, and simple questions and commands when speaking and writing.		X	X			X	See Below*
	Students will understand some ideas and familiar details presented in clear, uncomplicated speech when listening.		X	X			X	See Below*
	Students will understand short texts enhanced by visual clues when reading.		X	X			X	See Below*
	Students will achieve a 2.0 GPA success rate in foreign language courses.		X	X	X		X	
History-Social Science	Students will achieve the goals defined by the given grade level content standard or group of standards per California Common Core State Standards.		X	X	X	Pre-assessment		
	Students will achieve the goals defined by the Historical and Social Science Analysis Skills, including Chronological and Spatial Thinking; Research, Evidence; and Point of View; and Historical Interpretation per California Common Core State Standards.		X	X	X			
	Students will achieve a 2.0 GPA success rate in history courses.		X	X	X		X	
	Students will score proficient or above in state content standards for their grade level and/or course.	x						

Subject Area / Focus	Outcome	Assessment Tool(s)						
		Content Standards Test	Formative Assessments	Summative Assessments	Portfolios/Exhibitions	NWEA or Equivalent	GPA	Other
Language Arts	Students will achieve the goals defined by the given standard or group of standards per California Common Core State Standards.	X	X	X	X	X		
	Students will score proficient or above in state content standards for their grade level and/or course.	X						
	Students will pass the California High School Exit Exam for English Language Arts.	X						
	Students will achieve a 2.0 GPA success rate in Language Arts courses.		X	X	X		X	
Mathematics	Students will achieve the goals defined by the given standard or group of standards per California Common Core State Standards.	X	X	X	X	Pre-assessment		
	Students will score proficient or above in state content standards for their grade level and/or course	X						
	Students will pass the California High School Exit Exam for Mathematics.	X						
	Students will achieve a 2.0 GPA success rate in mathematics courses		X	X	X		X	
Science	Use a variety of print and electronic media (including the Internet resources) to collect information and evidence as part of a research project	X			X			Lab Report Evaluation
	Students will achieve the goals defined by the given standard or group of standards per California Common Core State Standards.	X						
	Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.		X	X	X			Lab Report Evaluation

Subject Area / Focus	Outcome	Assessment Tool(s)						
		Content Standards Test	Formative Assessments	Summative Assessments	Portfolios/Exhibitions	NWEA or Equivalent	GPA	Other
	Evaluate the accuracy and reproducibility of data	X	X	X				Lab Report Evaluation
	Formulate explanations by using logic and evidence	X	X	X	X			Lab Report Evaluation
	Communicate the steps and results from an investigation in written reports and oral presentations.	X			X			Lab Report Evaluation
	Students will achieve a 2.0 GPA success rate in science courses		X	X	X		X	
	Students will score proficient or above in state content standards for their grade level and/or course	X						
Visual and Performing Arts	Students will achieve the goals defined by the given standard or group of standard per California State Frameworks		X	X	X	Entry-level assessment		Daily assessment of skill development
	Students will achieve a 2.0 GPA success rate in visual and performing arts courses		X	X	X		X	

Notes:
* Foreign Language Pre Assessment Test for all students with background in language

*Foreign Language Performance Based Assessment examples may include: Classroom Oral Competency Interview (COC)I; Classroom Writing competency (CWCA); classroom Receptive Competency Matrix (CRCM); Stanford Foreign Language Oral skills Evaluation Matrix (FLOSEM)

*Foreign Language Assessment will be based on the Language Learning Continuum for Stages I--IV,

University Preparatory Academy
2014-15 Master Schedule

Teacher	Per 0 7:20-8:10	Per 1 8:15-9:05	Per 2 9:10-10:00	Per 3 10:15-11:05	Per 4 11:10-12:00	Per 5 1:10-2:00	Per 6 2:05-2:55	Per 7 3:00-3:50	Advisory Level
Sandy Trotch		AP Eng Lit	AP Eng Lit	AP Eng Language	Counseling	Counseling	Counseling	Counseling	12
		Cal Poly	Harvard	Cal Poly					Eastman
Laura Gordon Reska		English 9	Eng 10	English 9	English 9		Journalism		10
		Yale	Yale	Yale	Cal Poly		Yale		Yale
Kristin Tillim			English 11	English 12	English 12	English 11	PD Release		11
			Cal Poly	Eagle Conf. Rm.	Eagle Conf. Rm.	Cal Poly			Cal Poly
Jean Kim			English 8	AVID Coord	AVID	English 8	English 8		Eng Support
			Dartmouth		Dartmouth	Dartmouth	Dartmouth		Santa Clara
Andrea Aquino		English 10		English 10	English 7	English 7		English 10	Eng Suppport
		Oxford		Harvard	Santa Clara	Santa Clara		Santa Clara	Santa Clara
Claire Westwood			English 7						
			Stanford						
Ariana Rodriguez			American History	AP US History	AP US History	American History	American History		8
			Oxford	Oxford	Oxford	Oxford	Oxford		Oxford
Katherine Sanaine		Econ/AP Govt		World History	Econ/AP Govt	Econ/AP Govt	World History		10
		Harvard		Dartmouth	Harvard	Harvard	Harvard		Harvard
Steve Guevara		Intro to Technology	Ancient Civalization		Ancient Civalization		Ancient Civalization	Media Yearbook	7
		Cornell	Cornell		Cornell		Cornell	Cornell	Cornell
Kimberly Gavin			AP World History	World Geography	AVID	AP World History		World Geography	9
			Carnegie	Carnegie	Yale	Yale		Yale	Oxford
Andrew Yau		World Gepgraphy	Release Intervention	US History	Release Intervention	US History			
		Oberlin		Cornell		Cornell			
Anne Wustrow		Pre-Calculus	Calculus AB	Release Common Core	Statistics & Prob Solving		AP Calculus AB		12
		Dartmouth	UCLA		UCLA		UCLA		Eastman
Nada Bennett		Gateway to Tech	Gateway to Tech		Algebra 2 Honors	Math 8	Math 7		HS Support
		Georgia Tech	Georgia Tech		SJSU	SJSU	SJSU		SJSU
Jaswinder Dhillon			AP Calculus BC	Algebra 2	Geometry	Geometry	Algebra 2		11
			Princton	Stanford	Stanford	Stanford	Stanford		Stanford
Stuart Hamilton		Math 8	Int Math 1	Math 8	Digital Engineering		Int Math 1		Math Support
		SJSU	SJSU	SJSU	Georgia Tech		Santa Clara		SJSU
Nathan DeVaul			Statistics & Prob Solving	Pre Calculus		Pre Calculus	Math Intervention	Int Math 1	9
			Golden Eagle	UCLA		UCLA	Cal Poly	UCLA	UCLA
Nicole Sebek		Algebra 2		Math 7	Math 7	Math 7		Algebra 2	7
		Stanford		Eadstman	Eastman	Eastman		Stanford	Eastman
Richard Prizznick	AP Chem Lab	AP Chem	AP Environ Sci	AP Environ Sci	Honors Chem		Honors Chem		11
	CAL	CAL	CAL	CAL	CAL		CAL		CAL
Jill Buensuceso		Life Science 7	Life Sci 7	Life Sci 7	Counseling	Counseling	Counseling	Counseling	
		Santa Clara	Santa Clara	Santa Clara					
Jake Ditmore				Intro Engr & Design		Prin of Engineering	Physics	Physics	10
				Georgia Tech		Georgia Tech	Georgia Tech	Georgia Tech	Georgia Tech
Chris Weitzel	AP Bio Lab	AP Biology	AP Bio		Human Body Syst	Medical Interventions	Princ of Bio Med		11

Teacher	Per 0 7:20-8:10	Per 1 8:15-9:05	Per 2 9:10-10:00	Per 3 10:15-11:05	Per 4 11:10-12:00	Per 5 1:10-2:00	Per 6 2:05-2:55	Per 7 3:00-3:50	Advisory Level
	NYU	**NYU**	**NYU**		**NYU**	**NYU**	**NYU**		**NYU**
Loren Schwinge			Biology	Princ of Bio Med		Biology	Biology	AP Psychology	9
			MIT	**NYU**		**MIT**	**MIT**	**MIT**	**MIT**
Mark Kent		Physical Sci 8		Physical Sci 8	Physical Sci 8	Chemistry		Chemistry	8
		MIT		**MIT**	**MIT**	**CAL**		**CAL**	MIT
Marisol Reyes		Spanish 2	Spanish 1		Spanish 1	Spanish 2	Spanish 1		8
		Carnegie	**Eastman**		**Carnegie**	**Carnegie**	**Carnegie**		**Carnigie**
Celina Padilla		AP Span Lang		Span 3	Spanish 3	Spanish 3	AP Span Lang		12
		Princton		**Oberlin**	**Oberlin**	**Oberlin**	**Oberlin**		**Eastman**
Monica Garcia			Spanish 2	Spanish Immersion 1	Ell		EL Coordination	Spanish Immersion 1	10
			Oberlin	**Princton**	**Princton**			**Princton**	**Oberlin**
Mariangela Parenti						French 1	French 2	French 3	
						Princton	**Princton**	**Carnegie**	
Catherine Dietrich			Drama 1	Dance MS	Dance 1		Drama MS	Drama 1	
			Pratt/Horton	**Julliard**	**Julliard**		**Eastman**	**Eastman**	
Jemal Ramirez					Inter Band 1	Band MS		Adv Band 1-4	
					Horton	**Horton**		**Horton**	
Karen Crump		Art 1 a/b		Art A	3D Art	Drawing & Painting		Art 1 a/b	7
		Pratt		**Pratt**	**Pratt**	**Pratt**		**Pratt**	**Pratt**
William Fowler		PE 1-4	PE 1-4		PE 1-4	PE 1-4	PE 1-4		
		Gym	**Gym**		**Gym**	**Gym**	**kddcc**		
Olivia Jenssen		Bending and Stretching							
		Julliard							
Crissinger		Special Ed resource	Special Ed resource	Special Ed resource	Special Ed resource	Special Ed resource	Special Ed resource	Special Ed resource	

University Preparatory Academy
School Calendar
2014-2015

July 2014

S	M	T	W	T	F	S
		1	2	3	**4**	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

S	M	T	W	T	F	S	
					1	2	
3	4	5	**6**	**7**	**8**	9	
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	5
24	25	26	27	28	29	30	5
31							

September 2014

S	M	T	W	T	F	S	
	1	2	3	4	5	6	4
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	4
28	29	30					2

October 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	**9**	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	5
9	10	**11**	12	13	14	15	4
16	17	18	19	20	21	22	5
23	24	25	**26**	**27**	**28**	29	3
30							

December 2014

S	M	T	W	T	F	S	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	5
14	15	16	**17**	**18**	**19**	20	5
21	**22**	**23**	**24**	**25**	**26**	27	
28	**29**	**30**	**31**				

January 2015

S	M	T	W	T	F	S	
				1	**2**	3	
4	**5**	**6**	7	8	9	10	4
11	12	13	14	15	16	17	5
18	**19**	20	21	22	23	24	4
25	26	27	28	29	30	31	5

February 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	**13**	14
15	**16**	**17**	**18**	**19**	**20**	21
22	23	24	25	26	27	28

March 2015

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	5
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	26	**27**	28	5
29	30	31					2

April 2015

S	M	T	W	T	F	S	
			1	2	**3**	4	2
5	**6**	**7**	**8**	**9**	**10**	11	
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	5
26	27	28	29	30			4

May 2015

S	M	T	W	T	F	S	
					1	2	1
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	5
24	**25**	26	27	28	29	30	4
31							

June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Major Administrative Days

Aug 6	First Day of Service (Teachers)
Aug 11	**First Day of School**
Aug 14	Back to School Night
Sep 19	End of Marking Period 1
Oct 20	College Field Trip Day
Oct 31	End of Marking Period 2
Nov 26	UPA Success Day
Dec 17-19	Semester 1 Final Exams (Min. Days)
Dec 19	End of Semester One
Jan 6	Start of Semester Two
Feb 13	End of Marking Period 4
Mar 27	End of Marking Period 5
May 26-28	Semester Two Final Exams (Grade 12)
June 1-3	Semester Two Final Exams (Min. Days)
May 29	12th Grade Graduation
Jun 4	8th Grade Promotion
Jun 4	**Last Day of School**
Jun 5	Teacher Work Day (no school)

Holidays (*No School*)

Jul 4	Independence Day
Sep 1	Labor Day
Nov 11	Veteran's Day
Nov 27	Thanksgiving Day
Nov 28	Day After Thanksgiving
Dec 22-Jan 5	Winter Recess
Jan 1	New Year's Holiday
Jan 19	Martin Luther King Jr. Day
Feb 16	President's Day
Feb 16-20	February Recess
April 3-10	Spring Recess
May 25	Memorial Day

Professional Development Days (No School)

August 6-8
January 5

Parent / Teacher At-Risk Conferences

October 9, 16

Testing Calendar

SU 2014	NWEA Testing	(Grades 7-11)
Nov 4-5	CAHSEE	(Grades 11 and 12)
Mar 17-18	CAHSEE	(Grade 10)
April 1 - May 31	PFT	Physical Fitness Test
May 4-15	AP	Advanced Placement Tests
SP 2015	NWEA Testing	(Grades 7-11)

Instructional Days: 186
# of days S1= 91
# of days S2= 95

Board of Directors Approval: 03/27/14

University Preparatory Academy

2014-15 Bell Schedule

Monday, Tuesday and Friday

1°	8:15 -	9:05
2°	9:10 -	10:00
B R E A K	10:00 -	10:10
3°	10:15 -	11:05
4°	11:10 -	12:00
MS - L U N C H	12:00 -	12:30
MS - Advisory	12:35 -	1:05
HS Advisory	12:05 -	12:35
HS - LUNCH	12:35 -	1:05
5°	1:10 -	2:00
6°	2:05 -	2:55
7°	3:00 -	3:50

Wednesday - *BLOCK*

1°	8:15 -	9:50
B R E A K	9:50 -	10:00
3°	10:05 -	11:40
MS - L U N C H	11:40 -	12:10
MS - Advisory	12:15 -	12:45
HS Advisory	11:45 -	12:15
HS - LUNCH	12:15 -	12:45
5°	12:50 -	2:25
7°	2:30 -	3:50

Thursday - *BLOCK*

2°	8:15 -	9:50
B R E A K	9:50 -	10:00
4°	10:05 -	11:40
COMBINED L U N C H	11:40 -	12:10
(No Advisory, No Intervention)		
6°	12:15 -	1:50

University Preparatory Academy Instructional Minutes Calculation

School Calendar 2014-2015

Middle School Daily Minutes Calculation

Day	Mon	Tu	Wed	Thurs	Fri
Minutes	320	320	320	285	320

High School Daily Minutes Calculation

Day	Mon	Tue	Wed	Thurs	Fri
Minutes	375	375	420	285	375

Middle School Calculation (6 periods)

Month	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
# of Monday - Tuesday, Frid	9	12	12	10	9	10	9	14	8	12	5	110
# of Wednesdays	3	4	5	4	3	4	3	4	4	3	2	39
# of Thursdays	3	4	5	3	3	4	3	4	4	3	2	38
Monthly Days Totals	15	20	22	17	15	18	15	22	16	18	9	**187**
Monday - Tuesday, Friday M	2880	3840	3840	3200	2880	3200	2880	4480	2560	3840	1600	35200
Wednesday Minutes	960	1280	1600	1280	960	1280	960	1280	1280	960	640	12480
Thursday Minutes	855	1140	1425	1140	855	1140	855	1140	1140	855	570	11115
Total Monthly Minutes	4695	6260	6865	5620	4695	5620	4695	6900	4980	5655	2810	**58,795**

(54,000 required)

High School Calculation (7 periods)

Month	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
# of Monday - Tuesday, Fridays	9	12	12	10	9	10	9	14	8	12	5	110
# of Wednesdays	3	4	5	4	3	4	3	4	4	3	2	39
# of Thursdays	3	4	5	3	3	4	3	4	4	3	2	38
Monthly Days Totals	15	20	22	17	15	18	15	22	16	18	9	**187**
Monday - Tuesday, Friday Minutes	3375	4500	4500	3750	3375	3750	3375	5250	3000	4500	1875	41250
Wednesday Minutes	1260	1680	2100	1260	1260	1680	1260	1680	1680	1260	860	15980
Thursday Minutes	855	1140	1425	855	855	1140	825	1140	1140	855	570	10800
Total Monthly Minutes	5490	7320	8025	5865	5490	6570	5460	8070	5820	6615	3305	**68,030**

(64,800 required)

Total School Year Days   **187**

Total School Year Minutes
(Middle School)   **58795**

Total School Year Minutes
(High School)   **68030**

Personal Learning Plan – Fall 20___, Spring 20___   University Preparatory Academy

Student Last Name	**Student First Name**	**Current Grade**	**Age**	**Graduation Year**

Credit Required	**Credits Earned**	**Cumulative GPA**	**Advisor**	**AVID Teacher**

NWEA Results			STAR Results		PSAT/SAT Results		CAHSEE Results	
Spring ____	**Fall Target**	**Fall ____**	**Year ____**	**Year ____**	PSAT Goal: /			
R:	R:	R:	Math:	Math:	PSAT Actual: /		_____	_____
L:	L:	L:	English:	English:	SAT Goal: /		English	Math
M:	M:	M:	**Keep Blank**		SAT Actual: /			

R=Reading, L=Language, M=Math

Period	Course	Teacher	M1 Grade	M2 Grade	S1 Grade	M4 Grade	M5 Grade	S2 Grade
0				/	/	/	/	/
1				/	/	/	/	/
2				/	/	/	/	/
3				/	/	/	/	/
4				/	/	/	/	/
5				/	/	/	/	/
6				/	/	/	/	/
7				/	/	/	/	/

Meeting #1	Meeting #2	Meeting #3	Meeting #4
Date:	**Date:**	**Date:**	**Date:**
Notes:	**Notes:**	**Notes:**	**Notes:**
New Goals:	**New Goals:**	**New Goals:**	**New Goals:**

My Goals

How I learn The Best	1. 2. 3.
My Strengths	1. 2. 3.
Areas For Improvement	1. 2. 3.

Extra Curricular Activities I Participate In

Academic Goal	Personal Goal	Behavior Goal

Semester Class Goals

Course	Action Plan		
	Student	**Teacher**	**Parent**
	Student	**Teacher**	**Parent**
	Student	**Teacher**	**Parent**
	Student	**Teacher**	**Parent**
	Student	**Teacher**	**Parent**
	Student	**Teacher**	**Parent**
	Student	**Teacher**	**Parent**

High School Four-Year Plan

Student Name:	Advisory/A.E.S.O.P. Teacher:

Freshman Year

Courses	S1 Grades	Credits	S2 Grades	Credits
English		/5		/5
Social Science		/5		/5
Science		/5		/5
Math		/5		/5
Spanish/French		/5		/5
P.E.		/5		/5
Arts		/5		/5
Advisory		/2.5		/2.5
		/		/
Total Credits Earned	**S1**	**/**	**S2**	**/**

Summer Plans

Community Service/Work Experience

Outside Activities

Junior Year

Courses	S1 Grades	Credits	S2 Grades	Credits
English		/5		/5
Social Science		/5		/5
Science		/5		/5
Math		/5		/5
Spanish/French		/5		/5
P.E.		/5		/5
Arts		/5		/5
Advisory		/2.5		/2.5
		/		/
Total Credits Earned	**S1**	**/**	**S2**	**/**

Summer Plans

Community Service/Work Experience

Outside Activities

Sophomore Year

Courses	S1 Grades	Credits	S2 Grades	Credits
English		/5		/5
Social Science		/5		/5
Science		/5		/5
Math		/5		/5
Spanish/French		/5		/5
P.E.		/5		/5
Arts		/5		/5
Advisory		/2.5		/2.5
		/		/
Total Credits Earned	**S1**	**/**	**S2**	**/**

Summer Plans

Community Service/Work Experience

Outside Activities

Senior Year

Courses	S1 Grades	Credits	S2 Grades	Credits
English		/5		/5
Social Science		/5		/5
Science		/5		/5
Math		/5		/5
Spanish/French		/5		/5
P.E.		/5		/5
Arts		/5		/5
Advisory		/2.5		/2.5
		/		/
Total Credits Earned	**S1**	**/**	**S2**	**/**

Summer Plans

Community Service/Work Experience

Outside Activities

Subject	UC Requirements	UPA Requirements	UPA Graduation Requirements
English	4 Years	4 Years	250 Credits
Social Science	2 Years	3 Years	Pass the California High School Exit Exam
Math	3 Years	3 Years (4 Years Recommended)	
Lab Science	2 Years	3 Years (4 Years Recommended)	Completion of coursework and a-g requirements with a C- or higher
Foreign Language	2 Years	3 Years (4 Years Recommended)	
Visual & Performing Arts	1 Year	2 Years (3 Years Recommended)	Complete 2 AP courses with a grade of C- or higher
College Prep Electives	2 Years	Met by above UPA course req.	
Leadership/Advisory	None	3 Years (4 Years Recommended)	Complete a minimum of 30 hours of community service per year.
Physical Education	None	1 Year or Waiver	

Middle School Two-Year Plan

Student Name:		Advisory/A.E.S.O.P. Teacher:	

7th Grade Year					8th Year				
Courses	S1 Grades	Credits	S2 Grades	Credits	**Courses**	S1 Grades	Credits	S2 Grades	Credits
English		/5		/5	English		/5		/5
Social Science		/5		/5	Social Science		/5		/5
Science		/5		/5	Science		/5		/5
Math		/5		/5	Math		/5		/5
Spanish/French		/5		/5	Spanish/French		/5		/5
P.E.		/5		/5	P.E.		/5		/5
Arts		/5		/5	Arts		/5		/5
Advisory		/2.5		/2.5	Advisory		/2.5		/2.5
		/		/			/		/
Total Credits Earned	**S1**	**/**	**S2**	**/**	Total Credits Earned		/		/

7th Grade Year

Summer Plans

Community Service/Work Experience

Outside Activities

8th Year

Summer Plans

Community Service/Work Experience

Outside Activities

S1 Notes	S1 Notes

S2 Notes	S2 Notes

Section 4
UNIVERSITY PREPARATORY ACADEMY
Recruitment and Enrollment Plan

a. A description of the students the School intends to recruit

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

Agency	Hispanic	Native Am	Asian	Pacific Islander	Filipino	African Am	White	2 or More	Not Reported
Santa Clara Co.	39.2%	.4%	27.7%	.6%	4.2 %	2.3%	21.4%	3.7%	.5%
UPA	31.8%	.2%	29.6%	.7%	5.2%	8.7%	23.8%	-	-

English Learners as a Percent of Student Population

Agency	%
Santa Clara Co.	25%
UPA	10%

Economically Disadvantaged as a Percent of Student Population

Agency	%
Santa Clara Co.	41%
UPA	14%

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

- Students who are underachieving in core academic subjects, for example at Basic or Below Basic Proficiency levels and whose performance does not match their potential;
- Students whose academic, personal and social needs call for a highly supportive, small school environment with a personalized education;

- Students who are academically under-challenged because of low expectations and as a result are not prepared to enter and excel in four year colleges and universities;
- Students who are interested in the performing arts and/or math engineering and science programs along with a challenging core academic curriculum;
- Students who come from low economic status whose parents are not college graduates;
- Students who have experienced attendance difficulties and are referred by the Juvenile Justice system, who could profit from the high power curriculum UPA has to offer;
- English language learners.

