
Charter Petition

for Reauthorization

September 9, 2019



University Preparatory
Academy

RECEIVED
SEP. 9 REC'D
CHARTER SCHOOLS DEPARTMENT

Mary Ann Dewan, Ph.D., County Superintendent of Schools

CHARTER REVIEW MATRIX – COUNTYWIDE

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: University Preparatory Charter	Name: David Porter	Petition Received:	
Location of Proposed School(s): 2315 Canoas Garden Ave, San Jose, CA 95125	Title: Executive Director	Public Hearing: (30 days from receipt)	
Grade Level: 7-12	Phone/Cell: 408-723-1839/408-460-5912	Board Decision: (60 days from receipt)	
District of Proposed Charter School: Santa Clara Countywide Benefit	Email: dporter@upatoday.com	<input type="checkbox"/> 30 day extension granted (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding.*
- Applies to Petition Renewals*
- Applies to Material Revisions and Renewals Only*

REQUIRED ELEMENTS: Education Code § 47605.6 (b) (1)-(6)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22-68
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6-20
<input type="checkbox"/> The petition contains the required signatures? (not required for renewals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-5
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2-3
<input type="checkbox"/> The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605.6(a)(1)				
	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A
NOTIFICATION UPON APPROVAL: Education Code § 47605.6 (j)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The department (California Department of Education) • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/A

REQUIRED AFFIRMATIONS: Education Code § 47605.6(e)(1)		Yes	No	N/A	Page
<input type="checkbox"/>	Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4-5

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal or Material Revision (CCR) Title 5 Section 11966.4			
	Yes	No	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	Appendix F
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	Throughout
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	14-21
<input type="checkbox"/> Annual visits and annual reports, including correcting and deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	N/A
<input type="checkbox"/> <u>Documentation</u> that charter has met minimum academic performance criteria per 47607(b)	<input type="checkbox"/>	<input type="checkbox"/>	13-20
<input type="checkbox"/> Past performance of academics and operations and future plans for improvement establish likelihood of success.	<input type="checkbox"/>	<input type="checkbox"/>	13-20
<input type="checkbox"/> <u>Includes updates to comply with all laws that have gone into effect since previous approval or renewal</u>	<input type="checkbox"/>	<input type="checkbox"/>	Appendix A
Strengths:			
Areas of Concerns:			
Conclusions			

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605.6(A-P)				
A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	26-28
	Age, grade levels and number of students	<input type="checkbox"/>		26-28
	• Number of students per class room	<input type="checkbox"/>		26-28
	• Maximum enrollment predicted for school	<input type="checkbox"/>		26-28
	Type of desired student populations	<input type="checkbox"/>		26-28
<input type="checkbox"/>	2. Attendance		<input type="checkbox"/>	28-30
	• Describes whether multiple sites will be included	<input type="checkbox"/>		N/A
	• Indicates proposed opening date(s)	<input type="checkbox"/>		N/A
<input type="checkbox"/>	Attendance requirements		<input type="checkbox"/>	28-30
	• Includes length of school day and year	<input type="checkbox"/>		28-30
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	<input type="checkbox"/>		28-30
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	<input type="checkbox"/>		N/A
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21st Century		<input type="checkbox"/>	23-25