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

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

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

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

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

University Preparatory Academy Enrollment Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2015-16	2016-17	2017-18	2018-19	2019-20
7	96	96	96	96	96
8	96	96	96	96	96
9	96	96	96	96	96
10	110	110	110	115	117
11	102	105	110	115	117
12	80	87	92	100	103
TOTAL	**580**	**590**	**600**	**618**	**625**

University Preparatory Academy's intent is to have a student population that approximately reflects the following number of students, by ethnic category, for 2015/16 through 2019/20 as indicated in the following chart.

Ethnicity	2015/16	2016/17	2017/18	2018/19	2019/20
Hispanic	203/35%	206/34.9%	210/35%	216/35%	219/35%
Native American	2/.3%	2/.3%	2/.3%	2/.3%	2/.3%
Asian	162/27.9%	165/28%	167/27.8%	17328%	174/27.8%
Pacific Islander	1/.2%	1/.2%	1/.2%	1/.2%	1/.2%
Filipino	28/4.8%	29/4.9%	29/4.8%	30/4.9%	31/5.0%
African-American	52/9%	52/8.8%	54/9%	55/8.9%	56/9%
White	132/22.8%	135/22.9%	137/22.8%	141/22.8%	142/22.7%
Total	**580**	**590**	**600**	**618**	**625**

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

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

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

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

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

- The Enrollment packet includes disclosure by the parents of any specific needs of the student, including Special Education, 504, or English learner status.

  - A copy of any existing Student Study Team (SST) evaluations and recommendations for the student if any
  - A copy of a current Individual Education Plan (IEP) if the student is in a Special Education program
  - A copy of the students current 504 plan if the student is in this program

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

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

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

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

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

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

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

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

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

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

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

SCHOOL FACT SHEET 2014-2015

University Preparatory Academy

ADDRESS: 2315 Canoas Garden Ave, San Jose, CA 95125   **PHONE:** 408-723-1839   **GRADE RANGE:** 7 – 12

EXECUTIVE DIRECTOR: Daniel Ordaz   **E-MAIL:** dordaz@upatoday.com   **WEBSITE:** http://www.upasv.org

CURRICULAR FOCUS: College Preparatory – Math, Engineering & Science

SCHOOL DESCRIPTION

UPA offers a UC a-g college prep curriculum including courses in advanced placement, math, engineering, science, the arts, and world language classes. This rigorous curriculum is consistent with the school's mission: *"To prepare students to enter and excel in the best colleges and universities in the nation."*

Student Enrollment

2013-14	Projected 2014-15
560	560

Student Demographics

Ethnic Racial (STAR)	Percent
African American (not of Hispanic origin)	8.7
American Indian or Alaska Native	0.2
Asian	29.5
Filipino	2.7
Hispanic or Latino	33.3
Native Hawaiian/Pacific Islander	1.1
White (not of Hispanic origin)	24.5

CHALLENGES

- Continuing and improving our rigorous instructional program in language arts, math, engineering, science, as well as the arts, and world language.
- Fundraising to support the school's field trips to:
  - Washington, D.C.
  - Local colleges and universities
  - Southern California colleges & universities
  - Athletics
  - Science lab equipment
  - Student and teacher technology

HIGHLIGHTS

- Full six-year term of WASC accreditation
- Excellent teacher-driven professional development and training program
- Popularity of the school as indicated by a parent survey, number of returning students, and applications totaling over 600
- Over 98% of the students have passed the CAHSEE
- Safe school environment

ACADEMIC PERFORMANCE

Student Performance

Subject	Students Proficient & Above on California Standards Tests
English 9	89%
English 11	85%
Algebra 1	60%
10th Grade Life Science	86%
11th Grade U.S. History	90%

	2011-2012	2012-2013
API Score	895	895

Teachers	2013-14
With full credential	31
Without full credential	1
Teaching outside subject area of competence	0

UNIVERSITY PREPARATORY ACADEMY

MISSION and VISION

❖ Prepare students to enter and excel in the best colleges and universities in the nation

❖ Provide a private school education at no charge

UNIVERSITY PREPARATORY ACADEMY
2014-15 ADMISSIONS CALENDAR

<u>Deadline for receipt of completed application</u> for student to be entered in the lottery	March 21, 2014 @ 4:00 PM
<u>Lottery</u> held in Horton Youth Center Auditorium	March 24, 2014 @ 10:30 AM
<u>Admissions lottery results available</u>	March 25, 2014
<u>Lottery results notification</u> messages sent out by	March 26, 2014
<u>Complete Registration Packet</u> with all supporting documentation due in UPA Main Office by	April 1, 2014 @ 4:00 PM
PARENT INFORMATION MEETINGS: • Horton Youth Center Auditorium @ 6:30 PM • Morgan Hill Community Center, El Toro Room @ 6:30 PM • Edenvale Public Library, San Jose @ 6:30 PM • Evergreen Branch Library, San Jose @ 6:30 PM • Biblioteca Latinoamericana Library, SJ @ 6:30 PM • East San Jose Carnegie Branch Library @ 6:30 PM • Milpitas Public Library @ 6:30 PM • Horton Youth Center Auditorium @ 3:00 PM * *This Parent Information Meeting will be followed by a campus tour.	Dec. 10, 2013 Jan. 8, 2014 Jan. 15, 2014 Jan. 30, 2014 Feb. 4, 2014 Feb. 5, 2014 Feb. 10, 2014 Mar. 13, 2014
<u>Admissions OPEN HOUSE with Campus Tours</u> • Horton Youth Center, Saturday, 10:00am – 2:00pm	Jan. 25, 2014

University Preparatory Academy
2013-14 Bell Schedule

Monday, Tuesday and Friday

1°	8:15	-	9:05
2°	9:10	-	10:00
BREAK	10:00	-	10:10
3°	10:15	-	11:05
4°	11:10	-	12:00
MS - LUNCH	12:00	-	12:30
HS - Advisory	12:05	-	12:35
MS - Advisory	12:35	-	1:05
HS - LUNCH	12:35	-	1:05
5°	1:10	-	2:00
6°	2:05	-	2:55
7°	3:00	-	3:50

Wednesday - BLOCK

1°	8:15	-	9:50
BREAK	9:50	-	10:00
3°	10:05	-	11:40
MS - LUNCH	11:40	-	12:10
HS - Advisory	11:45	-	12:15
MS - Advisory	12:15	-	12:45
HS - LUNCH	12:15	-	12:45
5°	12:50	-	2:25
7°	2:30	-	3:50

Thursday - BLOCK

2°	8:15	-	9:50
BREAK	9:50	-	10:00
4°	10:05	-	11:40
MS - LUNCH	11:40	-	12:10
HS - Advisory	11:45	-	12:15
MS - Advisory	12:15	-	12:45
HS - LUNCH	12:15	-	12:45
6°	12:50	-	2:25

Tuesday - MINIMUM DAY

1°	8:15	-	8:50
2°	8:55	-	9:30
3°	9:35	-	10:10
LUNCH	10:10	-	10:40
4°	10:45	-	11:20
5°	11:25	-	12:00
6°	12:05	-	12:40
7°	12:45	-	1:20

Dates of Tuesday Minimum Days:

Aug 27	Jan 28
Sept 10	Feb 25
Sept 24	Mar 11
Oct 29	Mar 25
Nov 12	Apr 8
Nov 27	May 6
Dec 3	

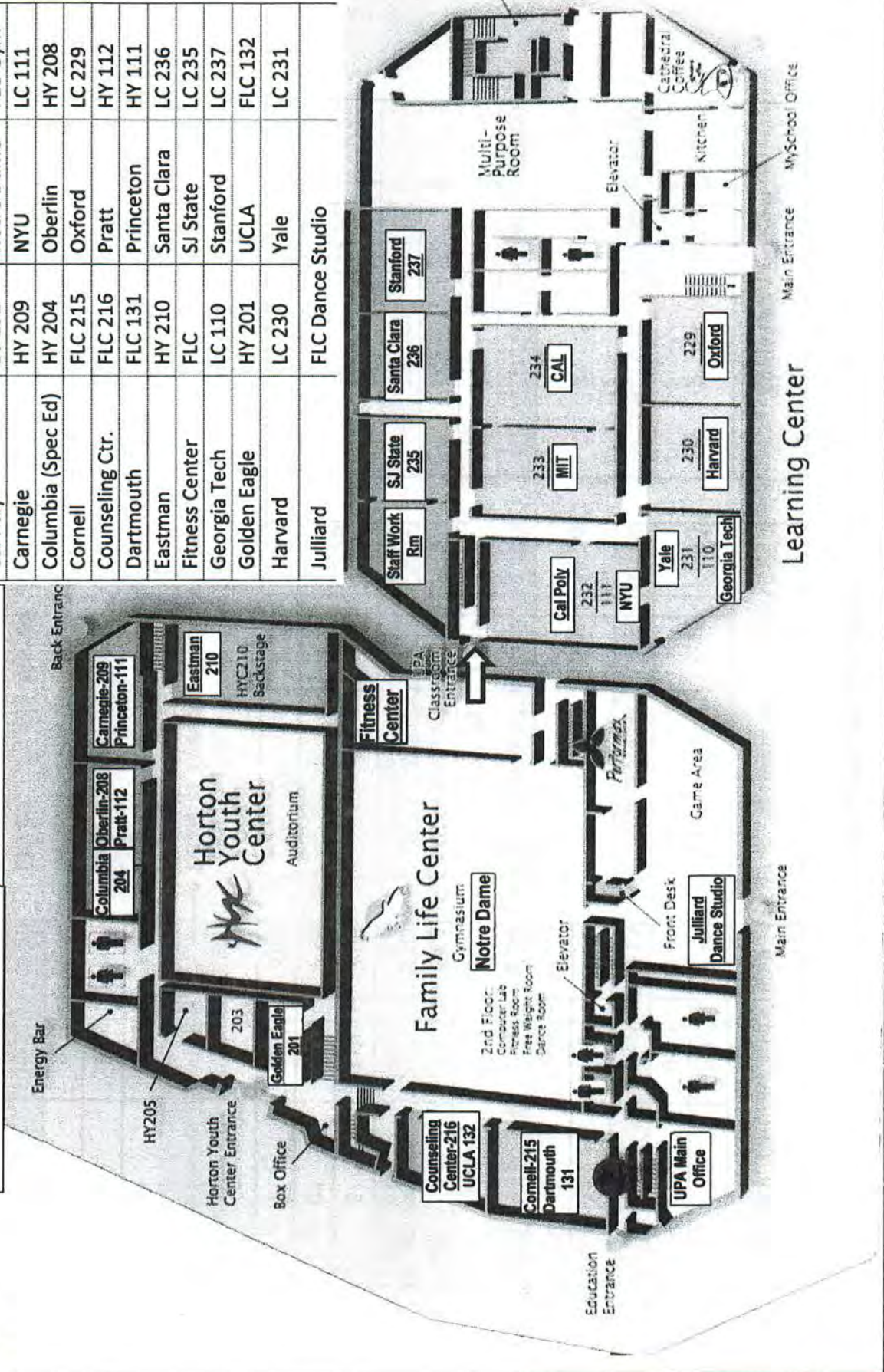# UNIVERSITY PREPARATORY ACADEMY
CAMPUS MAP

PLEASE NOTE:
Underlined Classrooms are upstairs . . all others, downstairs

LEGEND:
FLC = Family Life Center
HY = Horton Youth Center
LC = Learning Center

ROOM NAME	ROOM #	ROOM NAME	ROOM #
CAL	LC 234	MIT	LC 233
Cal Poly	LC 232	Notre Dame	FLC Gym
Carnegie	HY 209	NYU	LC 111
Columbia (Spec Ed)	HY 204	Oberlin	HY 208
Cornell	FLC 215	Oxford	LC 229
Counseling Ctr.	FLC 216	Pratt	HY 112
Dartmouth	FLC 131	Princeton	HY 111
Eastman	HY 210	Santa Clara	LC 236
Fitness Center	FLC	SJ State	LC 235
Georgia Tech	LC 110	Stanford	LC 237
Golden Eagle	HY 201	UCLA	FLC 132
Harvard	LC 230	Yale	LC 231
Julliard	FLC Dance Studio		

Exit Campus

Enter Campus

CANOAS GARDEN AVE

Learning Center

UNIVERSITY PREPARATORY ACADEMY

ADDITIONAL REQUIREMENTS

❖ **COMMON DRESS**

University Preparatory Academy students abide by what is known as "common dress". Dressing for success fits with UPA's high academic expectations for its students. UPA is preparing students not only to enter the best colleges and universities, but also to enter the professional community. UPA's common dress is also intended to assist in the creation of a positive learning environment. We expect parents and guardians to actively support the following common dress guidelines:

General Expectations

- All clothing must fit properly and appropriately (as defined by UPA administration).
- All clothing, jewelry, accessories, hairstyle, footwear, or body adornments that create a disturbance, interfere with the educational environment, or are a safety hazard, are not allowed.

❖ **TECHNOLOGY**

- Mobile computing device: laptop or tablet

UNIVERSITY PREPARATORY ACADEMY

HIGH SCHOOL GRADUATION REQUIREMENTS

- Completion of 250 course credits
- Pass the California High School Exit Exam (CAHSEE)
- Completion of the courses and "a-g" requirements shown in the chart below with a grade of C- or higher
- Pass a minimum of two Advanced Placement (AP) college classes, or a class taken at a college or online from an accredited college. The class must be equivalent to an AP academic class and not a repeat course or course for remediation. One AP class must be taken at UPA.
- Successfully complete a minimum of 30 hours each year of service learning or community service projects, and
- Receive certification of technology proficiency.

HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT	UC REQUIREMENT	UPA REQUIREMENT
English	Four years	Four years
History/Social Studies	Two years	Three years
Mathematics	Three years	Three years*
Lab Science	Two years	Three years*
Foreign Language	Two years	Three years*
Visual & Performing Arts	One year	Two years*
College Preparatory Electives	Two years	Six classes @ 10 credits each. This requirement may be met by taking an additional year of Math, Lab Science, Foreign Language, or the Arts.
Advisory	None	Three years
Service Learning	None	30 hours per year
Technology	None	Proficiency
Physical Education	None	One year or Waiver

Note: An additional year highly recommended.

MIDDLE SCHOOL PROMOTION REQUIREMENTS

8th grade students will be considered for promotion to the 9th grade based on the following criteria:

- Proficiency level on the CST in Language Arts and Math
- Passing UPA core classes with a grade of C- or higher
- Growth on NWEA or equivalent test

UNIVERSITY PREPARATORY ACADEMY
2014-15 Curriculum Overview

HIGH SCHOOL

Curricular Area UC Entrance Req	UC a-g Designation	Honors/AP Extra GP
History / Social Science - 2 Years Required	a	
AP Government and Politics United States		X
AP United States History		X
AP World History		X
United States History		
World Geography		
World History		
English - 4 years required	b	
AP English Language and Composition		X
AP English Literature and Composition		X
English 10		
English 11		
English 12		
English 9		
Journalism 1		
Mathematics 3 Years - 4 recommended	c	
Algebra 1		
Algebra 1 (Honors)		
Algebra 2		
Algebra 2 (Honors)		
AP Calculus AB		X
AP Calculus BC		X
Geometry		
Geometry Honors		
Pre-Calculus		
Pre-Calculus (Honors)		X
Statistics / Problem Solving		
Laboratory Science - 2 years required , 3 years recommended	d	
AP Biology		X
AP Environmental Science		X
Biology		
Biology (Honors)		
Chemistry		
Honors Chemistry		X
Physics		
Principles of the Biomedical Sciences (PLTW)		

UNIVERSITY PREPARATORY ACADEMY
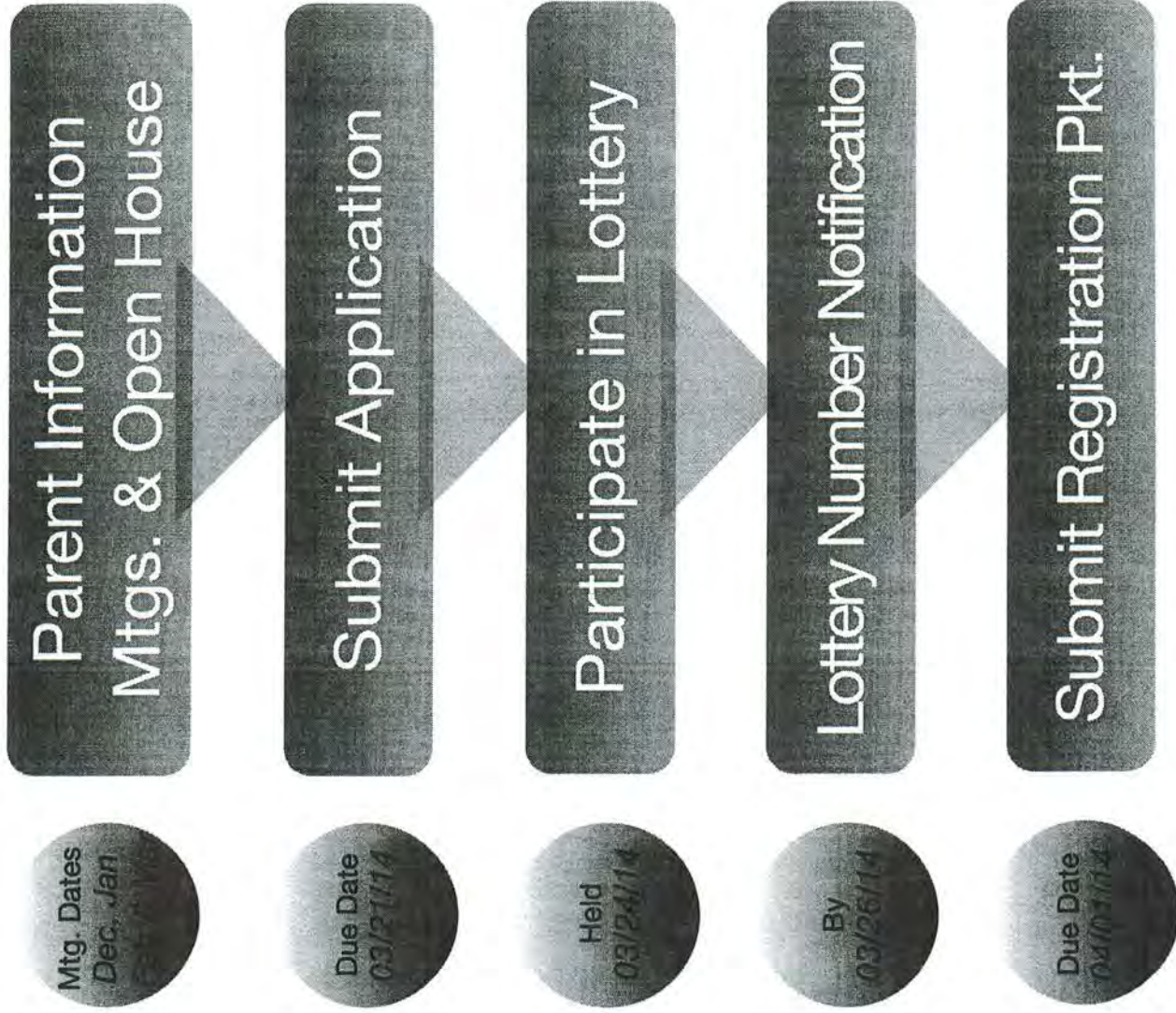## 2014-15 Curriculum Overview

HIGH SCHOOL

Curricular Area	UC Entrance Req	UC a-g Designation	Honors/AP Extra GP
Language Other than Englis - 2 years required , 3 years recommended		e	
AP Spanish Language			X
Spanish 1			
Spanish 2			
Spanish 3			
Spanish Immersion 1			
French 1			
Visual & Performing Arts - 1 Year Required		f	
3 Dimensional Art			
Art 1a/b			
Dance 1			
Drama 1			
Drawing and Painting I/II			
Intermediate Band			
Advanced Band			
Theater Technology			
Advanced Drama			
Elective - 1 Year required		g	
Economics			
Introduction to Engineering Design (PLTW)			
Principles of Engineering (PLTW)			

MIDDLE SCHOOL

Curricular Area	Grade
English	
English 7	7
English 8	8
Math	
Math Support	7-8
Pre Algebra	7-8
Algebra	8
Social Studies	
Ancient Civilizations	7
American Hhistory	8
World Language	
Spanish 1	8
French 1	8

Curricular Area
Science
Life Science
Physical Science
Electives
Gateway to Technology
Dance 1a
Beginning Band
Art 1a
Drama 1a
Physical Education
Introduction to Technology
Leadership
Yearbook

Application
Procedure
and
Due Dates

Parent Information Mtgs. & Open House
Mtg. Dates Dec, Jan

Submit Application
Due Date 03/21/14

Participate in Lottery
Held 03/24/14

Lottery Number Notification
By 03/26/14

Submit Registration Pkt.
Due Date 04/03/14

UNIVERSITY PREPARATORY ACADEMY
Parent Informational Meeting
REGISTRATION FORM

WHICH MEETING DID YOU ATTEND?
(Check appropriate box)

☐ Horton Youth Center
☐ Morgan Hill
☐ Milpitas Public Library

☐ Biblioteca Latinoamericano
☐ Eastside Carnegie Branch Library
☐ Edenvale Public Library
☐ Evergreen Branch Library

Student Name (please print)		Applying for Grade
Last	First	
Address		Phone Number(s)
	Zip	
Mother's Email Address	Father's Email Address	

How do you prefer that we contact you?
Check only one (1) box   ☐ Mother's email   ☐ Father's email   ☐ Mother's phone   ☐ Father's phone

Parent Name (please print)	Parent Signature

UNIVERSITY PREPARATORY ACADEMY
REGISTRATION INSTRUCTIONS

We are pleased to offer you this invitation to enroll your student in UPA. Please complete all the attached forms and submit with all required documents listed below. *Incomplete registration packets will not be accepted.*

- **Items #1 - #8** below are required for all students.
- **Items #9 - #11** are required only if applicable.
- Please submit all documents to the Registrar no later than:
  Tuesday, April 1, 2014, at 4:00 PM.

➢ *Please make copies of your documents before coming to our office as it is very time consuming for us to make copies for you.*

1.	Completed 2-page **2014-15 Registration**
2.	Copy of **Birth Certificate**
3.	Identity of Birth Parent/Guardian Required: **Government issued ID** *If not the birth parent as indicated on birth certificate, the adult requesting to enroll student must provide legal guardianship documentation.*
4.	Copy of **Immunizations Record** *(see requirements)*
5.	Completed **Emergency Contact Form** *(see instructions)*
6.	Copy of **2013-14 Semester 1 Report card**
7.	Copy of **2013 STAR Report** or Comparable Standardized Test Scores
8.	Copy of Latest **CELDT** (California English Language Development Test) results along with reclassification letter, if student has been reclassified as FEP (fluent English proficiency).
9.	School **Transcript** *(10th – 12th grade applicants only)*
10.	Copy of **504 / IEP Plan** *(if applicable)*
11.	**If your student has ever been suspended or expelled** from school, please call the school office ASAP at 408/723-1839 and make an appointment with a school official. We need for you to bring to that appointment, copies of all suspension/expulsion reports including remediation plans.
12.	Give your student's Math and English teachers the corresponding Teacher Recommendation forms and ask them to complete them and send to us or give to you to return to us. Non-receipt of these forms will not affect your student's registration as we know that you have no control of them.

In order to minimize your wait time, we recommend that you call or email our Registrar to make an appointment to submit your Registration Packet.

Phone:	408/723-1839
Email:	brieken@upatoday.com

PLEASE NOTE: *Student cannot attend school without all required documentation.*

University Preparatory Academy
2315 Canoas Garden Avenue
San Jose, CA 95125
Phone 408/723-1839
FAX 408/440-3284

2014-2015 Registration

All requested information is required; please print clearly in ink. Records obtained regarding this applicant shall remain completely confidential.

Student's <u>LEGAL</u> Name: _____   _____   _____
                              Last Name   First Name   Middle Name

Student's Birthplace: _____   _____   If **not** born in the U.S., date child entered U.S. _____ / _____
                         Country   State   Mo. / Yr.

What month and year did your child first enroll in a ***U.S.*** school? _____ / _____   In a *California* school? _____ / _____
                                                                       Mo. / Yr.   Mo. / Yr.

PARENT EDUCATION LEVEL: Check the response that describes the <u>**highest**</u> education level of parent/guardian(s):

☐ Not a high school graduate   ☐ Some college but **is not** high school graduate
☐ High school graduate   ☐ Some college and **is** a high school graduate
☐ College graduate (Bachelor's Degree)   ☐ Graduate school/post graduate training

---

What special services has your child received?   *(Please check all boxes that apply)*
Special Education: ☐ Resource (RSP)*   ☐ Special Day Class (SDC)*   ☐ Speech/Language*
                        ☐ 504 Accommodation Plan*
Other: ☐ Gifted (GATE)   ☐ Remedial Math   ☐ Remedial Reading   ☐ Counseling
                        ☐ English Language Development
                        ☐ Medical Health Plan   * **Attach copy of current IEP/504 Plan**

Has the student ever been expelled or suspended from school?   ☐ Yes   ☐ No

If yes: Name of school:_____   Date of occurrence: _____

➡ *Meeting with UPA school official to review suspension/expulsion report(s) including remediation plan(s) required.*

RESIDENCE – Where is your child/family currently living?   *(Federally mandated by NCLB: Please check appropriate box)*

☐ In a single family permanent residence (house, apartment, condo, mobile home)   ☐ In a motel/hotel
☐ Doubled-up (sharing housing with other families/individuals due to economic   ☐ Unsheltered (car/campsite)
   hardship, loss, or other reasons)   ☐ Other _____

Student's Ethnicity/Race: The Federal Government requires an ethnic designation for each student.

ETHNICITY: *Mark the ethnicity with which the student most closely identifies:* <u>*Please check one*</u>:

☐ Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture
   or origin, regardless of race)

☐ Not Hispanic or Latino

What is your child's <u>RACE</u> (Please check up to five racial categories). The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

☐ American Indian or Alaskan Native (100)   ☐ Chinese (201)   ☐ Other Asian (299)
   (Person having origins in any of the original people   ☐ Japanese (202)   ☐ Hawaiian (301)
   of North and South America (including Central America)   ☐ Korean (203)   ☐ Guamanian (302)
                                                 ☐ Vietnamese (204)   ☐ Samoan (303)
☐ Hispanic (500)   ☐ Asian Indian (205) ☐ Tahitian (304)
                                                 ☐ Laotian (206)   ☐ Other Pacific Islander (399)
☐ African American or Black (600)   ☐ Cambodian (207)   ☐ Filipino (400)
                                                 ☐ Hmong (208)

☐ White (700)
   (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)

SANTA CLARA COUNTY, CALIFORNIA IMMUNIZATION REQUIREMENTS FOR

Grades K-12

IMMUNIZATION REQUIREMENTS To enter or transfer into public and private elementary and secondary schools (grades kindergarten through 12), children under age 18 years must have immunizations as outlined below.

(VACCINES*)	VACCINE	REQUIRED DOSES
(IPV)	**Polio**	**4 doses at any age, but...** 3 doses meet requirement for ages 4–6 years if at least one was given on or after the 4th birthday1; 3 doses meet requirement for ages 7–17 years if at least one was given on or after the 2nd birthday[1].
DTP: (Tri-Immunol) (DTwP) (Tripedia) **(Acel-Immune)** (Infanrix) (Certiva) (Pertugen) **DTP-HIB combo:** (Tetramune) (ActHIB-DTP) (OmniHIB-DTP)	**Diphtheria, Tetanus, and Pertussis** _Age 6 years and under (Pertussis is required)_ **DTP, DTaP** or any combination of DTP or DTaP with DT (diphtheria and tetanus) _Age 7 years and older (Pertussis is not required unless entering 7th-12th grade)_ **Td, DT, or DTP, DTaP** or any combination of these	**5 doses at any age, but...** 4 doses meet requirements for ages 4–6 years if at least one was on or after the 4th birthday[1]. **4 doses at any age, but...**3 doses meet requirement prior to 7th grade. if at least one was on or after the 2nd birthday.[1] If last dose was given before the 2nd birthday, one more (Td) dose is required.
Tdap (Pertussis) booster	_Entering Grades 7-12_ **Tdap, DTaP or DTP.**	**_1 dose given on or after the 7th Birthday_** – _meets the requirement._ **_Required for 7th – to 12th grade. (AB 354)_**_, must have at least 2 other Td, DT, DTP or DTaP (see above)_
(MMR)	**Measles, Mumps, Rubella (MMR)** Kindergarten All other grades	**2 doses**[2] both on or after 1st birthday[1] **1 dose** must be on or after 1st birthday[1]
Hepatitis B **(Comvax)**	**Hepatitis B** Kindergarten	3 doses at any age
(Varicella) (VAR) (VAV) (Varivax)	**Varicella** Kindergarten Out-of-state entrants (grades 1–12)	**1 dose**[4] **1 dose** for children under 13 years; 2 doses are needed if Immunized on or after 13th birthday.[4]
Santa Clara County **TB Mandate** Only Mantoux TB tests given within the US will be accepted.	**First Kindergarten entry** **All other students entering** *If last school attended was **outside** of Santa Clara County *If last school attended was located within Santa Clara County- **Not** **required**	•Must be given and read within **18 months** prior to school entry. *Must be given and read within 6 months prior to school entry ••_TB test must have date given, date read and results at time of enrollment._ **IGRA** blood test meets requirement for children age 5 or older.
	Positive PPD requires clear chest x-ray done in US within past 18 months, or proof of _completed_ INH therapy. Must present xray or proof of completed INH therapy within 45 days of school entry.	

[1] Receipt of the dose up to (and including) 4 days before the birthday will satisfy the school entry immunization requirement.

[2] Two doses of measles-containing vaccine required. One dose of mumps and rubella-containing vaccine required; mumps vaccine is not required for children 7 years of age and older.

[3] Two doses of the 2-dose hepatitis B vaccine formulation along with provider documentation that the 2-dose hepatitis B vaccine formulation was used for both doses and both doses were received at age 11–15 years will also fulfill this requirement.

[4] Physician-documented **Varicella (chickenpox) disease history or immunity meets the Varicella requirement.**

K-12 Imm. 10/27/10

EMERGENCY CONTACT FORM

INSTRUCTIONS

- In the first section, please enter each parent/guardian contact information.

- The second section asks for names and contact information for *additional* persons to whom we are authorized to release your student *if it is required* that your student be dismissed from school when a parent or guardian listed above cannot be contacted. Please do not enter the same parent/guardian information listed in the first section. If none, simply write none.

- We will not release your student to anyone not listed on this form.

Thank you

MATH TEACHER RECOMMENDATION

Student's Last Name _____ **Student's First Name** _____

To the applicant: *Please give this form to your current Math teacher and ask the teacher to mail directly to UPA.*

Teacher Directions: *To be completed by student's current teacher and submitted to University Preparatory Academy (UPA) as soon as possible. This completed form will be held in strict confidence. UPA has a rigorous college preparatory curriculum for all students in a supportive atmosphere. We seek a student body representative of the diverse population of Santa Clara County. With this in mind, we ask that you complete the following recommendation.*
Thank you for your input and time.

Academic Qualities:

Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Study Habits
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Motivation
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Ability to Learn
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Oral Communication Skills
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Ability to Work Independently
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Ability to Work Cooperatively
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Intellectual Curiosity
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Attention Span
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Written Communication Skills
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Reading Skills
YES	☐	NO	☐	This student is capable of succeeding in a **rigorous college preparatory** curriculum.				

Student is presently in what level of math? _____ Grade in class: A B C D F

Personal Qualities

Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Personal Conduct
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Self Confidence
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Leadership Potential
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Concern for Others
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Participation in School Community
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Respect for Authority
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Creativity
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Respect Accorded by his/her Peers

Overall Recommendation

	- Personality -		- Academically -
☐	I strongly recommend this applicant	☐	I strongly recommend this applicant
☐	I recommend this applicant	☐	I recommend this applicant
☐	I recommend this applicant with reservations	☐	I recommend this applicant with reservations
☐	I DO NOT recommend this applicant	☐	I DO NOT recommend this applicant

NAME OF SCHOOL _____

Evaluator's Printed Name _____ Title _____

Evaluator's Signature _____ Date _____

NOTE: Additional comments are encouraged and welcomed. Please feel free to comment on the back of this form or attach a separate sheet.

ENGLISH TEACHER RECOMMENDATION

Student's Last Name _____   Student's First Name _____

To the applicant: *Please give this form to your current English teacher and ask the teacher to mail directly to UPA.*

Teacher Directions: *To be completed by student's current teacher and submitted to University Preparatory Academy (UPA) as soon as possible. This completed form will be held in strict confidence. UPA has a rigorous college preparatory curriculum for all students in a supportive atmosphere. We seek a student body representative of the diverse population of Santa Clara County. With this in mind, we ask that you complete the following recommendation.*
Thank you for your input and time.

Academic Qualities:

Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Study Habits
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Motivation
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Ability to Learn
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Oral Communication Skills
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Ability to Work Independently
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Ability to Work Cooperatively
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Intellectual Curiosity
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Attention Span
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Written Communication Skills
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Reading Skills
YES	☐	NO	☐	This student is capable of succeeding in a **rigorous college preparatory** curriculum.				

Personal Qualities

Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Personal Conduct
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Self Confidence
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Leadership Potential
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Concern for Others
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Participation in School Community
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Respect for Authority
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Creativity
Poor	☐	Good	☐	Very Good	☐	Excellent	☐	Respect Accorded by his/her Peers

Overall Recommendation

	~ Personality ~		~ Academically ~
☐	I strongly recommend this applicant	☐	I strongly recommend this applicant
☐	I recommend this applicant	☐	I recommend this applicant
☐	I recommend this applicant with reservations	☐	I recommend this applicant with reservations
☐	I DO NOT recommend this applicant	☐	I DO NOT recommend this applicant

NAME OF SCHOOL _____

Evaluator's Printed Name _____ Title _____

Evaluator's Signature _____ Date _____

NOTE: Additional comments are encouraged and welcomed. Please feel free to comment on the back of this form or attach a separate sheet.

UNIVERSITY PREPARATORY ACADEMY
Personnel Policies

Personnel Policies Contents:

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

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

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

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

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

Staff at UPA will participate in the federal social security system as required by law and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies. Full time certificated UPA staff shall participate in the California State Teacher Retirement System (STRS). Part time teachers may elect to join STRS. Teachers and staff may also have access to other school-sponsored retirement plans according to

policies developed by the UPA Governing Board. UPA retains the option for its Governing Board to choose to participate in California's State Teacher Retirement System (STRS), Public Employees Retirement System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole.

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

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

e. The School's policy on criminal background checks

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

f. The School's policy on Sick Leave Carry-Over

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

g. Other personnel policies and procedures

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

Employee Handbook

University Preparatory Academy Charter School

2014-2015

University Preparatory Academy Charter School | 2315 Canoas Garden Ave, San Jose, CA 95125

UNIVERSITY PREPARATORY ACADEMY
EMPLOYEE HANDBOOK

TABLE OF CONTENTS

2014-2015

I. Welcome to the University Preparatory Academy

Welcome
On behalf of the Board of Directors, faculty, families, and students of the University Preparatory Academy (referred to as "UPA" throughout the rest of the document), we would like to welcome you to our community of learners in pursuit of an excellent education for all children. At UPA, we believe that each of us has strengths to add to the school. We also believe we are a community of learners that should continually improve our professional skills to improve the quality of teaching and learning at UPA. We deeply value your commitment to work at UPA and to engage in our collaborative process of learning for all. We are excited to learn and grow with you.

- *The mission of the University Preparatory Academy (UPA) is to prepare our students to enter and excel in the best colleges and universities in the nation.*

This handbook is a guide for all UPA employees as we seek to carry out our important work and achieve our mission.

Handbook Use and Purpose
This Handbook is designed to help employees get acquainted with UPA. It explains some of our philosophies and beliefs, and describes in general terms, our employment guidelines. Although this Handbook is not intended to be an official policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at UPA. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of UPA or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases.

Because UPA is a growing, changing and learning organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. UPA also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

Only the UPA Board has the authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will. Upon being authorized by the board, only the Executive Director (referred to as "ED" throughout the rest of the document) has the authority to make any such agreement and then only in writing signed by the ED.

This Handbook is the property of UPA, and is intended for personal use and reference by employees of UPA. Circulation of this Handbook outside of UPA requires the prior written approval of the ED.

Employees should sign the acknowledgment form on page 27 of this Handbook. Please keep one copy for your records and return a signed copy to the ED as soon as possible. This will provide a record that each employee has received this Handbook.

Equal Opportunity Employer
University Preparatory Academy is an equal opportunity employer. It is the policy of UPA to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, UPA will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the ED or designee to request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. UPA then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. UPA will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, UPA will make the accommodation.

At-Will Employment Status
It is the policy of UPA that all employees are employed at the will of UPA for an indefinite period. Accordingly, either UPA or the employee can terminate this relationship at any time, for any reason, and without cause.

Nothing contained in this Handbook, employment applications, UPA memoranda or other materials provided to employees in connection with their employment shall require UPA to have "cause" to terminate an employee or otherwise restrict UPA's right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict UPA's right to terminate at will. Other than the ED with ratification by the UPA Board of Directors, no UPA representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with UPA that are not consistent with UPA's policy on "at will" employment.

Any statement(s) contained in this Handbook or employee applications, UPA memoranda, or other materials provided to employees in connection with their employment, shall not modify this policy. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

II. The Professional Environment of the University Preparatory Academy

Charter School Background
Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students

served, methods of assessment, and ways to measure success. Charters in California are granted for 1 year to a maximum of 5 years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their sponsor to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the sponsor that charters them, the parents who select them, and the public that funds them.

Mission and History of University Preparatory Academy
The mission of University Preparatory Academy is to prepare students to enter and excel in the best colleges and universities in the nation. UPA serves a diverse population of 7th through 12th grade students who reside in the Santa Clara County. Some of the students served are socio-economically disadvantaged students, English Language Learners, and ethnic minority students who have not performed well in their regular comprehensive school/district setting. UPA plans to work with schools/districts to act as a college preparatory alternative for students who are not performing to their potential in a traditional school setting.

UPA provides a strong, supportive, small school environment in order for students to excel academically. Some of our students, in traditional settings, would likely pass the high school exit exam and graduate from high school, but would not complete "a-g" requirements and would not score at proficient or above on the California Standards Test (CST). Such students are frequently ill prepared to succeed in a four-year college or university. These are the students who will be well served by UPA's rigorous college preparatory program. This program, coupled with the additional support provided by the staff, ensures that students master the curriculum at each grade level

After two years under development, the University Preparatory Academy was granted a charter by the Santa Clara County Office of Education Board of Trustees on August 23, 2006. The charter school developers and founders are shown below including a brief description of their qualifications.

Mr. Kurt Foreman: Director of Operations for Cathedral of Faith
Skills: Business Administration, Facilities, Project Management and Accounting

Ms. Jacklyn Guevara: Educational Consultant, Retired Executive Director of Alternative Education at 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

Mr. Dan Ordaz: Educational Consultant, Retired Assistant Superintendent of Human Resources and Instructional Services at 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. Dorothy Westerhoff: Educational Consultant, Retired Educator, School Administrator at East Side Union High School District
Skills: Curriculum and Instruction, School Administration, Assessment, Counseling, Mentoring, Budget, WASC accreditation, and Alternative Education

The developers have demonstrated a lifetime of successful service to young people. This group of professionals has served in district cabinet level positions as well as site level administrators and teachers. They have administered successful public schools, including traditional and alternative schools in the San Jose area and have worked with students from backgrounds and educational experiences similar to those of UPA's targeted student populations.

General Professional Expectations
At University Preparatory Academy, we believe our work is highly important. We have very high expectations of the board and school staff. We expect professionalism and high performance of each one of our employees. UPA expects all employees to treat students, teachers, directors, volunteers, family members, and community leaders with respect. In addition, UPA is an active community of learners. We expect all staff to grow professionally in order to fulfill our mission and improve our service to students and their families.

University Preparatory Academy Values
At University Preparatory Academy, we are guided by certain values that shape our school culture. These values are standards by which we interact with our students, parents, school community and ourselves. These values are:

- *Commitment to Program Success:* In order to ensure the success of the school's educational program as outlined, UPA will hire and train a dedicated, professional staff that are committed to the success of every student.

- *Dedicated, Professional Staff and Leadership*: UPA will hire effective organizational leaders, including administrators, teachers, and support staff who understand that great schools require great school leadership. School leadership will utilize collaborative decision-making involving students, parents, staff and community. The main concern of leadership will be to continually improve instruction, curriculum and school climate.

- *Student, Parent, and Staff Commitment:* All stakeholders must make and uphold a commitment to the school and each other to put in the time, energy and effort to achieve success.

- *Growth:* We are all at various stages of proficiency in subject knowledge, and character development. At UPA all are expected to grow and improve in a continuous cycle of learning. Mediocrity, standing still and regression are not expected outcomes at UPA.

- *Collaboration:* At UPA we believe that learning best occurs when others are partnering in our learning. We also believe that the school will attain its stated goals through collaboration with the school community

- *Responsibility:* At UPA, staff and students take responsibility for their own actions.

- *Integrity:* At UPA staff, students and community members operate with honesty and sincerity at all times. Integrity promotes trust and respect; integrity includes fixing our mistakes when they occur.

III. Employment at University Preparatory Academy

Credentials and Certification
Core, College Preparatory Teaching Staff
> UPA instructors teaching in the core subject areas defined in the charter as "core" subjects, shall be certified by the California Commission On Teacher Credentialing with either a clear or preliminary credential and shall be required to pass the CBEST. However, teachers-in-training who are working toward a credential and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of UPA and if they are in the process of securing a credential.

Non-Core, Non-College Preparatory Teaching Staff
> UPA prefers fully certified staff by the California Commission On Teacher Credentialing. However, in some cases non-core teachers may not be required to hold certification but must demonstrate expertise in the content area, and ability to work well with students. In addition, staff must have the ability to fulfill their roles and responsibilities as described in their job descriptions.

Other Staff, Substitutes, and Consultants
> All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities and do not require a California Teaching Credential.

Performance Standards and Evaluation of Teachers and Staff
Performance Standards
Performance Standards for all teachers will be developed using the California Standards for the Teaching Profession published by the California Commission on Teachers Credentialing and the California Department of Education. Performance Standards for other staff will be devised using professional resources associated with their job title.

Pre Evaluation Conference
A meeting will be held between the Executive Director (ED) or designee and the staff member at the onset of the year to develop a plan that defines the elements of the evaluation. Such a plan may include:
- A schedule and procedures for classroom quick visitation during the year
- Setting and reviewing SMART Goals established by the teacher for the school year
- A formal classroom observation schedule
- Establishing professional development activities
- Listing areas of strength and areas where staff and the ED or designee determine growth is needed.

Additional meetings may be held throughout the year to update the plan.

Informal Observations
Informal observation of staff performing their duties will take place on an ongoing basis by the ED or designee. Feedback will be given to the staff member in the form of a note, memorandum, email or a conference. These informal observations should be considered formative assessments of staff performance.

Formal Observations
Formal observation of staff performing their duties will occur no less than twice per year. The date and time of the observation will be determined in consultation with the staff member. As in informal observations, feedback will be given to the staff member in the form of a note, memorandum, email or a conference.

Summative Evaluation
The ED or designee, based on informal, and formal observations, as well as the California Standards for the Teaching Profession will issue an annual summative evaluation to be placed in the employee's personnel file.

Response to Observation and Review Findings
Employees may respond to the summative evaluation within five days of receipt of the evaluation. The response will be attached to the evaluation and filed in the staff member's personnel file.

Performance Standards and Evaluation of School Directors
The Directors shall be evaluated by the ED prior to the end of the school year based on criteria set forth by job responsibilities, the California Professional Standards for Educational Leaders (CPSEL's), staff/ parent feedback on job performance using surveys developed and approved by the ED as well as accomplishment of approved management goals. The ED shall ask the Directors to collect the data yielded from the tools above and issue a report to the ED assessing their performance. The ED shall review all the data including the Director's report and issue a formal evaluation to the Director. The Director may wish to respond to the evaluation within five days of receipt of the evaluation. The response will be attached to the evaluation and filed in the Director's personnel file.

Performance Standards and Evaluation of The Executive Director
The ED works under a contract established by the Board. The management goals established by the ED and approved by the board form the basis for the Board's evaluation of the ED.

Calendar and Work Schedule
Teachers are on an 11-month work year. Teacher salaries will be paid in eleven equal monthly payments and paid the last day of each month. Teachers may opt to be paid in 12 monthly installments. In such case, the 11-month salary will be divided by 12 and paid in 12 monthly installments. The UPA Board of Trustees establishes the first workday for teachers each year. UPA adopts an academic calendar for each school year that will be posted and provided to each employee outlining the school start and end dates, holidays and scheduled breaks.
(See attached school calendar.)
The school Directors are on a twelve-month work year. The Executive Director and classified staff are on a work year annually established by the Board of Trustees. The start and end time for full time certificated employees is ½ hour before the start of school and ½ hour after their last period of the day. Please see the attached Board adopted school bell schedule for the beginning and end of the student school day.
Administrative staff and classified staff are expected to maintain work hours established by the ED and the Board of Trustees.