<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners	<input type="checkbox"/>	23-25
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>	23-25
<input type="checkbox"/>	4. Description of How Learning Best Occurs	<input type="checkbox"/>	25-26
	Persuasive instructional design	<input type="checkbox"/>	30-42
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>	30-42
	• Description of instructional approaches and strategies	<input type="checkbox"/>	30-42
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>	30-42
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>	23
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>	30-42
	Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>	42-44
	Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>	30-42
	Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>	42-59
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>	30-42
	Educational Program describes professional development for teachers	<input type="checkbox"/>	59-60
	Minimal instructional time	<input type="checkbox"/>	28-30
	Includes school calendar	<input type="checkbox"/>	28-30
<input type="checkbox"/>	5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)	<input type="checkbox"/>	N/A
<input type="checkbox"/>	6. English Learner Services	<input type="checkbox"/>	44-51
<input type="checkbox"/>	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.	<input type="checkbox"/>	44-51
<input type="checkbox"/>	Staff members providing English Learner Services are appropriately credentialed.	<input type="checkbox"/>	44-51
<input type="checkbox"/>	A description of the manner in which students are identified as requiring English Learner Services	<input type="checkbox"/>	44-51
<input type="checkbox"/>	A description of the process for reclassification of English Learners	<input type="checkbox"/>	44-51
<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)	<input type="checkbox"/>	44-51
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners	<input type="checkbox"/>	44-51
<input type="checkbox"/>	Petition tells how English Learners will be reclassified and how English Learners will be monitored	<input type="checkbox"/>	44-51
	Strengths:		
	Areas of Concerns		
	Conclusions		
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052	<input type="checkbox"/>	60
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP	<input type="checkbox"/>	60
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities , as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	<input type="checkbox"/>	2019-20 LCAP
	<input type="checkbox"/> A. Conditions of Learning	<input type="checkbox"/>	2019-20 LCAP
	(Priority 1) Basic Needs	<input type="checkbox"/>	2019-20 LCAP
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	2019-20 LCAP

(Priority 7) Course Access	<input type="checkbox"/>		2019-20 LCAP	
<input type="checkbox"/> B. Pupil Outcomes	<input type="checkbox"/>		2019-20 LCAP	
(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>		2019-20 LCAP	
(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>		2019-20 LCAP	
<input type="checkbox"/> c. Engagement	<input type="checkbox"/>		2019-20 LCAP	
(Priority 3) Parental Involvement	<input type="checkbox"/>		2019-20 LCAP	
(Priority 5) Pupil Engagement	<input type="checkbox"/>		2019-20 LCAP	
(Priority 6) School Climate	<input type="checkbox"/>		2019-20 LCAP	
Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>		63-66	
<input type="checkbox"/> Racial/Ethnic groups	<input type="checkbox"/>		63-66	
<input type="checkbox"/> Low-income students, including homeless students	<input type="checkbox"/>		63-66	
<input type="checkbox"/> English learners	<input type="checkbox"/>		63-66	
<input type="checkbox"/> Students with disabilities	<input type="checkbox"/>		63-66	
<input type="checkbox"/> Foster youth	<input type="checkbox"/>		63-66	
<input type="checkbox"/> 8. Transferability of High School Courses EC 47605.6 (b) (5) (A) (iii)		<input type="checkbox"/>	42	
If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>		42	
<input type="checkbox"/> Transferability of courses to other public high schools; and	<input type="checkbox"/>		42	
<input type="checkbox"/> Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>		42	
<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>		42	
Strengths:				
Areas of Concern:				
Conclusions				
i	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes (with verifiable written assurances)		<input type="checkbox"/>	51-59
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	51-59
	• Discussed special education responsibilities of charter	<input type="checkbox"/>		51-59
	• Discussed application of SELPA policies	<input type="checkbox"/>		51-59
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	51-59
	• Includes fiscal allocation plan	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	If charter not an independent LEA (School of SCCOE for Special Ed):		<input type="checkbox"/>	51-59