Academic Calendar
See posted academic calendar adopted by the UPA Board of Trustees.

Personnel Files and Record Keeping Protocols
At the time of employment, a personnel file will be established for each employee. It is the responsibility of each employee to keep the ED advised of any changes that should be included in the personnel file. These changes may include: changes in contact information, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is required.

The employee has the right to review certain documents in the personnel file, as provided by law, in the presence of a UPA representative, at a mutually convenient time. No copies of documents in the file may be made with the exception of documents the employee has previously signed. The employee may add comments to any disputed item in the file. UPA will restrict disclosure of the personnel file to authorized individuals within UPA on a "need to know basis" only. A request for information contained in the personnel file must be directed to the ED. Only the school ED is authorized to release information about current or former employees. UPA will cooperate with requests for information from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

IV. Compensation and Benefits

Faculty and Staff Compensation
The school ED shall propose a salary schedule in accordance with the terms of the Charter and will present it to the Board of Directors for adoption on an annual basis no later than the last day in April for the upcoming academic year. Individual faculty and staff salaries will be determined each year according to the adopted UPA Salary Schedule.

Faculty and Staff Benefits

Medical Plan
Eligibility
Full-time regular teachers are eligible for medical coverage for the employee only. "Full-time" teacher denotes teachers that are hired for instructional duties of 5 classes and preparation periods five days per week. Full time clerical support staff must work a total of 40 hours per week. Part time, Temporary or Internship employees are not eligible for medical plan coverage.

When Coverage Begins
Medical coverage begins on the first of the month following the date of full employment. The enrollment form must be submitted to the school ED or designee as soon as possible. This form serves as a request for coverage, and authorizes payroll deductions, if any, to pay for coverage.

Description and Cost of Medical Plan
A full description of the medical plan and cost will be furnished at the time of employment. The medical plan and cost may change from time to time.

Stipend in Lieu of Medical Plan Coverage
Employees already covered by a medical plan, upon verification, may elect to receive a stipend in lieu of medical plan coverage. The stipend is 60% of the cost of the base medical plan offered to the UPA employee only for the current academic year.

Dental Plan
Eligibility
Employees eligible for UPA's Dental Plan coverage are full-time regular teachers or clerical support staff pursuant to the description above. Part time, Temporary or Internship employees are not eligible for Dental Plan coverage.

When Coverage Starts
Dental plan coverage begins on the first of the month following the date of full employment. An enrollment form must be submitted to the ED or designee as soon as possible. This form serves as a request for enrollment into the Dental Plan.

Description and Cost of Dental Plan
A full description of the Dental Plan and cost will be furnished at the time of employment.
The Dental Plan and cost may change from time to time.

Retirement Plan
UPA will make the required employer contribution into the State Teachers Retirement System for certificated employees. UPA will also make the necessary employee contributions toward federal Social Security for classified staff.

Payroll Information
Payroll Withholdings
By law, UPA is required to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay pursuant to established rates. Upon employment, W-4 forms will be issued to each employee to process withholding according to each employee's unique situation. Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. It is the employee's responsibility to report any changes in filing status to the ED or designee and to complete a new W-4 form. At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in preparing annual income tax returns.

Every deduction from the employee's paycheck will be explained on the check voucher. An employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the ED or designee. These forms may be obtained in the administrative office.

Overtime Pay
Classified support staff may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. UPA will assign the overtime consistent with school needs and in keeping with the employee's individual schedule. The ED must authorize all overtime work prior to the start of the work. UPA provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. The workday begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later. Workweeks begin each Sunday at 12:01 a.m. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8)

and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek will be paid at double the regular rate of pay.

Teaching and other certificated staff may also be required to work beyond their daily/weekly schedule. The extra hours worked will be compensated at the extra hourly rate pay for teachers and certificated staff approved by the Board. The school ED must authorize all extra work prior to the start of the work.

Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

Pay periods
Paydays are scheduled on the last day of each month. If any errors are observed on the paycheck, they should be reported immediately to the school ED.

Wage Attachments and Garnishments
UPA will not assist creditors in the collection of personal debts from its employees. Creditors, however, may employ legal procedures such as garnishments, levies or judgments that may legally require UPA to withhold part of the earnings to meet these obligations. UPA reserves the right to discuss this matter with any employee falling in this category.

V. Leaves and Absences

Holidays
See the annual Board approved school calendar for paid holidays.

Paid Absences

Vacation for classified support staff
UPA provides vacation benefits to eligible employees to enable them to take paid time off for rest and recreation. Eligible employees accrue vacation from the date of hire at the following accrual rates:
- 5/12 of one day for each full month worked up to a maximum of five days per year. (No vacation may be taken in the first six months of employment).
- Temporary and part-time employees do not accrue vacation benefits.

Vacation accruals may not exceed twice an employee's current annual entitlement. Once this maximum is reached, all further accruals will cease. Vacation accruals will resume after the employee has taken vacation and his or her accrued hours have dropped below the two-year maximum.

No employee will receive pay in lieu of vacation except on the termination of his or her employment.

No vacation accrues during any paid leave of absence or while on disability salary continuation. Vacation accruals resume when the employee returns to work. On termination of employment,

the employee is paid all accrued but unused vacation time, up to 10 days, at the employee's base rate of pay at the time of his or her termination. The school ED must approve all vacations in advance.

Vacation- School Director(s)
The amount of annual leave is per negotiation with the Board of Trustees at the time of appointment. Vacation accrual (monthly) is based on 12 months. Vacation accrual shall not exceed the amount equivalent to a 12 month period.

Once this maximum is reached, all further accruals will cease. The Director will once again accrue vacation after he/she has taken vacation and the accrued hours have dropped below the accrual maximum.

Vacation cannot be taken within the first six months of employment. Directors may not receive pay in lieu of vacation except on the termination of his/her employment. Upon termination of employment, the Director(s) will be paid all accrued but unused vacation time, up to the equivalent of 12 months accrual, at his/her base rate of pay at the time of termination. No vacation will accrue during any paid leave of absence or while on disability salary continuation. Vacation accruals resume when the employee returns to work. The ED must approve all Directors vacation requests in advance.

Sick Leave
Sick leave is a form of insurance that employees accumulate in order to provide a cushion for incapacitation due to illness or injury. Sick leave is to be used only when time is required to recover from illness or injury; sick leave is not to be used for "personal" absences. Time off for medical and dental appointments will be treated as sick leave.

The School offers paid sick leave to regular full-time employees at the rate of 10 days per school year (.909 days per month for 11 months). UPA will not honor carry-over sick leave days accrued prior to employment with University Preparatory Academy. Sick leave is granted for only the reasons listed above and will not be paid out if not utilized when the employee leaves the employ of UPA for whatever reason. All employees shall inform the ED of an anticipated absence as soon as possible, and such leave (other than for unexpected circumstances) must be pre-approved by the ED. The ED may require an employee to verify the claimed reason for any absence.

Bereavement Leave
Employees who have worked for more than six months are entitled to a leave of up to three (3) workdays without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. If an employee requires more than three days off for bereavement leave, the employee may request additional unpaid leave or if applicable, may request the opportunity to use any accrued vacation time.

Jury Duty
Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. Any employee, when advised of his/her notification of jury duty, must immediately inform the ED.

Unpaid Absences
Unpaid Leave of Absence
The school recognizes that special situations may arise when an employee must leave his or her job temporarily. At its discretion, UPA may grant employees unpaid leave of absence up to one full semester. An extension of an unpaid leave is not permitted. Employees failing to return to work after the expiration of the unpaid leave will be terminated. During an unpaid leave, UPA will not extend paid medical/dental benefits. However, the employee may continue benefits by purchasing coverage through the COBRA program.

If the employee is currently covered, medical and dental benefits will remain in force during a medical or worker's compensation leave of absence, provided he/she pays any appropriate premiums. Whether the employee is required to pay his/her own premiums will depend on the length of the leave of absence. During a family/medical leave, medical and dental benefits will remain in force provided the employee pays any appropriate premiums. Benefits are terminated the day any other type of leave begins.

If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned, but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. Vacation time is not accrued during an unpaid leave of absence.

Family Care and Medical Leave
This policy explains how UPA complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require UPA to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

Employee Eligibility Criteria
To be eligible for FMLA leave, the employee must have been employed by UPA for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

Qualifying Events for a FMLA Leave
The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:
- To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude 12 months after the birth, adoption, or placement. If both parents are employed by UPA, they will be entitled to a combined total of 12 weeks of leave for this purpose.
- Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other

than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by UPA's separate pregnancy disability policy).

- To care for a spouse, child, or parent with a serious health condition. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

Amount of FMLA Leave That May Be Taken

- FMLA leave can be taken in one or more periods, but may not exceed a total of 12 workweeks for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.
- The "12 month period" in which 12 weeks of FMLA leave may be taken is the 12-month period immediately preceding the commencement of any FMLA Leave.

Pay During FMLA Leave

- An employee on FMLA leave because of his or her own serious health condition must use all accrued paid sick leave and may use any or all accrued paid vacation time at the beginning of any otherwise unpaid FMLA leave period.
- An employee on FMLA leave for child care or to care for a spouse, parent, or child with a serious health condition may use any or all accrued paid vacation at the beginning of any otherwise unpaid FMLA leave.
- All other FMLA leaves are unpaid leaves.
- The receipt of vacation pay, sick leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Vacation pay and sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of UPA's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by UPA during the leave at the same level and under the same conditions, as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, UPA will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Break in Service

An employee on FMLA leave remains an employee and the leave will not constitute a break in service.

Medical Certifications

- An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by UPA. Failure to provide the required certification

within 15 days of the leave request may result in denial of the leave request until such certification is provided.

- If UPA has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, UPA may request a second opinion by a health care provider of its choice (paid for by UPA). If the second opinion differs from the first one, UPA will pay for a third health care provider to provide a final and binding opinion.
- Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required re-certifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave
- An employee should request FMLA leave by completing a Request for Leave form and submitting it to the ED or designee. An employee asking for a Request for Leave form will be given a copy of UPA's then current FMLA leave policy.
- Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt UPA's school operations.
- If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that UPA will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- In most cases, UPA will respond to an FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request. If an FMLA leave request is granted, UPA will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work
- Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous economic injury to UPA's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable

position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- When a request for FMLA leave is granted to an employee (other than a "key" employee), UPA will give the employee a written guarantee of reinstatement at the termination of the leave with the limitations explained above.
- Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain certification from his or her health care provider that he or she is able to return to work.
- If an employee can return to work with limitations, UPA will evaluate those limitations and, if possible, accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from UPA.

Limitations on Reinstatement
- UPA may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous economic injury to UPA's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of UPA's employees within 75 miles of the employee's worksite.
- A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if UPA determines that substantial and grievous economic injury to UPA's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, UPA will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause UPA to suffer substantial and grievous economic injury. If UPA realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment During Leave
An employee on FMLA leave may not accept employment with any other employer without UPA's written permission. An employee who accepts such employment will be deemed to have resigned from employment at UPA.

Pregnancy Disability Leave
This policy explains how UPA complies with the California Pregnancy Disability Act, which requires UPA to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria
To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle An Employee to Pregnancy Disability Leave
The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for parental care.

Duration Of Pregnancy Disability Leave
Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months. Pregnancy disability leave does not count against the leave, which may be available as Family Care, and Medical Leave.

Pay During Pregnancy Disability Leave
- An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
- Receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
- Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits
The provisions of UPA's employee benefit plans govern continued eligibility during pregnancy disability leave. These provisions may change from time to time. When a request for pregnancy disability leave is granted, UPA will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Break in Service
An employee on pregnancy disability leave remains an employee of UPA and a leave will not constitute a break in service.

Medical Certifications
- An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by UPA. Failure to provide the required certification within fifteen (15) days of the leave request may result in a denial of the leave request until such certification is provided.
- Re-certifications are required if a leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

Requesting And Scheduling Pregnancy Disability Leave
- An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the ED or designee. An employee asking for a Request for Leave form will be referred to UPA's current pregnancy disability leave policy.

- The employee should provide not less than thirty (30) days notice if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
- Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt UPA's operations.
- Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
- If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
- In most cases, UPA will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If pregnancy disabilities leave request is granted, UPA will notify the employee in writing and the leave will be counted against the employee's pregnancy disability leave entitlement. This notice will also explain the employee's obligations under the leave provisions and the consequences of failure to meet these provisions.

Return To Work
- Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine UPA's ability to operate the school safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of compensation, benefits, and working conditions.
- When a request for pregnancy disability leave is granted to an employee, UPA will give the employee a written guarantee of reinstatement at the end of the leave with the limitations explained above.
- Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain certification from her healthcare provider that she is able to resume work.
- If the employee can return to work with limitations, UPA will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from UPA.

Employment During Leave
An employee on pregnancy disability leave may not accept employment with any other employer without UPA's written permission. An employee who accepts such employment will be deemed to have resigned from employment with UPA.

Industrial Injury Leave (Workers' Compensation)

In accordance with State law, UPA provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure receipt of any worker's compensation benefits to which the employee may be entitled, he/she will need to:

- Immediately report any work-related injury to the ED or designee;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim From and return it to the ED or designee; and
- Provide UPA with certification from the health care provider regarding the need for worker's compensation disability leave as well as the eventual ability to return to work from the leave.

When there is a job related injury, the first priority is to insure that the injured employee receives appropriate medical attention. With the help of its insurance carrier, UPA has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to UPA.

Treatment, reporting and return to work procedure is as follows:

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the ED or designee. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the UPA approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and UPA's insurance.
- When there is a job-related injury that results in lost work time, the employee must have a medical release from UPA's approved medical facility before returning to work.
- Any time there is a job-related injury, UPA's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization. When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the ED 30 days notice before returning from leave. Whenever UPA is notified of an employee's intention to return from a leave, UPA will attempt to place the employee in his/her former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed.

Arrangement for Substitutes

Once teachers know of their anticipated absence, they are required to call the ED or designee to inform the school of the absence and also call the substitute service to procure a substitute. Only individuals approved by UPA or the substitute service may substitute for a teacher.

VI. Standards of Conduct

Punctuality and Attendance

Any employee who is unable to report for work on any particular day must call the ED or designee at least one hour before the start of the scheduled workday. If an employee fails to report to work without notification to the ED or designee, the school may consider the employee to have abandoned his/her position with UPA and voluntarily terminated their employment. In such cases, UPA will provide notice to the employee of the decision.

Any teacher who is unable to report for work must arrange for a substitute teacher for the duration of the absence. The substitute selected must come from the substitute services approved by UPA.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it in to the ED or designee by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than ten (10) working days, the employee must, immediately upon his or her intended day of return to work, provide the ED with a physician's statement certifying that the employee is able to return to work.

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate to the school/business environment. Because each employee is a representative of UPA in the eyes of the public, each employee must report to work properly groomed, wearing appropriate clothing and maintaining a professional appearance that sets a good example for UPA students.

All employees of the school are required to adhere to the following dress code:

- No spaghetti strapped tops or tank tops
- No hats, except for sun protection outdoors
- No midriffs
- All skirts and shorts are to be a modest length
- Other than the UPA logo, clothing should be free of writing or logos

Policy Against Sexual Harassment

All employees should be able to work in an atmosphere free of sexual harassment. UPA will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. UPA will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination.
3. Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

All UPA staff members have the responsibility to maintain a work place free from any form of sexual harassment. Therefore, should any staff member become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees are expected to act in a positive and professional manner and to contribute to a productive work environment that is free from harassing or disruptive activity.

Prohibited conduct includes but is not limited to:
- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Any employee who has experienced or is aware of a situation that is believed to be sexually harassing has a responsibility to report the situation immediately to the ED. A Sexual Harassment Complaint Form may be obtained from the ED. The ED will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the ED or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the President of the UPA Board of Directors.

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

Smoking
All UPA buildings and facilities are no-smoking facilities.

Faculty and Staff Complaints and Grievances

In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort by the ED to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined below. The good faith effort will include a report identifying the problem, a list of possible solutions, selection of the best resolution, a timeline for implementation, and follow-up. The report of the good faith effort will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to appeal the matter to the Personnel Committee of the Board.

Appeal Process
1. The employee may appeal in writing to the UPA President of the Board who will in turn submit the matter to the Board Personnel Committee within five (5) calendar days.
2. Within ten (10) calendar days of receipt of the written appeal, the Personnel Committee shall review the matter and may schedule a conference for discussion of the complaint with all parties involved. Personnel Committee members who are interested parties shall excuse themselves from the review proceedings.
3. A decision established by a majority vote of the members of the Personnel Committee hearing the matter shall be rendered within five (5) calendar days of the completion of the hearing. Any such proceedings shall be conducted in closed session. If necessary, any additional proceedings shall be completed as soon a possible.
4. The decision of the Personnel Committee shall be final unless appealed by the employee to the Board of Trustees, which may review and modify the decision of the Personnel Committee. A request for an appeal may be submitted to the Board President within five (5) calendar days of the decision of the Personnel Committee. After receiving an appeal request, the Board President shall schedule a meeting to consider such an appeal as soon as practical. Board members who are interested parties, as defined in the Bylaws, shall excuse themselves from reviews of Personnel Committee decisions to the extent permitted under law. Any such proceedings shall be conducted in closed session.

VII. Health and Safety at UPA

Health and Safety Requirements for Employment

Tuberculosis Test
Before the first day of employment, all employees must submit proof of an examination within the last four years that the employee is free of active tuberculosis as described in Education Code 49406. Thereafter, all employees shall be required to undergo the foregoing examination at least once every four years, excepting "food handlers," who shall be examined annually. The current physician's statement must be on file in the office before the first day of employment. Failure to provide documentation on time may result in immediate termination.

Criminal Background Check
All first year employees must submit fingerprints to the Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary as required by Education Code Section 44237. Such fingerprints must be submitted prior to employment and are a condition of employment. As required by EC 44237, the ED or designee will maintain record summaries in a secured file separate from the personnel file.

First-Aid and CPR Training
All individuals working unsupervised with students or in a classroom setting (i.e. core teachers, advisors, non-core teachers, directors) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

Child Abuse Reporting

Any UPA employee who knows or reasonably suspects a student has been the victim of child abuse shall report the instance to Child Protective Services. *Child abuse is defined as "a physical injury which is inflicted by other than accidental means," sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child's health or welfare.* School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to Child Protective Services. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. If a child is released to a peace officer or a Child Protective Services agent, the reporter shall not notify the parent as required as in other instances of removal.

Before an employee's first day of employment at UPA, state law requires the employee to sign a statement signifying (1) that he/she has knowledge of the laws relating to child abuse reporting requirements specified in California Penal Code section 11166 and (2) that he/she will comply with these laws and reporting requirements. Please refer to the Employee Processing Packet for this important statement.

Security Protocols
UPA has developed guidelines to maintain a secure school site. All employees should be aware of unknown persons loitering in walkways, entrances, and exits of the school. Any suspicious persons or activities should be reported to office staff. All classrooms or offices should be secured at the end of each day. When a teacher is called away from the classroom for an extended length of time, he/she should not leave valuable or personal articles unattended. The security of UPA school facilities is directly related to the health and safety of students and colleagues. Each employee should immediately notify the school ED or designee when keys are missing or if security access or codes have been breached.

Emergency Plans
Appropriate fire exit and earthquake preparedness drills will be administered at least twice per year. In the case of an actual emergency, all school staff is responsible for staying at the school site (or evacuation staging area) until the ED or designee releases them. During an emergency, teachers must always have a roster of students under their direct supervision.

Accident/Incident Reporting
It is the responsibility of every UPA employee to immediately or as soon as possible report any accident or injury occurring during school activities or on the UPA premises so that arrangements can be made for medical or first aid treatment, as well as an investigation, and follow-up.

Reporting Fires and Emergencies
It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or the ED or designee. UPA employees should also know how to summon emergency help by using the 911 emergency help number.

Guests and Visitors
All guests and visitors must report to the main office to sign in and receive a guest pass to enter UPA.

VIII. Information and Communication

Confidentiality of Internet and Electronic Mail
The UPA recognizes that its employees have reasonable expectations of privacy with regard to the use of voice mail and e-mail, even when this use is restricted to UPA business and information is stored in UPA computers. UPA reserves the right to access and disclose the contents of employee voice mail and e-mail messages, but will only do so when it has a legitimate business need and the urgency of the need is sufficiently strong to offset the school's commitment to employee privacy.

UPA does not and will not monitor voice mail and e-mail as a routine matter. UPA may inspect the contents of voice mail and e-mail or information stored on computers in the course of an investigation into improper or unlawful behavior or as necessary to locate substantive information that is not readily available by some other means. UPA may disclose a voice mail or e-mail message or information stored on a computer to law enforcement officials if the school has reason to believe that it may have been the victim of a crime or is legally required to do so.

Access to Personnel Records
The school shall maintain a confidential personnel file for each employee. The personnel file will contain the evaluation documents discussed in this section, as well as any other employment-related documents or correspondence. All concerned parties will have signed all documents placed in the personnel file. Only the concerned Employee, the ED, and the Personnel Committee of the Board on a need to know basis may access confidential personnel files.

Media Relations
It is UPA's goal to give the media a clear, consistent, and up-to-date message about UPA, its programs, and services. Please refer all calls from newspapers, magazines, or radio and television reporters to the ED.

IX. Ending Employment

Dismissal, Discipline, and Termination of Employment
UPA reserves the right to terminate any employee at any time, with or without cause or notice. The list below, while not complete, gives examples of behavior that may result in the immediate termination of employment. Listing these causes in no way negates the At-Will employment relationship between UPA and its employees:
- Breaching confidentiality.

- Theft.
- Fighting, roughhousing, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Disregarding established safety procedures.
- Intentionally placing students in a dangerous situation.
- Falsifying or altering school records.
- Possessing weapons or firearms on school property or during school activity.
- Violating the school's equal opportunity or harassment policies.
- Unauthorized use of school property.

In the event an employee finds it necessary to resign during the school year, the employee shall give written notice to the ED as soon as possible, but preferably, at least 10 calendar days prior to leaving employment.

Acknowledgment of Handbook and At-Will Employment

I understand and agree that I will read and comply with the University Preparatory Academy (herein after called UPA) Employee Handbook.

I understand and agree to my at-will employment as described in the Handbook summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between me and UPA. UPA is an at-will employer.

- Just as I am free to terminate the employment relationship with UPA at any time, the school, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee.

- Other than the UPA Board of Trustees, no other entity or person has the authority to modify this Handbook.

I understand that other than the UPA Board, no supervisor or representative of UPA has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; upon being authorized by the Board, only the Executive Director has the authority to make any such agreement and then only in writing signed by the Executive Director.

_____   _____
Employee's Signature   **Dat**e

_____
Employee's Printed Name

PLEASE RETURN SIGNED FORM TO THE UNIVERSITY PREPARATORY ACADEMY EXECUTIVEDIRECTOR

Section 6 | *Plan for English Language Learners*

Section 6

University Preparatory Academy
ENGLISH LANGUAGE LEARNER
MASTER PLAN

Overview

University Preparatory Academy's core mission is to prepare a diverse population of 7th - 12th grade students in the central San Jose area and surrounding neighborhoods to enter and excel in the best colleges and universities in the nation with the training to assume leadership positions in their community.

We are dedicated to graduating students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals that will enrich our society.

Program Goals

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

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

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

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

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

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

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

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

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

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

Program Aspects

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

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

> *Involvement:* Parents, staff, students, and community members participate in developing, implementing, supporting and evaluating core and categorical programs through our LCAP meetings, PTSO and the UPA Foundation.
>
> *Governance and Administration:* Policies, plans, and administration of categorical programs meet statutory requirements.
>
> *Funding:* Allocation and use of funds meet statutory requirements for allowable expenditures.
>
> *Standards, Assessment, and Accountability:* Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
>
> *Staffing and Professional Development:* Staff members are recruited, trained, assigned, and supported in their work to ensure the effectiveness of the program.
>
> *Opportunity and Equal Educational Access:* Participants have equitable access to all programs provided by the local educational agency, as required by law.
>
> *Teaching and Learning:* Participants receive core and categorical program services that meet their assessed needs; EL students are held to the same high academic standards as all other students; EL students receive support to master local, state and federal content and achievement standards and are prepared for college and career.

Placement

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

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

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

Definitions

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

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

> **English Learner (EL):** Student CELDT Proficiency Scores are 1(Beginning), 2 (Early Intermediate) or 3 (Intermediate) Proficiency Level.

> **Re-designated Fluent English Proficient (R-FEP):** Student's CELDT score is 4 or 5 and student is performing well in academics tasks.

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

CELDT LEVELS OF ENGLISH LANGUAGE PROFICIENCY

Beginning 1 (EL)	Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.
Beginning 2 (EL)	Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.
Intermediate 3 (EL)	Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Early Advanced 4 (EL or Possible R-FEP)	Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.
Advanced 5 (R-FEP or Possible R-FEP)	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement may be necessary.

Instructional Reasoning

University Preparatory Academy recognizes its responsibility to help students overcome language barriers that impede equal participation by EL students in the school's core instructional programs.

Our educational theory is designed to promote rapid acquisition of the English language through a strong English language development and mainstream curriculum embedded program with primary language pullout support for those students who need it. Students have access to mainstream content classes, where curriculum modifications and adaptations are provided for students who scored below level 3 in the CELDT.

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

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

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

Sheltered English

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

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

LEP Program Design

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

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

A typical Beginning or Intermediate student schedule is as follows:

CELDT Level	ELD 1 (CELDT 1 &2)	ELD 2 (CELDT 3)	ELD 3 (CELDT 4 &5)
EL Classes	1 Period ELD English	1 Period ELD	English
Mainstreamed Classes	Math, Science, P.E., Elective	Math, Science, P.E., Social Studies, Elective	Social Studies, Math, P.E., Science, 2 Electives
Pull out	1 Period	1 Period	If needed (2 years follow-up)

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

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

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

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

Program Support and Services

The Board, Administration and Staff are committed to providing parents every opportunity to become more involved in their students' education and to enhance their understanding of the American School System. To that end, a number of activities, including educational workshops and parent outreach seminars, are sponsored and hosted by our school every year.

The school provides a counselor as well as an EL Coordinator who works exclusively with students and families requiring additional support to navigate the educational system.

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

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

INITIAL PARENT/GUARDIAN NOTIFICATION LETTER

To the parent(s)/guardian(s) of _____   School: _____   Date: _____

Student ID #: _____   Date of Birth: _____   Grade: ____   Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to test your child's English and primary language proficiency. The results of these tests are used to decide the best program placement for your child. We are required to inform you of these test results, our program recommendations, and all the placement options available for your child. We have also listed the information our district uses to decide when a student is ready to exit the English learner program. *(California Education Code 52164.1[b] and [c]: Title 5 of California Code of Regulations 11307[a]and 11511;20 USC 7012.)*

Language Assessment Results

Domain	California English Language Development Test (CELDT) * Performance Level (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced	Primary Language Proficiency Level** *Test:* *Date Administered:*
Listening		
Speaking		
Reading		
Writing		
Overall		
* A scoring guide, developed by the testing contractor, has been used to determine these results. Parents will receive their child's official results within 30 days after the district has received individual student reports from the contractor. **Required if the student has been identified as an English Learner		

Based on the results of the California English Language Development Test (CELDT), your child has been identified as an:

☐ **English learner (EL)** with *less than reasonable fluency in English* and assigned to the Structured English Immersion Program.

☐ **English learner (EL)** with *reasonable fluency in English* and assigned to the English Language Mainstream Program.

☐ **Initial Fluent English proficient (I-FEP) student** who will be placed in the district's general program.

Check if applicable:

☐ **Individualized Education Program (IEP) on file.**

A description of how your child's recommended program placement will meet the objectives of the IEP is attached.

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver."

English Language Proficiency Levels		Program Placement
Advanced	Initial Fluent English Proficiency or Reasonable Fluency (minimum of Early Advanced on all domains in the CELDT)	English Language Mainstream
Early Advanced		
Intermediate		Structured English Immersion Or an Alternative Program With an approved parental exception Waiver
Early Intermediate	Less than reasonable fluency (Intermediate or less on all domains in the CELDT)	
Beginning		
		Other Instructional Setting based on IEP

Description of Program Placement Options and Goals for English Learners

Your child will be placed in the program marked below with a check.

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

- ☐ **Structured English Immersion (SEI):** Students who score at **less than reasonable fluency** (Intermediate or less on all domains in the CELDT) are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

- ☐ **English Language Mainstream (ELM):** Students who score at *reasonable fluency* (minimum of Early Advanced on all domains in the CELDT) in English are placed in an ELM program. Students are taught ELD and other core subjects by authorized teachers using SCCOE-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

- ☐ **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver. Students are taught at least two core subjects including Language Arts in their primary language. Students are taught ELD and some core subjects in English by authorized teachers using SCCOE-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program

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***** **Parents/Guardians have the right to request a "parental exception waiver" for an alternative program.***

California law gives parents the right to request that their child be placed in an alternative program. To do so, you must visit your child's school to apply for a "parental exception waiver" each year. Your child must meet one of the following requirements: a) knows English and performs academically at least at 5th grade level, b) is 10 years of age or older, or c) is a student under 10 years of age who has been in an English Language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria as listed below:

Required Criteria (Education Code 313[d])	SCCOE Criteria
English Language Proficiency Assessment (CELDT)	Overall score is Early Advanced or Advanced, with no scale score in a skill area less than Intermediate
Comparison of Performance in Basic Skills	ELA score is at 315
Parental Opinion and Consultation	Consults with parent or guardian or obtains signature
Teacher Evaluation	Receives a C or better in report card grades

* Reclassification for English learners who are receiving special education services must be considered on an individual basis.

Graduation Rate
The expected rate of graduation for students in this program is 82%.

Please telephone the school at *(insert telephone number)* if you would like to schedule a parent conference to discuss your child's options for program placement.

Date

Dear Parents or Guardians

State and federal laws require all school districts in California to give a state test each year to every student who has been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your child has been given the CELDT. Based on your child's performance on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. Your student has been assigned to a staff member who will begin to provide additional services on a weekly basis with the primary goal being that your student becomes proficient in English, and that at one of the next administrations of the CELDT test, your student will be prepared to exit the program.

The weekly services will include meeting with the teacher, Ms. Garcia, every Thursday, during tutoring time (middle school: 2-3 pm; high school 3-4 pm) beginning the first Thursday in September in the Carnegie classroom in the Horton Auditorium.

As you look at your child's CELDT results for this year, it is important to remember that these results are one measure to assess your child's progress toward English language proficiency. Your student's grades and performance on our NWEA testing will add to the information that your student's teacher will use to determine what services are best for your student.

You are encouraged to become involved in your child's education. If you have any questions regarding the CELDT or your child's instructional placement, please contact the school office at 408-723-1839 during school hours.

Please return this form prior to Friday, August 29, 2014 with your approval:
I would like my student to receive these services: Yes   NO   (circle one)

Sincerely
Monica Garcia,
ELL, Coordinator

University Preparatory Academy
Reclassification Form

School Year _____/_____

Student Name: _____ Grade: _____ ID # _____

Language: _____

Prior to reclassification to Fluent English Proficient, each English Language Learner must meet UPA developed and state-approved criteria. This form is to be completed for each student considered for reclassification and then submitted to English Learner Coordinator

	Standard	Documentation
#1 English Language Proficiency	**CELDT (California English Language Development Test)** Overall level of Advanced or Early Advanced - Listening/speaking is Intermediate or higher - Reading is Intermediate or higher - Writing is Intermediate or higher	LSTG SPKG RDG WRTG OVRLL Proficiency Level: ____ ____ ____ ____ ____ Date of current CELDT Test _____
#2 Basic Skills	**STAR TEST** • **Score of 315 or above in English Language Arts** on the most recent California Standards Test (CST) • **Basic or better in Math** on the most recent California Standards Test (CST)	Date: Spring _____ (year) ELA Scale Score _____ Proficiency Level: B P A
#3 Teacher Evaluation	**REPORT CARD** C or better in all subjects	Current report card meets criteria. _____ Reviewer Date of report card OR, IF ANY DEFICITS: I verify that this student has met this criteria: _____ Teacher/Subject Date

 # 4 Consultation with Parent/Guardian

* _____
Parent Signature   **Date**

* If no signature is obtained, provide description of contact:

_____

_____

#5 Recommendation

_____ Student has metal of the criteria necessary for reclassification. Reclassification is effective immediately.

_____ Student has not met all of the criteria necessary for reclassification, and is not recommended for reclassification at this time.

_____
English Learner Coordinator   **Date**

_____
Executive Director/Designee signature   **Date**

University Preparatory Academy
ELL Process Identification to Reclassification

New Enrollees
(with no record of Home Language Survey)

↓

Administer
Home Language Survey

→ Primary language English → **No Assessment** Regular instructional program

↓

Indication of primary language other than English

↓

Assess
with CELDT for initial identification

→ Initial fluent English proficient (IFEP) → Regular instructional program

↓

English learner (EL)

↓

Initial placement in appropriate EL program and services

↓

Annual Assessment
with CELDT annual assessment until reclassification criteria met

→ Reclassified to fluent English proficient (RFEP) → Regular instructional program, monitoring progress for two years

University Preparatory Academy Charter School

Criteria for Redesignation of English Language Learners

Area	*Standard*	*Reclassification Criterion*
English Language Proficiency	Most recent CELDT test	Overall level: Advanced or Early Advanced Listening: Intermediate or higher Speaking: Intermediate or higher Reading: Intermediate or higher Writing: Intermediate or higher
Academic Achievement	Most recent California Standards Tests in English Language Arts (ELA) and Mathematics	**English Language Arts:** Basic with a scale score of 315 or higher **Mathematics:** Basic
Teacher Evaluation	Teacher's recommendation form, student work samples, and current report card	REPORT CARD C or better in all core subjects
Parent Opinion	Description and results of consultation with parent	After having reviewed the data and received an appropriate explanation, and participated in discussion (at parent option), the parent agrees that reclassification is appropriate

Approved by The Board: 01/07/10

University Preparatory Academy
EL Student Monitoring

Step 1: Annual & ongoing review of Student
Progress
Review CST, NWEA, and CELDT data.

Students met established targets:
- Monitor for reclassification eligibility
- Continue Monitoring progress

Student did not meet established targets:
- Did not increase CELDT level or meet proficient.
- Did not meet mid-basic or above on CST.

Step 2: Ongoing Monitoring of Student Progress
- Review Curriculum assessment information
- Review student grades/report card
- Review student data including attendance, discipline, intervention, etc

Student is making expected progress:
- Continue planned program
- Monitor for reclassification eligibility

Step 3: Student is not making expected progress
- Initiate Student Study Team (SST)
- Review program elements for implementation

Step 4: Student is still not making expected progress
- Initiate Student Study Team (SST) & includes the parent/guardian
- SST interventions and strategies to be used in the classroom and beyond the classroom

Section 7 | *Maintenance, Safety, & Long Term Plan*

Section 7
School Safety and Supervision Plan Index

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

Campus Safety and Supervision Committee
  Membership
  Meeting Schedule
  Standing Agenda

Campus Safety and Supervision
  Safety Plan Calendar
  Coordinated Disaster Drill Calendar
  Campus Maps and Evacuation Routes
  Emergency Drill Instructions
  Code Red/ Code Blue (Run, Hide & Defend) Procedures
  Classroom Red Emergency Folder and Emergency Backpacks
  Emergency Evacuation Procedures

School Supervision and Discipline Policies and Procedures
  Campus Supervision Schedule
  Suspension and Expulsion Policies and Procedures (Board Policy)
  Classroom Management and School Discipline Procedures
  Attendance Taking Expectations and Procedures
  Common Dress Code (Board Policy)
  UPA Student Driver / Student Vehicle Rules and Expectations (Board Policy)
  Use of Mobile Digital Devices (Administrative Regulation)

Student Health
  Health Screening Calendar and Documentation
  Protocol for Advising Students
    - Mandated Reporting
  Service Dogs (Board Policy)
  Smoke Free Environment Policy and Administrative Regulation
  DRAFT Policy on Suicide Prevention and Mental Health Promotion (First Reading)

School Safety Plan 1 (Board Policy)

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

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

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

STUDENT HEALTH EXAMINATIONS

Health Examination Certificates or Waivers

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

Health Examinations by the School

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

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

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

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

student will be sent home and not be permitted to return to school until the School's Executive Director or designee is satisfied that any contagious or infectious disease does not exist.

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

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

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

Immunizations

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

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

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

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

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

The School will file a written report on the immunization status of new entrants to the School with the

Department of Health Services as required by law.

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

ADMINISTRATION OF MEDICATIONS, EMERGENCIES AND HEAD LICE

Administration of Medications

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

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

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

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

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

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

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

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

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

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

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

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

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

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

authorized health care provider.

Emergencies

First Aid and CPR

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

Resuscitation Orders

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

Emergency Contact Information

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

Emergency Aid to Students with Anaphylactic Reaction

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

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

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

Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of

head lice to the School nurse, or designee, as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household in accordance with the School's health examination policy. If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

In the event of one or more persons infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

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

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

TUBERCULOSIS TESTING

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

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

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

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

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

CRIMINAL BACKGROUND CHECKS

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department

of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

DRUG AND SMOKE FREE WORKPLACE

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

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

All School buildings and facilities are non-smoking facilities.

WORKPLACE SAFETY AND VIOLENCE PREVENTION

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

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

FACILITIES DEVELOPMENT

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

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

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

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

Each UPA building will have:

- Safe, effective and efficient mechanical systems, including electrical, plumbing, wiring, ventilation, and air conditioning.

- Sound structural elements including roof, doors, floors, walls, and windows.

- Effective and efficient illumination.

- Adequate classroom space for all students.

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

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

- Infrastructure required to support instructional and administrative technology.

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

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

CHILD NEGLECT AND ABUSE REPORTING

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

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

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

SEXUAL HARASSMENT POLICY AND PROCEDURES

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

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a

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

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

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

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

Statement Against Sexual Harassment

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

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

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

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

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

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

Sexual Harassment Defined

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

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

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

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

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

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

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

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

Complaint Filing Procedure

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

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

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

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

• Complaints will be handled confidentially.

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

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

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

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

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

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

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

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

• The Investigator shall fully and effectively conduct an investigation that includes interviewing:
.   1) The complainant;
.   2) The accused;
.   3) Any witnesses to the conduct; and
.   4) Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
.
• When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like, may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.

• The formal investigation shall typically be completed within sixty (60) days of the date of the filing

of the request.

- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:

  . 1) a statement of the allegations and issues;

  . 2) the positions of the parties;

  . 3) a summary of the evidence received from the parties and the witnesses;

  . 4) any response the accused wishes to add to the report; and

  . 5) all findings of fact.

- The final determination report shall state a conclusion that the Investigation Team:

  . 1) Found reasonable cause that the accused violated the sexual harassment policy; or

  . 2) Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.

- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible. The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.

- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:

  . 1) individual remedies available to the complainant; and

  . 2) all sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective

- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating

  . 1) the results of any disciplinary actions and the initiation of any appeals; and

  . 2) all further individual remedies available to the complainant.

- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the complainant and appropriate disciplinary action taken against the harasser.

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause

There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

Notice to the Complainant

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/ regulations applying to the disclosure of information from School records.

Written Appeal

A written appeal must be directed to the appropriate administrator, as designated by the Executive Director or designee, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

Basis for Appeal - The appeal may be based only on one of the following grounds:

. 1) There is newly discovered important evidence not known at the time of the report;

. 2) Bias on the part of an Investigator member; or

. 3) The Investigator failed to follow appropriate procedures.

Decision

The Executive Director or designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

Extensions of Deadlines

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Executive Director or designee shall be consulted before a decision is made on requests for extensions involving faculty and staff.

DISASTER AND EMERGENCY PREPAREDNESS PLAN

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;

2. To provide for maximum use of school personnel and school facilities;

3. To ensure the safety and protection of our students and school personnel immediately after a disaster;

4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Emergency Response Procedures

University Preparatory Academy has a comprehensive Safety Plan using the policies and procedures from the National Incident Management System. The Basic Actions listed on the following pages come from the Safety Plan. All staff will be trained and updated annually in the Safety Plan prior to the beginning of each school year. Annual staff training will include:

• First Aid and CPR training for staff

• NIMS training for staff

• NIMS additional training for administration

• ST ART training for staff

• Code Red training
> **Basic Action** Most emergency responses are covered by the following Basic Actions:
> - A. Action**: STAND BY** - consists of bringing students into the classroom or holding them in the classroom pending further instruction
>
> - B. Action: **LEAVE BUILDING** - consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:
>> Fire
>> Peacetime Bomb Threat
>> Chemical Accident
>> Explosion or Threat of an Explosion
>> Following an Earthquake
>> Other similar occurrences that might make the building uninhabitable
>
> - C. Action: **TAKE COVER -** consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Action TAKE COVER is appropriate for, but not limited to, the following:
>> a. Severe Windstorm (short warning)
>> b. Biological or Chemical Threat
>> c. Sniper Attack
>> d. Rabid Animal on School Grounds

- D. Action: **DROP WARNING:** The warning for this type of emergency is the beginning of the disaster itself.

    ### Inside School Buildings

    - Immediately **TAKE COVER** under desks or tables and turn away from all windows
    - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

    ### Outside of School Buildings

    - Earthquake: move away from buildings

    - Take a protective position, if possible

    ### Explosion/Nuclear Attack

    - Take protective position, **OR,**
    - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

- E. Action: **DIRECTED MAINTENANCE:** No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel, Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

Campus Safety and Supervision Committee

Safety and Supervision Team 2013-2014

Member	Title	Notes
Phil Hophan	Director of Student Services	Co-chairperson (UPA)
Dan Ordaz Jr.	Director of Operations	Co-chairperson (UPA)
Lynn Lazo	Director of Operations	Cathedral of Faith (COF)
Karina Cardenas	Campus Supervisor	UPA
Jazmin Arceo	Campus Supervisor	UPA

Safety Plan Weekly Monthly Meeting Schedule
First Monday of Each Month 2:00 pm
Office of the Director of Student Services

School Safety Committee Standing Agenda

1.   Welcome

2.   Review of administrative team agenda items relevant to safety and supervision

3.   Review of current issues: safety

4.   Review of current issues: supervision

5.   Review of current issues: student discipline

6.   Review of special event supervision, planning and preparation

Campus Safety and Supervision

University Preparatory Academy Charter School
Safety Plan Calendar (2014-2015)

Safety Plan Calendar	Event	Date	Time	Location
UPA 2014-2015				
	Fire Drill	Friday, August 15	Period 3 (10:20)	All Areas
	Duck, Cover, Hold, Evacuate Earthquake Drill	Tuesday, August 26	Period 5 (1:15)	All Areas
	Run, Hide & Defend (Code Red / Code Blue Drill) Campus Wide Drill	Wednesday, September 17	Period 1 (9:15)	All Areas
	Great California Shake-Out Drill	Thursday, October 16	Period 4 (10:10)	All Areas
	Fire Drill	Monday, November 17	Period 2 (9:15)	All Areas
	Drop, Duck, Cover, Hold and Evacuate Drill	Friday, January 16	Period 4 (11:10)	All Areas
	Campus Wide Disaster Drill	Wednesday, February 12	Period 3 (10:20)	All Areas
	Fire Drill	Tuesday, March 11	Period 6 (2:10)	All Areas
	Drop, Duck, Cover, Hold and Evacuate Drill	Monday, April 28	Period 2 (9:15)	All Areas
	Staff Notification of Blood Borne Pathogens	Yearly - September	PD	All Areas
	Immunization Records / Record Requests	Yearly - August	Upon Enrollment	N/A
	Staff Notification of Mandated Reporting Status	Yearly - August	PD/Handbook	N/A
	Staff Notification of Sexual Harassment Policy	Yearly - August	Handbook	N/A

University Preparatory Academy Charter School
Cathedral of Faith Church

Coordinated Disaster Drill Agenda
Wednesday, February 12, 2014
(10:20 am)

All Areas Drop, Duck, Cover Earthquake Drill
All Areas Evacuate to Evacuation Sites
All Areas Staff/Student Release Procedures
All Areas Triage Procedures

Incident Command Leads, Evacuation Supervisor, Evacuation Leads Comprehensive Review

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Coordinated Run, Hide & Defend Drill Agenda
Wednesday, September 17, 2014
(9:15 am)

UPA/COF All Areas: Code Blue Announcement

UPA: Mock Review of Code Red Classroom Procedures
COF: Code Red Classroom and Office Procedures
UPA/COF Police Evacuation

Comprehensive Review with Safety Team

Key COF Staff Positions	Position Responsibilities	Key UPA Staff Positions	Documentation Reference
Incident Commander	Coordinate all emergency procedures; receive instructions from police/fire; communicate instructions to Evacuation Commander	Dan Ordaz, Executive Director Phil Hophan, Director of Student Services	A – D E
Evacuation Supervisor Evacuation Staff (Go to evacuation site)	Coordinate all evacuation procedures; receive instructions from Incident Commander	Dan Ordaz, Jr. Budget Director (Horton Youth Center) Matt Daugherty, Director on Instruction (Learning Center) Tom Guevara, IT Director (Family Life Center)	A – D F
Family Life Center Evacuation Lead #5 Teachers and Students (Go to evacuation site)	Coordinate Family Life Center evacuation; report to evacuation supervisor	Billy Fowler, Athletic Director (PE Students to Campus Supervisor #1)	C G
Horton Youth Center Evacuation Lead #6 Teachers and Students (Go to evacuation site)	Coordinate Horton Youth Center evacuation; report to evacuation supervisor	Karen Crump, Teacher (Art students to Campus Supervisor #2)	C H
Learning Center Evacuation Lead #3 Teachers and Students (Go to evacuation site)	Coordinate Learning Center evacuation; report to evacuation supervisor	Chris Weitzil, Teacher (Science Students to PLTW Classroom #2)	C I