	<ul style="list-style-type: none"> Clarifies in charter the responsibilities of each party for service delivery 	<input type="checkbox"/>		51-59
	<input type="checkbox"/> Referral	<input type="checkbox"/>		51-59
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		51-59
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		51-59
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		51-59
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		MOU
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		MOU
<input type="checkbox"/>	If charter is own LEA		<input type="checkbox"/>	N/A
	<ul style="list-style-type: none"> Notified SELPA Director of intent prior to February 1st of the preceding school year 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Located within SELPA geographical boundaries 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Provides current operating budget in accordance with Ed Code § 42130 and § 42131 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Provides assurances that all will be instructed in safe environment 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Provides copy of original charter petition and any amendments to SELPA 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Responsible for any legal fees relating to application and assurances process 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A) 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Meets the terms of all SELPA policies and procedures 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Charter fiscally responsible for fair share of any encroachment on general funds 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	51-59
	<ul style="list-style-type: none"> The charter will comply with all provisions of IDEA and plan for how it will comply 	<input type="checkbox"/>		51-59
	<ul style="list-style-type: none"> No student will be denied admission based on disability or lack of available services 	<input type="checkbox"/>		51-59
	<ul style="list-style-type: none"> The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education 	<input type="checkbox"/>		51-59
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	74-82
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	51-59
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	51-59
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	51-59
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	51-59
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	51-59
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	51-59
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timely manner		<input type="checkbox"/>	51-59
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	51-59
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input type="checkbox"/>	51-59
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input type="checkbox"/>	51-59
<input type="checkbox"/>	Overview of how special education funding and services will be provided by:		<input type="checkbox"/>	MOU
	<ul style="list-style-type: none"> Charter School 	<input type="checkbox"/>		MOU
	<ul style="list-style-type: none"> Charter Granting Agency 	<input type="checkbox"/>		MOU
	<ul style="list-style-type: none"> SELPA 			MOU
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		<input type="checkbox"/>	51-59
ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>		57-59
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>		57-59
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>		57-59
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>		57-59
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>		57-59
<input type="checkbox"/>	Includes plan and appropriate staffing for 504 compliance	<input type="checkbox"/>		57-59
iii	Implementation of Americans with Disabilities Act (ADA)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms charter's obligations to comply with ADA		<input type="checkbox"/>	51
<input type="checkbox"/>	Any facility used by charter will be ADA compliant		<input type="checkbox"/>	51
Strengths:				
Areas of Concern:				
Conclusions				
B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		<input type="checkbox"/>	62-68
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>		62-68
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>		62-68
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>		62-68
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>		62-68
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>		62-68
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>		62-68
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>		62-68
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>		62-68
	If high school, graduation requirements defined.	<input type="checkbox"/>		62-68
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>		42 Appendix C
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter		<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input type="checkbox"/>	2019-20 LCAP

<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of how the charter will address all 8 state priorities	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052/alternative academic performance data and documentation during suspension of API	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input type="checkbox"/>	2019-20 LCAP
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	<input type="checkbox"/>	2019-20 LCAP
For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the <u>increase</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school. The Minimum Threshold for Student Achievement:			
<input type="checkbox"/>	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant pupil subgroups	<input type="checkbox"/>	13-20
The Minimum Threshold for Student Achievement per EC 47606(b):			
<input type="checkbox"/>	1) Attained its API growth target in the prior year, or in two of the last three years both school-wide and for all groups of pupils served (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	<input type="checkbox"/>	N/A
	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years		N/A
<input type="checkbox"/>	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	<input type="checkbox"/>	N/A
<input type="checkbox"/>	4)(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. (B) The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data. (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools. (iii) Information submitted by the charter school.	<input type="checkbox"/>	13-20
<input type="checkbox"/>	5) Qualified for an alternative accountability system (EC 52052)	<input type="checkbox"/>	N/A

During period of API suspension item compliance with (4) or (5) above or:			
<input type="checkbox"/>	A) Ranked in deciles 4 to 10 inclusive on the most recent API calculation	<input type="checkbox"/>	N/A
<input type="checkbox"/>	B) Ranked in deciles 4 to 10 inclusive based on an average of the three most recent API calculations	<input type="checkbox"/>	N/A
<input type="checkbox"/>	C) Alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups	<input type="checkbox"/>	14-21
Strengths:			
Areas of Concern:			
Conclusions:			