**UNIVERSITY PREPARATORY ACADEMY/CATHEDRAL OF FAITH
COORDINATED DISASTER PLAN – Key Documentation Reference**

Document A   =   Emergency Response Training Power Point (Introduction)

UNIVERSITY PREPARATORY ACADEMY
CAMPUS MAP

Entrances Classrooms
Restrooms Offices

Exit Campus

MASONIC DRIVE

CURTNER AVE

Energy Bar

Back Entrance

Reaching Out Center
Prayer Center Entrance
Main Entrance

HYC205

Columbia Oberlin-208
Pratt-112

Carnegie-209
Princeton-111

HY205

Horton Youth Center Entrance

203

Horton Youth Center
Auditorium

Eastman 210
HYC210 Backstage

Noah's Park Playground

Lawn Area

Box Office

201

Fitness Center

Staff Work Rm

SJ State 235

Santa Clara 236

Stanford 237

Counseling Center-216
UCLA 132

Family Life Center
Gymnasium

Classroom Entrance

Multi-Purpose Room

Notre Dame

2nd Floor:
Computer Lab
Fitness Room
Free Weight Room
Dance Room

Cornell-215
Dartmouth 131

Elevator

Cal Poly 232
111
NYU

233
112
MIT

234
CAL

Elevator

Kitchen

Education Entrance

UPA Main Office

Front Desk

Game Area

Yale 231
110
Georgia Tech

230
109
Harvard

229
108
Oxford

Cathedral Coffee

CANOAS GARDEN AVE

Juilliard Dance Studio

Main Entrance

Learning Center

Main Entrance

MySchool Office

Enter Campus

7-21

UNIVERSITY PREPARATORY ACADEMY
CAMPUS MAP

Lunch / Break Supervision

Exit Campus

Enter Campus

MASON DRIVE

CINCO DRIVE

1

2 (ROAM)

3

4

5

#6

CANOAS GARDEN AVE

CURTNER AVE

Legend:
- Entrances
- Restrooms
- Classrooms
- Offices

Horton Youth Center

UPA Main Office

Counseling Center-216
UCLA 132

Cornell-215
Dartmouth 131

Education Entrance

Box Office

Horton Youth Center Entrance

HY205

Energy Bar

Golden Eagle 201

203

Columbia 204

Oberlin-208
Pratt-112

Carnegie-209
Princeton-111

Eastman 210

Back Entrance

Family Life Center

Gymnasium

Notre Dame

2nd Floor:
Computer Lab
Fitness Room
Free Weight Room
Dance Room

Elevator

Front Desk

Julliard Dance Studio

Main Entrance

Game Area

Auditorium

Fitness Center

HYC210 Backstage

UPA Classroom Entrance

Learning Center

Georgia Tech 231 110

Yale 231 110

Cal Poly 232 111
NYU

Staff Work Rm

Harvard 230

MIT 233

SJ State 235

Oxford 229

CAL 234

Santa Clara 236

Stanford 237

Main Entrance

Elevator

MySchool Office

Kitchen

Multi-Purpose Room

Cathedral Coffee

Noah's Park Playground

Lawn Area

Main Entrance

Reaching Out Center

Main Entrance

Prayer Center Entrance

7-22

Masonic Drive Exit

Horton First Floor

Energy Bar	Fine Arts	Art Gallery

Drama

Pick-Up and Drop-Off Area

Outdoor Lunch Area

Horton Youth Center Lobby ☆	Horton Youth Center Auditorium Padilla / Garcia Spanish

Horton Second Floor

Oberlin	Carnegie Melon

Eastman Ramirez Music

Staff Work Room

The Learning Center

San Jose State Garcia Math	Santa Clara Buensuceso Science	Stanford Dournaee Math

First Floor Family Life Center

UCLA Wustrow Math	University Research Center	Notre Dame (Gym) Fowler

Dartmouth Kim (Eng)

Computer Lab (Cornell) Guevara

Second Floor Family Life Center

Cal Poly Trotch & Tilliam English

MIT Faliero Science	Cal Avery Science

Julliard Dance Studio

Oxford Mansfield History

Main Office

Yale Chambers Science	Harvard Yau History

Science Lab Storage

Masonic Drive Entrance

Curtner Avenue

Evacuation Routes to Evacuation Site

Canoas Garden Avenue

7-23

Emergency Drill Instructions

Fire Drill Instructions

1. Fire bell will ring at 5 minutes after the start of class, to allow for late students.
2. When fire bell rings, instruct students to leave all materials behind, to stand and to in an organized fashion line up and proceed through the classroom door in the designated direction (as outlined on evacuation poster in each classroom).
3. Students are to proceed through the hallways keeping in mind the four rules of evacuation:
    a. Don't talk
    b. Don't push
    c. Don't run
    d. Don't turn back
4. Teacher is to ensure that all students exit classroom, retain **red emergency folder** and **updated rosters**, keep all students moving forward, and that all student remain quiet and attentive.
5. Students are to line up facing the school buildings in the designated parking lot location:
    Learning Center (West Parking Lot)
    Horton Youth Center (East Parking Lot)
    Family Life Center (South Parking Lot)
6. Teachers are to take attendance, report any irregularities, and have attendance collected by school administration prior to returning to classroom.
7. Students and teachers are to return to class only after school administration has cleared the evacuation location and students are to remain quiet and organized as they return to class.
8. In most cases, a follow-up email will be sent to review the procedures of the day.

Earthquake Drill Instructions

1. Teachers are instructed to begin Earthquake Drills at the time designated on the UPA activities calendar; there will be no bell or notification.
2. DROP – students and teachers are to drop to the ground, and secure a safe place close to the ground,
3. COVER – where they are covered by a sturdy table or desk, and have placed their hands over their heads,
4. HOLD – and they are to remain in place until all shaking has stopped.
5. Follow Fire Drill evacuation and attendance procedures.
6. If tremors continue while evacuating, STOP, DROP, COVER, and HOLD, until shaking stops.
7. Students and teachers can expect a longer wait to return to class, as buildings must be inspected for damage, and a decision must be made to return student to class, or implement a "parent pick-up" protocol, in situations where buildings are compromised.

<p style="text-align: center;">**Code Red Code Blue (Run, Hide, & Defend)**</p>
<p style="text-align: center;">*The contents of this message are not to be shared with any student, parent,*</p>
<p style="text-align: center;">*or other non-UPA employee. Do not post in classroom; leave inside red emergency folder.*</p>

Code Blue

When you are notified that the school is in a **CODE BLUE** scenario, this means that there is an emergency, police action, or threatening situation off-campus, not on campus but in the neighborhood of the school.

Code Blue Procedures For Students And Teachers

Lock doors.

No movement outside of the classroom.

Continue instruction.

Monitor email and phone. Wait for further instructions.

Ignore passing periods and continue with instruction through breaks and lunch as needed.

All students are to remain in classrooms, or in the case of lunch/break will be asked to move to a closed location (such as Horton), and will remain in those locations until school administration gives the okay to return to normal movement. All classroom doors should be locked. No movement of any kind by students or teachers is allowed, bathroom included. Explain to students that there is an emergency in the area and continue with studies and classroom activities.

School administration will lock all outside entrances, move all students to secure locations, remain in contact with authorities, and monitor the campus for unusual activity. Students will not pass, or attend lunch or break until the all clear is given.

Code Red

When you are notified that the school is in a CODE RED lockdown, this means that there is an emergency, police action, threatening situation, or intruder ON CAMPUS and drastic measures must take place in order to keep our students safe.

Code Red Procedures For Students And Teachers

Lock doors.

Cover door window and exterior ground floor windows.

Build door barricade.

Build interior barricade.

Turn off lights.

Cover window in door with provided cardboard slat.

Shelter in place, silently.

Monitor email and phone.

All students are to remain in classrooms, or moved to secure locations if during break or lunch, and will remain in those locations. All classroom doors should be locked. Windows should be covered or

blinds drawn. Lights should be turned off. Barricades must be built against classroom doors. Students are to shelter in place behind a second interior barricade. Students and staff are to stay quiet and should open the classroom door for absolutely no reason.

School administration will lock all outside entrances, move all students to secure locations, and remain in contact with authorities.

Further, unlike a CODE BLUE, school administration will not come around and release students and staff with a simple OK. Instead, the only way by which a classroom door should be opened, barricades dismantled, and students allowed to proceed, is through the exchange of a special code.

If a school administrator, for example, comes to your door and asks that you open the door, the teacher or staff member in charge of that classroom and those students must yell out to the school administrator a number less than 10. If the teacher yells out "6" for example, the school administrator must respond by yelling back "4" - in other words, the two numbers must add up to 10. Whatever number the teacher yells, the person at the door must be able to yell the number back that adds up to 10. That is the only way that door gets unlocked. Once cleared through this method, further instructions will be given around how to proceed with the day.

RUN, HIDE & DEFEND

Santa Clara County law enforcement and law enforcement agencies around the country are asking classroom teachers and administrators to plan for a worse case scenario, where an armed intruder gets past the locked classroom door and barricade and is able to enter the classroom:

1. Build barricade in such a way that if an intruder is able to enter the classroom, he/she is "led" in a known direction, for example, "to the right along the whiteboard" or whatever is appropriate in any given classroom, so that if the classroom teacher must defend the classroom, the teacher knows which direction the intruder will go.
2. Teachers should know what instrument (garbage can, fire extinguisher, textbook) they could use to attack the intruder and defend the classroom if needed.
3. Be sure that the classrooms are as dark as possible; a great defense is an intruder who cannot see.
4. Discuss with students what they can do to defend their classroom, particularly knowing what they can throw at the intruder if he/she gains access to the classroom (i.e. books).

Teachers, students, and school administration are not being asked nor should they ever put them selves in harms way unnecessarily, but law enforcement is asking that we reflect on these worse case scenarios and what we can do to defend our classrooms and our students.

Be aware that a Code Blue can turn into a Code Red.

Classroom And Offices Procedures

1. Code Blue speaker announcement / Code Blue Procedures
2. Wait for classroom door inspection.
3. Code Red speaker announcement / Code Red Procedures
4. Wait for classroom blockade inspection.
5. End drill announcement / reconfigure room
6. Evacuation (backpacks and jackets left behind, hands in air, silence) **(NOT IN DRILL)**
7. Post drill analysis at Lead Team.

Administrative Procedures

1. Use phone speaker to announce Code Blue, call 911 as needed.
2. Use radios to communicate who will remain in contact with law enforcement.
3. Go to assigned locations and inspect classroom doors:
   a. Dan Sr.: Family Life Center second floor, computer lab, first floor, dance room, FLC staff, lock exterior doors and FLC/UPA doors, <u>Main Office</u> (back office).
   b. Dan Jr.: Horton second floor classrooms and offices, first floor classrooms, school store, and Horton Auditorium, lock Horton front and back doors, <u>Horton lobby</u> (sound room).
   c. Matt Daugherty: sub for Dan Sr., otherwise, proceed to <u>Learning Center Back / My School stairs</u> (science closet).
   d. Tom Guevara: sub for Dan Jr., assist PE and Band, <u>Gym</u> (back storage room).
   e. Phil Hophan: first floor and second floor Learning Center, lock all exterior doors, <u>Learning Center / Staff Lounge</u> (science closet).
   f. Special Rooms:
Billy Fowler (Gym):	*408-239-7534*
Jemal Ramirez (Horton):	*415-307-5994*
Claire Westwood (Princeton):	*408-569-8300*
Marisol Reyes (Princeton):	*TBD*
Doreen (School Store):	*408-499-2874*
   g. Campus Supervisors report to Horton (Dan Jr.) & Gym (Tom Guevara)

4. Use phone speaker to announce Code Red, shelter in place, remain vigilant, and remain in communication with whoever is in contact with law enforcement (call 911).
5. Lift Code Red after confirmation with law enforcement, with code, and allow students to evacuate upon orders of law enforcement.
6. Coordinate with law enforcement and administration to triage emergency situation, site unification, and release of students to parents (as needed).
7. Refer all communications with press to administration or police.
8. Let police know of potential witnesses as soon as you become aware of them.

UPA Office Staff Procedures

- A **Code Blue** is called over the phone speaker system.
- Secure any students or visitors inside main office; allow no movement to any location.
- Lock outside entrance (which is the only door on campus that is left unlocked throughout the day)
- Close and lock main office door.
- Close office blinds.
- Monitor outside phone calls with great caution, anticipating the possibility that you could be contacted either by the intruder, police, classroom teachers, or any UPA staff member.
- Forward phone calls and messages to the Administration via radio communication, until administration arrives at Main Office.
- Remain behind closed and locked main office door until released by administration.
- Prepare for possibility of Code Red (see below).

- A **Code Red** is called.
- Barricade main office door.
- Turn off lights.
- Remain out of view behind office desk inside interior office.
- Monitor email and phone (cautiously), and whisper messages and communications.
- Secure grab and go emergency binder with updated student contacts.
- Remain sheltered in space.
- Follow same evacuation procedures as students and teachers when released from office to nearest staging area (outside main office).
- Coordinate with law enforcement and administration to triage emergency situation, site unification, and release of students to parents (as needed).
- Refer all communications with press to administration or police.
- Let police know of potential witnesses as soon as you become aware of them.

Staging Area Locations and Associated Classrooms

#1 – West Parking Lot (Horton)

#2 – East Parking Lot (Learning Center)

#3 – South Parking Lot (Family Life Center, Main Office)

Reunification Area: COF Evacuation Location (East Parking Lot near Reaching Out)

Triage Area: Horton Auditorium (inside or outside, depending upon circumstances)

SY Code Blue / Code Red Drill Scenario

- Review the aforementioned instructions (review at Professional Development):

- Participate fully in the emergency drill to be conducted on Wednesday, as your insights into what worked and did not work will be enlightening.

- On the day of the drill, we will pretend that a police cruiser has pulled up alongside the breezeway. The officer has communicated to our campus supervisor that there is a police chase in the area following a bank robbery. Campus supervisor communicates the message immediately via radio to main office, main office to lead administrator (Dan Sr., or substitute) calls for a Code Blue via phone speaker system. Phil, from his post in the Learning Center observe the police chase on foot enter the campus and the bank robber trying doors to gain admittance to Learning center. Phil radios Dan (or sub) for Code Red announcement; Code Red is announced. UPA shelters in place, police apprehend suspect, administration and campus supervisors release Code Red classroom by classroom, students evacuate upon police instruction.

Advisory Lesson Plan: Code Blue / Code Red Emergency Drill Lesson Plan

Instructions to Advisory Teachers
Please go over the points listed below with your Advisory students during Advisory class this Thursday, Friday, Monday or Tuesday. The lesson is intended to prepare teachers and students for the planned Code Blue/Code Red/Run, Hide Defend Drill that will take place at TBD.

Please identify any specific issues you see as critical to your specific classroom situation, and we will build into the drill any additional measures to address those issues. This lesson and our drill on Wednesday are intended to tease out observations about our security systems that we can improve on where needed.

Introduction
Free Write: Ask the students to take 2 minutes to write about the extent to which they feel SAFE while attending school at UPA. Invite the students to write about the reasons why or observations they have made that make them feel safe from violence on campus (focusing on exterior threats, as the national conversation is doing) and what they feel could be done to help them feel and actually be safer while attending school. Then have an open discussion with those students who want to share their writing. Make note of any especially enlightening comments the students make and send those to me as you see fit.

The Drill
Let the students know that on Wednesday, during the last half of first period, beginning at 9:15 and running for 20-30 minutes, all students, teachers and staff at UPA will be engaged in a safety drill. We should not share with the students specifically what Code Red and Code Blue mean, nor any of our specific strategies around how we conduct the drill; we do need to ensure the students take the drill seriously and conduct it how we instruct them to do so. Remember, as hard as it is for us to admit this, but a future threat could come from within the student body.

Let the students know that we are conducting the drill under the pretense that an armed bank robbery has occurred down the street from UPA (FYI Code Blue) and that the armed bank robber eventually comes to UPA to hide from the police who are chasing him (FYI Code Red).

Review the following steps that **THE STUDENTS AND CLASSROOM TEACHER** will take to address this threat.

A. Teacher Only (<u>do not share with students</u>): When the **Code Blue** is called:

1. Lock your door (classroom doors should be locked and windows covered already).
2. Close window blinds if in ground floor classroom.
3. Do not allow any student to leave the classroom, even if the period ends.
4. Continue instruction.
5. Monitor your email and room phone for further instructions.
6. Campus supervisors will clear all hallways and bathrooms and return students to classrooms when a Code Blue is called. Administrators will be monitoring the situation.

B. When the **Code Red** is called:

1. Let the students know that there is an "emergency" on campus.
2. Close window blinds immediately and ensure that ground level classroom windows are completely covered.
3. Have students create a barricade of any classroom doors by stacking whatever is manageable against the door, including file cabinets, chairs, desks, and then use backpacks and softer/smaller items to fill in the gaps in the barricade. Attempt to create a barricade that forces the intruder in a known direction if he/she was to gain entry to the classroom.
4. Have students create an interior barrier away from and out of the sight line of the door and any windows using remaining desks and chairs.
5. Have students hide behind the barrier and remain completely silent, silent, silent!
6. Turn off classroom lights and remain sheltered in place.
7. Do not open the door or evacuate students unless police enter the classroom themselves and give instructions, or by way of the special "10" code, you are asked to evacuate. (This information is not for student consumption!).
8. Monitor email and classroom phone.
9. Identify and prepare to use an instrument of last resort that can be used against an intruder who has gained entry to the classroom.
10. Call 911 if you have an additional emergency in your classroom, or if you are with an injured student.

Special Situation (please describe to students):

If a staff member, teacher, or students and staff member are caught locked out of the buildings or if engaged by an armed intruder, follow these instructions:

1. Have a survivor mentality – explain to the students that they must act quickly and carefully to protect themselves and that they have to be thinking that they will get through this emergency.
2. Avoid the fatal funnel – explain to students that the main goal is to avoid the armed intruder and if engaged to run away from the intruder in a zig-zag pattern to the safest place they can think of or to the nearest visible adult who might be just inside a locked door. We cannot cover all scenarios by description, but these are some helpful hints to survive an emergency as serious as this.
3. Shelter in that place until a UPA adult finds you and gives you further instructions.

C. Evacuation (we will not conduct this aspect of the drill until our campus wide drill in January):

1. Maintain silence as evacuation takes place.
2. Let students know that they will be evacuating with their hands on top of their heads, so that police can assure their safety. Students must also leave behind any bulky sweatshirts, jackets, etc. (no need to go into detail, but let students know that this is now what is required by law enforcement).
3. Please let the students know that when instructed by police, teachers or school administration to do anything when evacuating (walk, run, crawl, or going to a location the students are not familiar with) that they should absolutely do everything they are told without question.
4. Please let the students know that police may enter their classroom or engage them in ways that we may not expect.
5. Please let students know that they are to leave everything behind, no personal belongings, coats or anything shall be taken with them as they evacuate the classroom and building.
6. Evacuation routes and destination locations will remain the same as they are for fire drills and earthquake drills.
7. Teachers must bring with them updated attendance rosters inside of their red emergency folders. Take roll and note any knowledge you have of any missing students, where they were (computer lab, bathroom, injured). (For teacher consumption only).
8. Once evacuated, please prepare the students for the possibility that they will be released to reunite with their parents or guardians to go home, and emergency services will be on campus to handle injuries or other complications involving the incident and to not be surprised by the organized chaos that an emergency brings about.

D. Wrap-Up

1. Ask if the students have any questions and if there is time, review the above procedures by asking the students to name off each step of the code red process.
2. Send me any questions or concerns you might have regarding our procedures and I will take those under advisement.

Code Blue / Code Red Drill Analysis (January 2013)

1. Closing and locking of classroom doors.

Teachers are locking doors so that they may shut easily. Rooms (San Jose State, Yale) get too hot to close door at all times, teachers have been instructed to manage as best they can and keep students comfortable. Keys are being distributed to students leaving a door open per period (report of campus supervisors).

Action #1: Report HVAC issues to COF for resolution.

Action #2: Message teachers on using campus supervisors to run students, no keys in students' hands.

2. Covering classroom door windows.

Fire Code?

Action #3: Report to teachers results of findings and enforce as necessary.

3. Facility door repairs.

Doors around campus that are broken or that do not lock when they are supposed to, have been reported to Dan Jr. by Erin via email.

Action #4: Report door repair issues to COF for resolution.

4. Phone in NYU (3307) not working.

Action #5: Report phone repair issues to COF for resolution.

5. Communication of initial Code Blue or Code Red

Action item #6: Revise emergency plan to allow main office to code in Code Blue / Code Red with provided script, upon notice from Campus Supervisor and with confirmation of Administrator (also ensuing communications confirming lockdown).

Action Item #7: Prepare main office to further communicate to places and people who will not be reached by loudspeaker, including:

Billy Fowler (Gym):
408-239-7534
Amber Held (Gym/Dance):
310-804-2994
Jemal Ramirez (Horton):
415-307-5994
Nathan Duvaul (Princeton):
408-540-4917
Doreen (School Store):

6. Band and Physical Education Code Red

Action Item #8: Review students in Horton (attending band) and in the gym (attending physical education) Code Red practice of hiding and barricading back storage closet.

7. Prepare Dance Studio for Code Red

Action Item #9: Create a Code Red plan specific to Dance Studio with Amber Held.

8. Outward Swinging Classroom Doors

Action Item #10: Consider suggestions to teachers re: outward swinging doors.

9. Campus Supervisor Training

Action Item #11: Consider providing safety training to campus supervisors.

10. UPA / COF Cooperation and Alignment

Action Item #12: Prepare for and execute coordinated Code Blue / Code Red drill with COF and My School

11. Gym / Family Life Center Double Doors / Windows

Action Item #13: Discuss locking doors and blocking windows (temporary).

12. OTHER RECOMMENDATIONS:

Next Steps:

- Make changes to Code Blue / Code Red Plan and update emergency binder
- Notify appropriate staff members of changes to plan
- Reschedule drill
- Reassess

SAN JOSE POLICE DEPARTMENT

RUN, HIDE AND DEFEND TRAINING

**A new county wide approach to an active shooter
for schools, educational facilities and youth centers**

When: Thursday August 29, 2013
Where: CET
     Center for Employment Training
     701 Vine St, San Jose Ca 95110
Time: 10:00am-12:00pm

TOPICS:

How to deal with an active
shooter
Police Protocol
Barricading and evacuating

SPECIAL GUEST SPEAKERS:

Jimmy Trotter & Billy Coburn
Educational Operational
Consultants

RSVP!! Space is limited

Contact the San Jose Police Department's School Liaison
Unit at (408) 277-5263
Or
Email at 3376@sanjoseca.gov

Endorsed by the Santa Clara County Police Chief's Association

University Preparatory Academy

Red Emergency Folder Table of Contents

1. Campus Supervision Locator

2. Safety Drill Calendar

3. Fire and Earthquake Procedures

4. Code Red / Code Blue Procedures (AKA Intruder Procedures)

5. Student Discipline

6. Attendance Taking Procedures

7. Classroom Sign-Out / Class Pass Procedures

8. Mandated Reporting

9. Blood Borne Pathogens

School and Business Kits (Item 1 of 5)

Classroom and Workplace Disaster Preparedness Backpacks

Professional Pack   **Economy Pack**
Item# DPP101   **Item#** DPP100
$129.95* $79.95*

QUANTITY DISCOUNTS!
SPECIAL OFFER FOR SCHOOLS...
EMAIL OR PHONE FOR DETAILS!

Professional Pack $129.95*

Ideal for school, business and home. Based on program recommendations for classrooms from Santa Clara County Office of Education. Designed to help disaster victims be self-sufficient in crisis. Contains all the essentials. Hangs on wall where it's handy and visible should disaster strike. Easily carried outdoors and on trips. Contains 5 separate supplies packets for First Aid, Cleaning Wounds, Covering Wounds, Basic Tools and Additional Supplies. All supplies organized, labeled and packed with 5-year life on water and batteries.

CONTENTS LIST

FIRST AID PACKET
24 Sheer Bandages to cover small wounds
12 Cleansing Wipes for hands and wounds
 1 Fever Strip to take temperatures
 4 Disposable Gloves-for cleansing wounds
 2 small Plastic Bags to dispose of wastes
 1 CPR Mouthpiece

PACKET TO CLEAN WOUNDS
 12 Wound Cleaner Towelettes
 12 Hand Cleansing Wipes (use soap ASAP)
  4 Sterilized Water Packets to rinse wounds
200 Gauze Sponges to cleanse wounds
  2 Polytowel Liners for small work area
  2 Poly-back Sheets for large work area
 24 Disposable Gloves to handle body fluids
 10 small Plastic Bags to dispose of wastes
  2 large Plastic Bags to double bag wastes

ADDITIONAL SUPPLIES PACKET
 2 Emergency Blankets for protection
 2 Instant Ice Packs for swelling and itching
 1 Flashlight for emergency lighting
 2 Batteries, D size, alkaline
20 Disposable Cups for fluid intake
 1 box Tissues for nose discharge, etc
 2 Splints for suspected fracture

BASIC TOOLS PACKET
 1 pair Scissors, sharp with blunt tip
12 Safety Pins to mend, secure notes
 1 Tweezers, pointed forsplinters
 1 Whistle to signal help
 1 Pencil and Note Pad for messages
 4 Accident Reports *
  2 Quarters for phone calls *

PACKET TO COVER WOUNDS
 2 Adhesive Tape rolls to secure cover
12 Sheer Bandages for small wounds
 4 Gauze 2" rolls to hold wound cover
12 Gauze Pads, 3"x4" for wound cover
12 Gauze Pads, 4"x4" for wound cover
 4 Sanitary Pads to stop hemorrhage
 2 Eye Pads, sterile for eye injuries
 2 Triangle Bandages to sling or splint

* These items to be supplied by purchaser

===

<u>**Economy Pack $79.95**</u>*

Ideal for budget-minded. Designed to support class or office for the first few hours until additional response supplies can be fully deployed during disasters like flood, fire, earthquake or hurricane. Contains essential items for short-term emergency. Hangs on wall where it's handy and visible. Easily carried outdoors and on trips.

<u>**CONTENTS LIST**</u>

<u>**MEDICAL SUPPLIES PACKET**</u>	<u>**PERSONAL PROTECTION SUPPLIES</u> PACKET**
1 Adhesive Tape roll to secure wound cover	**1 Disposable Safety Vest**
6 Sheer Bandages to cover small wounds	**1 Poncho, with hood**
1 ABD Pad, sterile, 5"x9" for larger wound	**1 Dust Mask**
6 Gauze Pads, 4"x4" for wound cover	**1 CPR Mouthpiece**
30 Cleansing Wipes for hands and wounds	**2 Emergency Blankets for protection**
4 Wound Cleaner Towelettes	**4 Sterilized Water Packets to rinse wounds**
4 Antibiotic Ointment	**1 Lightstick, 12 hours emergency lighting**
8 Disposable Gloves	**1 Whistle to signal help**
1 pair Scissors, sharp with blunt end	**1 Duct Tape for temporary repairs**
2 Safety Pins to mend, secure notes	**1 Box Tissues for nose discharge, etc**
1 Tweezers, pointed for splinters	**10 small Plastic Bags to dispose of wastes**
4 Q-Tips for swabbing	**1 Pencil and Note Pad for messages**

* We can imprint your school name, logo or emblem on backpack at extra charge. Medical cross is shown for illustration only and is not included in prices listed.

Order by email: <u>*sales@sportsmarkusa.com*</u>

University Preparatory Academy Charter School

Emergency Evacuation Procedures

1	Student and Teacher Evacuation	**Teachers and students evacuate buildings and report to Evacuation Site, of if unable to proceed, students and teachers wait for emergency response and shelter in place. Upon evacuation, teachers will "grab" red emergency folder and red first aid backpack.** (West side of Cathedral of Faith, south side of Reaching Out Center)
2	Buildings Clear	**Key UPA / COF individuals take up coordinated positions and follow positions' flow chart instructions in order to clear all buildings and coordinate emergency response. Individuals will "grab" emergency first aid and communications backpack before clearing building.** (Incident Commander, Evacuation Supervisor, Evacuations Leads)
3	Safe Return	**Students are accounted for at Evacuation Site, emergencies are reported to Incident Commander by Evacuation Supervisor, through communications with Evacuation Leads.** **Safe return of students to parent / guardian as per Safe Return policies.**

School Supervision and Discipline

University Preparatory Academy Charter School
Campus Supervision Schedule 2014-2015

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7 – 8 am	Karina (open)	Jazmin (open)	Karina (open)	Jazmin (open)	Karina (open)
8 – 9 am	Karina	Jazmin	Karina	Jazmin	Karina & Jazmin
9 – 10 am	Karina & Jazmin	Jazmin	Karina & Jazmin	Jazmin	Karina & Jazmin
10 – 11 am	Karina & Jazmin	Jazmin	Karina & Jazmin	Jazmin	Karina & Jazmin
11 – 12 am	Karina & Jazmin & TBD	Jazmin & TBD	Karina & Jazmin $ TBD	Jazmin & TBD	Karina & Jazmin & TBD
12 – 1 pm	Karina & Jazmin & TBD	Jazmin & TBD	Karina & Jazmin & TBD	Jazmin & TBD	Karina & Jazmin & TBD
1 – 2 pm	Karina & Jazmin & TBD	Jazmin (7-2) & TBD	Karina & Jazmin & TBD	Jazmin (7-2) & TBD	Karina & Jazmin & TBD
2 – 3 pm	Karina (7-3) & Jazmin (9 – 3:30) & TBD	TBD	Karina (7-3) & Jazmin (9-3) & TBD	TBD (11-3)	Karina (7-3) & Jazmin (9-3) & TBD
3 – 4 pm	TBD	TBD	TBD		TBD
4 – 5 pm	TBD (11-5)	TBD (11-5)	TBD (11-5)		TBD (11-5)

SUSPENSION / EXPULSION POLICIES AND PROCEDURES

Suspension and Expulsion

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

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook that is sent to each student at the beginning of the school year. The school administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

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

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

A student identified as an individual with disabilities or for whom school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

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

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

Suspension Offenses

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

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

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

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

5. Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

12. Knowingly received stolen school property or private property.

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

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

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

and/or retaliating against that student for being a witness.

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

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

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

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

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

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

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

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

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

- Conference Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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

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

Upon a recommendation of Expulsion by the Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations:

- The pupil's presence will be disruptive to the education process

- The pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expellable Offenses

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

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

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

• Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

• Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

• Knowingly received stolen school property or private property.

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

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

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

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

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

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

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

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

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

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

serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) device similar to any of the devices described in the preceding clauses.

Authority to Expel

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

Expulsion Procedures

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

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

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

• The date and place of the expulsion hearing;

• A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

- A copy of the School's disciplinary rules which relate to the alleged violation;

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

- The right to inspect and obtain copies of all documents to be used at the hearing;

- The opportunity to confront and question all witnesses who testify at the hearing;

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

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

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

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

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the

hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

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

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

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Students With Disabilities

A pupil identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

Notification Of District

The school shall immediately notify the SCCOE and coordinate the procedures in this policy with the

county office the discipline of any student with a disability or student who the school or District would be deemed to have knowledge that the student had a disability.

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

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

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

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

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

> a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
> b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
> c. Return the child to the placement from which the child was removed, unless the parent and the School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeals

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

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

Special Circumstances

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

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

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

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

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

Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

Procedures For Students Not Yet Eligible For Special Education Services

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

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

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one

of the child's teachers, that the student is in need of special education or related services.

- The parent has requested an evaluation of the child.

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

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

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

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

Record of Hearing

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

Presentation of Evidence

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

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

Written Notice to Expel

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

1. Notice of the specific offense committed by the student

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

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:

• The student's name

• The specific expellable offense committed by the student The Board's decision to expel shall be final. The parent does have the right to appeal the Board's decision to the Board of the Santa Clara County Office Education. The County Office of Education Board may uphold the local Boards decision to expel or may overturn the expulsion. In such case, the County Boards decision is final.

Disciplinary Records

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the

Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

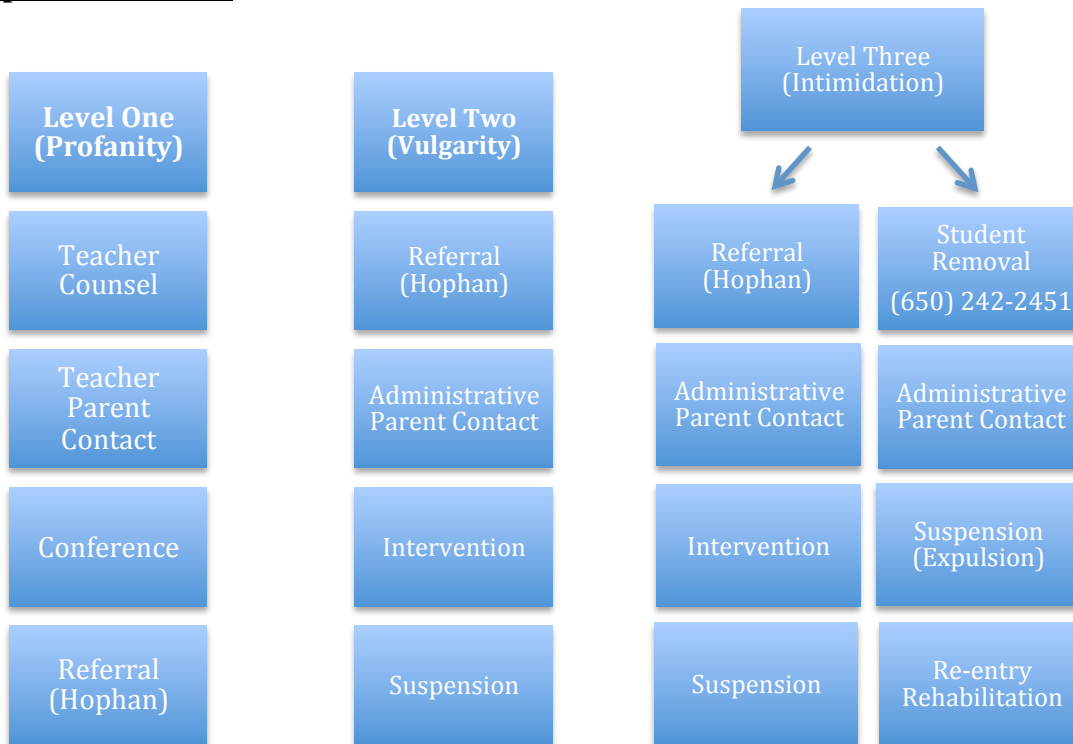## CLASSROOM MANAGEMENT AND SCHOOL DISCIPLINE PROCEDURES

Philosophy

The behavior a child demonstrates is serving a purpose for him or her, reinforced by a negative environment. If we can get at the problem, and if the school environment is supportive, we should be able to extinguish acting out. Our students need help developing communication skills, social skills, and self-management in order for students to make better choices.

We employ these and other best practices when it comes to student behavior:

- When students make poor choices, we look to restorative justice practices.

- We consider the response to intervention when applying academic treatments.

- Teachers and administrators building relationships with students in this small school.

- Teachers and administrators building and focusing upon a college going culture.

- Teachers engaging students in the classroom with excellent teaching.

- Administrators supervising the common times and spaces effectively.

- Strict expectations up front, sustained throughout school day and school year.

- Preventative discipline.

- Positive behavior support.

- Handbook scenarios lesson in Advisory.

- Documentation is not just important; it is absolutely necessary.

Discipline Procedures

Level One (Profanity)	Level Two (Vulgarity)	Level Three (Intimidation)	
Teacher Counsel	Referral (Hophan)	Referral (Hophan)	Student Removal (650) 242-2451
Teacher Parent Contact	Administrative Parent Contact	Administrative Parent Contact	Administrative Parent Contact
Conference	Intervention	Intervention	Suspension (Expulsion)
Referral (Hophan)	Suspension	Suspension	Re-entry Rehabilitation

University

Preparatory Academy
2315 Canoas Garden Ave.
San Jose, CA 95125

FOR ACTION ☐
FOR INFO ☐

STUDENT REFERRAL NOTICE

DATE: _____

STUDENT NAME: _____

TIME: _____

REFERRED BY: _____

LOCATION: _____

STUDENT INFRACTION

LEVEL ONE	LEVEL TWO	LEVEL THREE
☐ Disorderly/Inappropriate Conduct	☐ Leaving Campus without authorization	☐ Defiance/Insubordination
☐ Dress Code Violation	☐ Cheating/Falsification/Forgery	☐ Fighting/Threatening
☐ Loitering in unauthorized areas	☐ Cutting class/Truancy	☐ Gang related activity
☐ Littering	☐ Parking violation/Unsafe driving	☐ Profanity/Verbal abuse toward staff
☐ Possession of disruptive items	☐ Vandalism/School or private	☐ Theft
☐ Profanity	☐ Vulgarity	☐ Tobacco use/Possession
☐ Tardies to class/school	☐ Inappropriate use of computers	☐ Harassment/Bullying/Intimidation
☐ PE suit cuts	☐ Other	☐ Failure to serve Saturday School
☐ ID/Lanyard violation		☐ Robbery/Extortion
☐ Other		☐ Terrorist type threats
		☐ Explosive Devices
		☐ Other

PREVIOUS STEPS TAKEN BY REFERRING STAFF

The first three steps should be taken prior to a referral to the office:

1. Student Warned				Date:
2. Conference	Participants:			Date:
3. Parent Contacted	☐ email	☐ phone	☐ in person	Date:
4. Suspension From Class				Date:

Description of behavior resulting in referral (include date and time of incident):

DISCIPLINARY ACTION TAKEN BY ADMINISTRATION

☐ Counseled / Warned (see return email)
☐ Conference / Intervention (see attached report)
☐ Parent notified ☐ Phone ☐ Mail   Date:
☐ Saturday School
☐ Class Suspension   Date:
☐ In-House Suspension   Date:

☐ Out of School Suspended
☐ Police Citation
☐ Probation Notified
☐ Recommendation for Expulsion
☐ Other:

Administrator's Comments:

Administrator Signature: _____   Date: _____

Copy Distribution: Discipline File ☒   Advisor ☒   Staff Member ☒

University Preparatory Academy

ATTENDANCE TAKING EXPECTATIONS AND PROCEDURES

1. Students are to be **seated in classrooms** at the official start of the period.

2. Teachers take attendance every period using Power School within the first **5 minutes** of class (don't forget to hit "submit").

3. Attendance report is run each period by office staff to determine if attendance is taken and to confirm school daily attendance. **Office will call classroom if attendance has not been taken**, or an administrator or technology lead will be sent to the classroom if there is a technology related problem with taking attendance.

4. The **One Call System** will be employed to call parents of students who are marked absent periods one and two, for whom we have not received notification from a parent.

5. Students who are tardy first period will go directly to class. Students who are marked absent, who show up late to class, must be **remarked as tardy**.

6. Students who arrive **more than 5 minutes late** to periods 2-7 without a pass must be referred.

7. Students are **required to have a pass** if they arrive late to periods 2-7.

8. Lunchtime restriction will be applied to any student receiving two (2) or more "tardies" in one week. Repeat offenders will be referred for parent conference and intervention.

9. Attendance taking along these lines is never optional; it is a requirement of our work, and ultimately **protects students, our teachers, and our school.**

To protect instructional time, UPA students are asked to leave the classroom only in the case of an emergency or if they must use the restroom. If a student must leave the classroom, the student must sign-out using the Classroom Sign-Out (attached) and must carry with them a Class Pass. Students must return promptly to their classroom. Campus supervisors check that a student has a Class Pass and returns any students who are out of class without a pass.

Special Circumstances

✓ If attendance is unable to be taken due to **technology outage**, attendance is to be taken on emergency rosters and made available for pick-up by staff as needed. Once technology comes back on-line, please log all absences and "tardies" into Power School after the fact, OR see specific instructions over email notification.

✓ If a student arrives to your class, but is **not present on your Power School rolls**, that student is to be sent to the main office for administrative or counselor attention (this is particularly likely week one of the school year).

✓ Teaching Assistants are **not allowed** to take or enter attendance for teachers.

✓ **Substitute teachers** will be provided credentials with which to report attendance.

University Preparatory Academy			"Classroom Sign-Out"	
Teacher / Classroom:				

Today's Date	Student Name	Reason	Time-In	Time-Out

COMMON DRESS CODE (BOARD POLICY)

University Preparatory Academy students abide by what is known as *common dress*. Dressing for success fits with UPA's high academic expectations it has for all UPA students. UPA's common dress is also intended to assist in the creation of a positive learning environment. We expect parents and guardians to actively support the following common dress guidelines:

General Expectations
1. All clothing must fit properly and appropriately.
2. Any clothing, jewelry, accessories, hairstyle, footwear, or body adornment that creates a disturbance, interferes with the educational environment, or is a safety hazard is not allowed.

Approved Tops
1. Polo shirt, oxford shirt, and crewneck sweatshirts purchased from UPA approved vendors
2. Long sleeve or short sleeve
3. White, navy blue or light blue color
4. Official academic college sweatshirt in any color (sports teams are not allowed)
5. School sponsored organization and event polo shirts, oxford shirts, and crewneck sweatshirts purchased from UPA approved vendors (designs must be approved by school administration)
6. School sponsored organization and event t-shirts (designs must be approved by school administration) may be worn for one week following the school sponsored event
7. Outer jackets and sweatshirts may be of a solid white, navy or light blue color with no emblems and may be removed and carried upon entering a school building. These do not require a school logo, however an approved top must be worn under outer jackets and sweatshirts

Approved Bottoms
1. Pants, shorts, (cargo pocketed pants and shorts not allowed) skirts and skorts
2. Navy blue or khaki color
3. Dress khaki material

Approved Footwear
1. Shoes, sneakers and laces that are appropriate for an academic or professional environment
2. Boots with a solid rubber sole, of normal height, and without steel toe or other unsafe features
3. Majority solid color
4. For safety reasons, flip-flops, slippers, and open toed shoes may not be worn

Additional Common Dress Guidelines
1. Sunglasses, visors, hats and hoods may not be worn unless for religious or medical reasons
2. Backpacks or rolling cases must be a solid color with no writing on them except the product logo.
3. Jewelry must be fit to the neckline, wrist or ears. Spiked or studded jewelry is not permitted for safety reasons.
4. Undershirts must not be longer than the common dress shirt worn over top.
5. Free dress days and spirit days will on occasion be earned by the student body and will specifically designate what reasonable and appropriate clothing is allowed for that day.
6. Students are restricted from "showing colors or gang affiliation" as part of their dress code or on free dress days.
7. Physical Education Uniform (will be provided in course syllabus)

Enforcement of Common Dress

The Executive Director or designee will make the final decision on admissibility of clothing. Any grievances concerning the dress code should be submitted in writing to the Director of Student Services. If there is any doubt, ask first and then wear.

Dress code is required while on school property or at school events, unless otherwise specifically designated.

Students in violation of the dress code will be asked to "fix" their dress if possible and will be assigned one day of lunchtime detention for that violation.

Students who are unable to "fix" their dress will be asked to call home to retrieve new clothes for the day before they are permitted to attend class.

A second violation of the dress code will result in one week of lunchtime detention, and a third violation will result in suspension from school. Repeated violations will result in a mandatory meeting between parent, student and the Director of Student Services before the student will be allowed to return to school.

University Preparatory Academy Charter School

UPA STUDENT DRIVER/ STUDENT VEHICLE RULES AND EXPECTATIONS (Board Policy)

A UPA student, who is of age and has earned a qualifying license that allows him or her to drive to and from school alone, must complete the attached **"student driver permit application"** before driving to school. The student driver application requires a student to:

• Identify themselves and their vehicle and provide contact information • Show proof of insurance for a vehicle that is in good operating condition (copy) • ' Show proof of vehicle registration (copy)

• Show proof of provisional drivers Licensure (copy)

• Sign and date the application (parent and student) Signing the student driver application signifies that both student and parent have read and understood the following rules and expectations for driving on and around the UPA campus:

   o Display authorized parking decal at all times on front windshield
   o Vehicle must remain in good operating condition
   o Park only in the west parking lot, and never alongside the school building
   o Abide by all traffic laws, and rules of the road, and abide by all license restrictions
   o Enter and exit the parking area following the directional cones
   o Operate their vehicles in a safe and courteous manner while on school property and while using public roads to and from school or face the possible suspension or revocation of driving privileges
   o Students may not visit their car during the day without administrative permission
   o Students may not leave campus with their car, or leave and return at any point in the day
   o Students may not leave car on premises more than 30 minutes after the end of the school day or school activity

Student cars parked in a school parking lot are subject to search when school officials have reasonable suspicion that a student has broken a school rule or law

University Preparatory Academy and / or Cathedral of Faith does not guard or assume care, custody, or control of your vehicle or its contents, and in no way is responsible for fire, theft, damage, or loss.

Students must reapply each school year for permission to drive to school. Student drivers who are included on the weekly tardy report, who are at-risk academically (1 or more D/F grade), or who are disciplined for breaking school rules will be subject to suspension or revocation of parking privileges. The consequences for breaking any of the aforementioned rules and expectations may result in:

1. Your application and permission to drive and park a car on the UPA campus will be revoked for the remainder of the semester, school year, or permanently
2. School disciplinary action
3. Police citation

University Preparatory Academy Charter School

Student Policy #5 Use of Mobile Digital Devices
Administrative Regulation #5

Philosophy

The use of mobile digital devices to assist students and teachers in improving learning and make the learning process more enjoyable for students is encouraged. The processes and procedures below are intended to ensure appropriate use of the school's Wi-Fi network and use of mobile devices by students and staff while on any part of the UPA campus and grounds at 2315 Canoas Garden Ave, San Jose CA 95125 (grounds of the Landlord).

Definitions

Mobile Device:

A generic term used to refer to a variety of devices that allow students and staff to access data and information (through Wi-Fi) from wherever they are on campus. These devices include video game consoles, cell phones, smart phones, electronic tablets, digital audio players and laptops.

Wi-Fi:

A technology that allows an electronic device to exchange data wirelessly using radio waves over a computer network including high-speed internet connections

Instructional purposes: As defined at UPA, "instructional purposes" includes any Wi-Fi activity connected to classroom instruction, usually assigned or permitted by the teacher to facilitate learning, complete assignments, and conduct research.

Use of Mobile Devices Regulations:

The academic use of mobile devices, including cell phones, laptops, tablets and other devices as outlined in the definitions above is permitted provided the following procedures are met:

1. Students bring mobile devices to school at their own risk. UPA does not assume responsibility for the safe keeping of those devices.

2. Student use of mobile devices for academic purposes within the classroom falls under the direct jurisdiction of the classroom teacher. The teacher at his/her discretion may allow/disallow the use of any mobile device(s) in their classroom.

3. Student use of laptops, tablets, and smart phones for classroom/instructional use only is permitted on the campus and grounds of the Landlord.

4. Student use of cell phones to make phone calls or text messaging is not permitted during school time from the start of period 1 through the end of period 7 for all students regardless of their last period of the day. Cell phones must remain off and in the student's backpack throughout the day, before school, break, and during lunch.

5. All UPA students must agree to and abide by this regulation and other rules published in the Student Handbook on pages 31-32.

Infractions on the Use of Mobile Devices:

Infractions of the regulations outlined above will lead to action ranging from a warning, confiscation of the mobile device, to severe disciplinary action deemed appropriate to the infraction(s).

Created 10/15/12

STUDENT HEALTH

HEALTH SCREENING CALENDAR AND DOCUMENTATION

University Preparatory Academy Screening Plan

Screening Task	Specific Requirements	Administrator	Ed Code Reference
Scoliosis (Boys)	8th Grade	SCCOE Nurse	49452.5
Scoliosis (Girls)	7th Grade	SCCOE Nurse	49450-49457
Vision	8th Grade	SCCOE Nurse	49450-49457
Hearing	8th Grade	SCCOE Nurse	49450-49457
Immunizations	Polio DT,Td Hepatitus B MMR TB Varicella	Parent / Guardian	49403 3380-89.7

Checklists for Scoliosis Screening

For the Administrator

This checklist provides a number of items that are essential for a good scoliosis screening program in the school and can be used to plan your program.

Is the school doing the scoliosis screening on all grade seven girls and grade eight boys as required? (*Education Code* Section 49452.5) Yes ___   No ___

Does the screener meet the state requirement for performing this service? Yes ___   No ___

Has the screener had the appropriate in-service training to perform this service? Yes ___   No ___

Is a lesson conducted in the classroom on scoliosis and its potential effects on growth and development? Yes ___   No ___

Has the trained screener been provided with the necessary forms and appropriate space? Yes ___   No ___

Is there a follow-through plan for rescreening and making the necessary school adjustment to accommodate the student? Yes ___   No ___

Has the school identified community resources for students needing referral? Yes ___   No ___

Does the school have a plan to coordinate with community agencies offering gratuitous help? Yes ___   No ___

Have parents been informed in writing in their primary language about the scoliosis screening program and their right of refusal to consent for the child's participation? Yes ___   No ___

Are screening and recording work sheets available? Yes ___   No ___

Is a report form to parents available? Yes ___   No ___

Is a referral form available? Yes ___   No ___

Is there a check sheet for referral follow-up? Yes ___   No ___

Are data sheets for including information about requirements for state reimbursement available? Yes ___   No ___

Has a schedule been made for necessary ancillary services (persons for screening assistance, recording, custodial services)? Yes ___   No ___

Has a suitable physical environment been selected? Yes ___   No ___

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Report of School Vision Test

(This form is approved by the California State Superintendent of Public Instruction, as required by California *Education Code* Section 49456, for reporting results of vision testing to parents and guardians and for obtaining recommendations from the professional examiner.)

Dear Parent/Guardian:

Your child recently received a vision test at school.

The following results were obtained:

Optotype test: right eye 20/_____   left eye 20/_____

Additional procedures _____

Comments _____

_____

It is recommended that your child's eyes be examined by an eye or vision practitioner.

It is requested that you take this form with you, have it completed by the examiner, and then return it to your school's health office.

Name of school _____

Address _____

Date _____   Grade __ Teacher _____   Phone _____

_____

(Signature of school nurse)

English Version: Report of Vision Test to the School				
Name of student	School	Grade	Date examined	Date of re-examination
Visual acuity		**Lens requirements**		
Without lens R 20/____ L 20/____	*With lens* R 20/___ L 20/___	*Results* o Correction not required for right eye o Correction not required for left eye o Glasses o Contact lens	*Frequency* o Wear at all times o Wear for close work o Wear for distance only	
Diagnosis			**Recommendation** (special seating, large print, special education placement, etc.)	
Examiner's signature		Address		Phone Number

[If you have comments or questions regarding this translation, please contact the California Department of Education, Clearinghouse for Multilingual Documents at cmd@cde.ca.gov.]

Translated Version: Report of Vision Test to the School					

Name of student	School		Grade	Date examined	Date of re-examination

Visual acuity		Lens requirements			
Without lens	*With lens*	*Results*		*Frequency*	
R 20/____	R 20/___	o Correction not required for right eye		o Wear at all times	
L 20/____	L 20/___	o Correction not required for left eye		o Wear for close work	
		o Glasses o Contact lens		o Wear for distance only	

Diagnosis		**Recommendation** (special seating, large print, special education placement, etc.)	
Examiner's signature		Address	Phone Number

I give permission to share this information with the school.

_____
(Signature of parent)

Two to three weeks before the screening date:

Has there been confirmation from appropriate personnel as
to dates and locations for screening and rescreening?　　Yes ___　　No ___

Are the screening and recording forms available?　　Yes ___　　No ___

Has there been an education program scheduled for students as
close to the screening date as possible that includes instruction
on the screening process?　　Yes ___　　No ___

Has information been sent to the parent/guardian regarding
the scoliosis screening program? If the district requires parent/
guardian consent, have the consent forms been sent?　　Yes ___　　No ___

Is there a plan for follow-up procedure(s)?　　Yes ___　　No ___

One week before the screening date:

Is the screening roster updated and ready for use?　　Yes ___　　No ___

Have staff and volunteers been reminded of screening dates
and locations?　　Yes ___　　No ___

Was an information item included in the school bulletin
or newspaper?　　Yes ___　　No ___

Have the facilities been checked for appropriate lighting, room
temperature for comfort, and privacy?　　Yes ___　　No ___

The day before the screening:

Has a selected staff member, such as a physical education
instructor, been designated to review with students the
preferred clothing for scoliosis screening?　　Yes ___　　No ___

Is there a supply of forms necessary for the program?　　Yes ___　　No ___

Is the screening area set up for the scoliosis screening?　　Yes ___　　No ___

Are separate areas set up for boys and girls if screening is to
be done at the same time?　　Yes ___　　No ___

Are there paper exam gowns for girls who may have forgotten
to be appropriately attired?　　Yes ___　　No ___

If parent/guardian consent forms are used, have the completed
forms been received by the school?　　Yes ___　　No ___

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For the Screener to Set Up and Organize the Screening

**Have educational materials been prepared to present
to students, parents, and the community:**

For student orientation?	Yes ___	No ___
For staff orientation?	Yes ___	No ___
For in-service training?	Yes ___	No ___
About the screening date?	Yes ___	No ___
About a screening date for absentees?	Yes ___	No ___
About a rescreening date?	Yes ___	No ___

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University Preparatory Academy Charter School

PROTOCOL FOR ADVISING STUDENTS

Introduction
Teachers are the front lines of advising students who come to their teachers with problems, issues, and trauma in their personal and school lives. We need to allow that community of support to thrive at UPA, though we also need to understand and adopt a protocol for these encounters that keeps students safe and respects liability issues.

Mandated Reporting
UPA teachers have encountered the following examples of where students have decided on their own, or with the help of their friends, to seek help from teachers, and in these cases our responsibilities as mandated reporters applies:

- Domestic child abuse, neglect, or abandonment
- Alcohol and drug abuse affecting home environment
- Domestic violence
- Sexual assault

Mandated Reporting Protocol
1. When you sit with a student and it looks like you might be called on as a **mandated reporter** given what the student has reported to you, allow the student to speak openly, using **clarifying** (not investigatory or biased) questions that will help the student tell the whole story, and **refrain from offering advice**; just be a great listener.

2. Take notes, or after the discussion **write down** as much of the detail of the story you can remember, as these details will be important when speaking with CPS.

3. Be prepared to answer the potential request of the student to keep what they are telling you **confidential**. If asked, teachers should let the students know that certain things must be reported to **someone who can help**. In other cases where mandated reporting might not be required, a student should be encouraged to and told that it will be necessary to contact a parent with what is troubling them (except in the case where the parent is implicated).

4. When the student has finished telling their story, you may want to secure the student in a **safe place** as necessary. You should notify both the appropriate grade level counselor and the Director of Student Services or in his absence the Executive Director, of the situation, and you will need to **call CPS**. The Director of Student Services or the appropriate counselor will help you make that phone call and will need to provide demographic data if you do not have access to that data that CPS requires.

5. Following the phone call to CPS, you will need to **fill out and mail a CPS report**, as well as provide a copy of that report to the Director of Student Services. Retain a copy for yourself.

6. Depending on the situation, the Director of Student Services will assist in deciding whether **parents or law enforcement** will need to be contacted, and what next steps are necessary for the student.

7. When checking back with the student after making a CPS call, the student should not be asked how the CPS proceedings went and **please refrain from giving advice** beyond comforting the student or offering to listen again if the issues persist. School administration or counselors will ensure that the student has the information they need from professional services around how to report additional instances of the abuse and how to seek continued support.

8. Please note that it is **unlikely** that CPS will provide school officials or the mandated reporter any information related to the investigation.

Advising Students

UPA students also report issues and problems that fall outside of mandated reporting guidelines. These include but are not limited to:

- Self-harm (cutting)
- Mental health related concerns (depression)
- Bullying
- Drug, alcohol, weapons or other behavioral concerns involving other students' actions
- Social issues
- Academic issues

Advising Students Protocol

1. **Listen** to the student's concern and **refrain from giving advice** that would be more appropriately given by counselors, administrators, law enforcement, or a parent.

2. Again, manage the student's expectations around **confidentiality**. Please encourage the student to go to the appropriate counselor or administrator, to allow you to report the matter, or offer to bring the student to a counselor or administrator to report the matter with you. The counselor or administrator will ensure the student speaks with their parent as well.

3. **Report** in a timely manner the concern to the appropriate counselor and to the Director of Student Services as quickly as possible. One of those individuals will provide feedback to you as to the progress of any investigation and follow-up with the student. Teachers should not contact parents with these issues before speaking with the counselor.

Counseling Department Guidelines

1. When a student is referred to the counseling staff per the aforementioned protocol, counselors will interview the student in a timely manner and will utilize the Santa Clara County Mental Health TALK **(tell, ask, listen, and keep safe)** protocol for handling students who present mental health issues.

2. Counselors will receive **training and certification** as a Suicide Alert Helper, provided by Santa Clara County Mental Health.

3. Following the interview, the counselor will **contact the parent** of the student, and share the details of the interview and the initial report with the parent. The counselor shall document the meeting or phone call held with the parent.

4. Having notified the parent, the counselor will **encourage the parent** to utilize existing family health care resources to have the student meet with a primary care physician or specialist.

5. Where the parent is **unable to access health care services**, and self-harm or mental health is a concern, the Santa Clara County Mental Health suicide and crisis hotline phone number (1-855-278-4204) and resource pamphlet shall be provided to the parent and the recommendation to seek help given.

   Please note: the SCC suicide and crisis hotline phone number and resources may not be provided to a student directly, rather these resources should be provided to the parent of the affected student.

6. The counselor should confirm and document with the parent, that action (or the decision not to act) on the **counselor's recommendation** to seek help was taken.

7. The counselor shall follow-up with the parent, student and appropriate staff on a regular basis in order to **monitor academic progress**.

8. The counselor shall report to the Director of Student Services on each occasion where a mental health referral is made, so that the **determination of need for a 504 Plan** is considered.

SERVICE DOGS (BOARD POLICY)

Service dogs are permitted on University Preparatory Academy ("UPA") property and/or at UPA-sponsored activities for persons with disabilities. Service dogs whose behavior poses a direct threat to the health or safety of others or is disruptive to the campus community may be excluded at the time of the threat/disruption, regardless of training or certification. In a continued effort to provide a safe working and learning environment for the entire school community, UPA will not permit a service dog on the UPA property and facilities unless the guidelines noted below are met.

A service dog is individually trained to the requirements of the individual with a disability, including, but not limited to, minimal protection work, rescue work, pulling a wheelchair, or fetching dropped items.

The work or tasks performed by a service dog must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well- being, comfort, or companionship do not constitute work or tasks. As such, therapy or companion dogs, including pets, are not service dogs and are not permitted on the UPA property and facilities or at UPA-sponsored activities.

Requirement of Service Dogs and their Handlers
Training: A service dog must be specifically trained by a professional service animal training program to perform a service function.

Identification: The service dog should wear a harness, cape, identification tag or other gear that readily identifies its working status.

Control: The student handler must be in full control of the service dog at all times.

Care of Service Dog: The care and supervision of a service dog is solely the responsibility of its student handler.

Leash: The service dog must be on a leash at all times.

License and Tags: All service dogs should be licensed by the San Jose Animal Care & Services and wear such license and an owner identification tag.

Clean Up Rule: The student handler must always carry equipment sufficient to clean up the dog's waste, immediately remove the waste, and be responsible for the proper disposal of the dog's waste.

Vaccinations: The service dog must have a current rabies vaccination.

Conditions for Keeping a Service Dog
- The student handler of a service dog may be asked to remove his/her dog from UPA property and/or facilities at the time of the disruption if it is unruly or disruptive (e.g. barking, running around and causing disruption). If the improper behavior happens repeatedly, the handler may be required to take significant steps to mitigate the behavior before bringing the dog onto UPA property and/or facilities. Mitigation may include muzzling a barking dog, obtaining a refresher training course for both the dog and the handler, or other appropriate measures. If any service dog behaves aggressively or causes injury to staff or students, the dog must be immediately removed from the UPA property and/or facilities until the situation is resolved.

- Service Dogs must meet the following standards: *Public appropriateness standards:* • Clean, well-groomed with no offensive odor. • Does not urinate or defecate in inappropriate locations. • Treated for and kept free of fleas and ticks. *Behavior standards:* • Does not disrupt the normal course of school business; solicit attention, visit or annoy, solicit or steal food or other items from any member of the staff or student population; or vocalize unnecessarily (e.g., barking, growling or whining). • Shows no aggression towards people or other animals (e.g., showing teeth, barking, growling, jumping on individuals). *General training standards:* • Works calmly and quietly on harness, leash, or other tether. • Performs tasks in the school setting and lies quietly beside the student handler without blocking aisles, doorways, etc. • Trained to urinate and defecate on command.

Administrative Responsibilities
- Before an individual may bring a service dog onto the UPA campus, the Executive Director or designee shall first provide written notification to all parents/guardians of UPA students, requesting information regarding whether their child has any known allergies, asthma, or other health-related conditions that may be affected by the dog's presence on the UPA campus. If the Executive Director or designee determines that a UPA student or staff member has a health-related condition that would be affected by the presence of the dog and reasonable accommodations cannot be made to honor a request to utilize a service dog on campus, the Executive Director or designee may deny the individual's request to bring the dog into the classroom.

- UPA staff must allow a service dog to accompany the student handler at all times and everywhere on campus, within UPA property, except where service animals are specifically prohibited due to health, environmental, or safety hazards.

- UPA staff should direct staff, students, and other persons to refrain from petting, feeding, or deliberately startling a service dog.

- UPA staff should immediately report any disruptive behavior of a service dog to the Executive Director. No attempt should be made by the UPA staff member to separate a student from his/her service dog.

Service Dogs in Training

To ensure the safety and security of the school community, students, staff, and community members who are training service animals, voluntarily or for compensation, are not allowed to bring the service animal in training to UPA property and/or facilities or to participate in UPA-sponsored activities.

SMOKE FREE ENVIRONMENT POLICY AND ADMINISTRATIVE REGULATION

Board Meeting of August 28, 2014

To: Board of Trustees

From: Executive Director

Subject: Approve Smoke Free Environment Policy and Administrative Regulation

Santa Clara County Office of Education contacted the Executive Director regarding adoption of a Smoke Free Environment Policy. For the Board's information, UPA makes reference to prohibition of smoking and use of tobacco products and e-cigarettes but does not have an actual "stand alone" policy regarding promotion of a Smoke Free Environment. Such a policy is needed in order for the school to qualify for state funds from the Tobacco Use Prevention Education program (TUPE).

The deadline for submission of the TUPE application including submission of the Board's policy on a Smoke Free Environment in order to qualify for funding has passed. The amount of funding for UPA to implement a smoke free program including smoking cessation programs would have been very small. However, for future funding should the school wish to apply and because it is in the interest of all the UPA community to promote good health, a Board Policy and accompanying Administrative Regulation regarding a Smoke Free Environment has been developed and is provided for the Board's consideration and adoption.

PROPOSED POLICY ON SUICIDE PREVENTION AND MENTAL HEALTH PROMOTION

(DRAFT – FIRST READING)

All schools in California are being asked by the State Superintendent of Public Instruction to develop policies on suicide prevention. As the Board is aware this is a growing problem among today's youth. Indeed through the fine efforts of our own staff we believe we have helped some students who have

entertained such thoughts or who have contemplated harming themselves.

During the spring of 2013-14, the Executive Director conducted various grade level parent and student meetings to determine priorities for our Local Control Accountability Plan. One of the highest-ranking priorities for parents and students was mental health and wellness. This policy and accompanying Administrative Regulation are a very important start in meeting this high priority. The policy and Administrative Regulation outline school efforts in developing an effective program designed to meet student needs.

Attached please find a draft Student Policy #6, Suicide Prevention and Mental Health Promotion and accompanying Administrative Regulation for your review. The Policy and Administrative Regulation were adapted from model policies and regulations suggested by the State Department of Education.

The Executive Director is recommending that the Board review the draft policy and Administrative regulation and be ready to adopt the policy and regulation at the September Board meeting.

University Preparatory Academy

Suicide Prevention and Health Promotion Policy – Student Policy #6

The UPA Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures.

The Executive Director or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies may include, but are not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The school's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and find help for students at risk of suicide. The training shall be offered under the direction of the school's Professional Development Coordinator and/or in cooperation with one or more community mental health agencies

and may include information on:

- Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors;
- Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior;
- Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
- School and community resources and services for students and families in crisis and ways to access them;
- School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Intervention

Whenever a UPA staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged through the education program and in school activities to notify a teacher, a school administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made by a member of the student body or staff on campus or at a school-sponsored activity.

University Preparatory Academy Administrative Regulation – AR #6

Suicide Prevention and Health Promotion

Prevention and Instruction

UPA's suicide prevention curriculum is to be addressed in Advisory Classes and shall be designed to help students to:

- Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide;
- Identify alternatives to suicide and develop coping and resiliency skills;
- Learn to share feelings and get help when friends are showing signs of suicidal intent;
- Identify community crisis intervention resources where help is available and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

- Annual in-service suicide prevention training will be conducted in order for UPA staff to learn to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify community resources. Staff will learn to identify potentially suicidal students, to take preventative precautions, and to report suicide threats to the appropriate authorities. Training will be offered under the direction of trained counselors/psychologists.

- Staff shall promptly report suicidal threats or statements to the Executive Director or designee who shall promptly report threats or statements to the student's parents/guardians and take appropriate action until the parent or guardian arrives.

Immediate Intervention for a Suicide Threat or Attempt

When a suicide attempt or threat is reported, the Executive Director or designee shall:

- Ensure the student's physical safety by one of the following, as appropriate:

- Secure immediate medical treatment if a suicide attempt has occurred,

- Secure law enforcement and/or other emergency assistance if a suicidal act is being actively threatened,

- **Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene. THE STUDENT MUST NOT BE LEFT ALONE.**

- Designate specific individuals to be promptly contacted, including the school counselor, Executive Director or designee and/or the student's parent/guardian, and as necessary, local law enforcement or mental health agencies;

- Document the incident in writing as soon as feasible;

- Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed;

- Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school;

- Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions;

- Document the steps taken in the student's record;

- Develop an effective plan for reintegration of the student back into UPA following the crisis.

Intervention after a Death Suggested to be Suicide

When a tragedy occurs and a student dies, the Executive Director or designee shall:

• Contact the President of the Board. School staff will be reminded to identify and provide counseling to any student who might have known or been connected in any way with the student who died.

• Call an emergency staff meeting to relay known information and formulate appropriate procedures for supporting students, staff, and parents. **The death should not be called a suicide.** This is a legal determination that can only be made by the coroner's office. **It should be referred to as a death or a tragic death.**

• Talk with students who were in class with the student by going to that classroom.

• Contact other students who might know the student in direct, one-to-one conversations.

• Provide counseling support to students. Contact additional psychologists/counselors to increase the available support. Have a place available for students to go to (Support Room) and walk around campus to be available for any student needing support. Counselors should follow the student's schedule and be available to assist the students and teachers in those classes. Students must be allowed to grieve, but there should be no large group gatherings such as an assembly. Students should not be allowed to congregate in groups without adult supervision. Identify any students who might be at risk and call them in to talk.

• Contact the family to express condolences and to let them know what the school is doing. Ask when the family would like the student's personal items returned to them.

• Designate a spokesperson that will respond to questions and inquiries from the media.

• School will be conducted as usual to the greatest extent possible. In no case should school be canceled.

• Prepare a note to send home to parents indicating that a tragic death has occurred and that post intervention procedures and counseling have begun.

• If appropriate, schedule a parent meeting as soon as possible to help parents deal with the issue and to advise them how to help students.