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		62-68
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		62-68
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		62-68
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		62-68
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		62-68
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		62-68
	Method of measuring outcomes aligns with SARC		<input type="checkbox"/>	62-68
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes		<input type="checkbox"/>	62-68
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	62-68
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		<input type="checkbox"/>	62-68
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	62-68
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	62-68
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	62-68
Strengths:				
Areas of Concern:				
Conclusions				
D	The location of each charter school facility that the petitioner proposes to operate.	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes the actual physical location/site for the school		<input type="checkbox"/>	69
<input type="checkbox"/>	Provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		<input type="checkbox"/>	N/A
<input type="checkbox"/>	If opening another location, provides copy of notice given to school district in which it plans to operate at least 30 days prior to decision hearing		<input type="checkbox"/>	N/A
Strengths:				
Areas of Concern:				
Conclusions				
E	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	70-73
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	70-73
	• Size/composition of board	<input type="checkbox"/>		70-73
	• Board committees or advisory councils	<input type="checkbox"/>		70-73
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		70-73
<input type="checkbox"/>	Status as a non-profit or public school		<input type="checkbox"/>	70-73
<input type="checkbox"/>	Tax exempt status	<input type="checkbox"/>		70-73
<input type="checkbox"/>	If non-profit, provisions for liability for debts		<input type="checkbox"/>	70-73
<input type="checkbox"/>	Has set of bylaws, policies or similar documents	<input type="checkbox"/>		70-73

<input type="checkbox"/>	Initial governing board members identified by name or the process used to select them and future board members	<input type="checkbox"/>		N/A
<input type="checkbox"/>	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>		70-73
<input type="checkbox"/>	Demonstrates compliance with Brown Act		<input type="checkbox"/>	70-73
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		<input type="checkbox"/>	70-73
<input type="checkbox"/>	Detailed description of any relationship with for profits, including CMO/EMO		<input type="checkbox"/>	70-73
<input type="checkbox"/>	Compliance with transparency and public accountability		<input type="checkbox"/>	70-73
	<ul style="list-style-type: none"> Public Records Act 	<input type="checkbox"/>		70-73
	<ul style="list-style-type: none"> Political Reform Act of 1974 	<input type="checkbox"/>		70-73
	<ul style="list-style-type: none"> Government Code 1090 et seq. 	<input type="checkbox"/>		70-73

Strengths:

Areas of Concern:

Conclusions

F	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> Job Descriptions for Positions Identifies key staff positions with the charter school 	<input type="checkbox"/>		74-82
	Process for staff selection	<input type="checkbox"/>		74-82
	Procedure for adequate background checks	<input type="checkbox"/>		74-82
	Salaries and benefits for all employees	<input type="checkbox"/>		74-82
	Measures of assessment of performance	<input type="checkbox"/>		74-82
<input type="checkbox"/>	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		74-82
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> Identifies whether these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	74-82
<input type="checkbox"/>	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to countywide charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	<input type="checkbox"/>		74-82
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		74-82
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	<input type="checkbox"/>		74-82
	Explains how teachers will learn the curricula	<input type="checkbox"/>		74-82

Strengths:

Areas of Concern:

Conclusions

G	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	83-86
<input type="checkbox"/>	Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		83-86
	• Seismic safety (structural integrity and earthquake preparedness)	<input type="checkbox"/>		83-86
	• Natural disasters and emergencies	<input type="checkbox"/>		83-86
	• Immunizations, health screenings, administration of medications, employee TB testing	<input type="checkbox"/>		83-86
	• Tolerance for use of drugs and/or tobacco	<input type="checkbox"/>		83-86
	• Staff training on emergency and first aid response	<input type="checkbox"/>		83-86
	• Description of the charter school's safety plan and disaster preparedness plan	<input type="checkbox"/>		83-86
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		83-86
<input type="checkbox"/>	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		<input type="checkbox"/>	83-86
Strengths:				
Areas of Concern:				
Conclusions				
H	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		87-88
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	<input type="checkbox"/>		87-88
<input type="checkbox"/>	Renewal: Includes racial and ethnic make-up data and identifies means charter will use to address any underrepresented populations	<input type="checkbox"/>		26-28
Strengths:				
Areas of Concern:				
Conclusions				
I	Financial Audit	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Procedure to select and retain independent auditor	<input type="checkbox"/>		89
<input type="checkbox"/>	Qualifications of independent auditor	<input type="checkbox"/>		89
<input type="checkbox"/>	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		89
<input type="checkbox"/>	Describe specific scope of audit	<input type="checkbox"/>		89
<input type="checkbox"/>	Timing of audit and to whom it will be sent	<input type="checkbox"/>		89
<input type="checkbox"/>	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	<input type="checkbox"/>		89
<input type="checkbox"/>	Describes manner in which the audit will be made public	<input type="checkbox"/>		89
<input type="checkbox"/>	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of		<input type="checkbox"/>	89

	receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			
<input type="checkbox"/>	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		<input type="checkbox"/>	89
<input type="checkbox"/>	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	<input type="checkbox"/>		89
Strengths:				
Areas of Concern:				
Conclusions				
J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Includes new legal language in header and throughout the section	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		<input type="checkbox"/>	90-108
<input type="checkbox"/>	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Identifies the detailed procedures by which pupils can be suspended or expelled.		<input type="checkbox"/>	90-108
<input type="checkbox"/>	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		<input type="checkbox"/>	90-108
<input type="checkbox"/>	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		<input type="checkbox"/>	90-108
<input type="checkbox"/>	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	<input type="checkbox"/>		90-108
<input type="checkbox"/>	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Describes appeal procedures	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		<input type="checkbox"/>	90-108
<input type="checkbox"/>	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		90-108
<input type="checkbox"/>	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: <ol style="list-style-type: none"> 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 		<input type="checkbox"/>	90-108

<p>2. For suspensions of more than 10 days and all expulsions:</p> <p>a. Timely written notice of the charges and the pupil's rights.</p> <p>b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate.</p> <p>c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.</p>				
<input type="checkbox"/> Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		90-108	
Strengths:				
Areas of Concern:				
Conclusions				
K	Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	109
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		Employee Handbook
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		Employee Handbook
	Labor procedures which will be applied to employees	<input type="checkbox"/>		Employee Handbook
	Process for resolving complaints/grievances	<input type="checkbox"/>		Employee Handbook
	Process for ensuring due process	<input type="checkbox"/>		Employee Handbook
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		Employee Handbook
	Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		Employee Handbook
	Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		Employee Handbook
Strengths:				
Areas of Concern:				
Conclusions				

L	Dispute Resolution Process	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		110-112
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		110-112
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		110-112
	<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		110-112
	<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input type="checkbox"/>		110-112
	<ul style="list-style-type: none"> Basic rules at each step 	<input type="checkbox"/>		110-112
	<ul style="list-style-type: none"> Which results are binding 	<input type="checkbox"/>		110-112
<input type="checkbox"/>	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	<input type="checkbox"/>		110-112
Strengths:				
Areas of Concern:				
Conclusions				
M	Admissions Policies and Procedures Consistent with 47605.6(e)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	113-116
<input type="checkbox"/>	<p>Clearly describes admissions procedures, including any preferences</p> <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference Preferences will be approved at a public hearing and cannot be changed without a material revision Preferences consistent with federal, state law <p>Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation</p>		<input type="checkbox"/>	113-116
	Includes a copy of an annual parent/student contract and/or handbook, if available	<input type="checkbox"/>		113-116
<input type="checkbox"/>	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		<input type="checkbox"/>	113-116
	Provides application and admission timelines	<input type="checkbox"/>		113-116
<input type="checkbox"/>	Specifies all information to be requested on any application		<input type="checkbox"/>	113-116
<input type="checkbox"/>	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		<input type="checkbox"/>	113-116
<p><i>Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).</i></p>				
Strengths:				

Areas of Concern:				
Conclusions				
N	Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	117
Strengths:				
Areas of Concern:				
Conclusions				
O	Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district		<input type="checkbox"/>	118
	<ul style="list-style-type: none"> Acknowledgment whether collective bargaining contract in sponsor district will be controlling 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Whether and how charter school staff may resume employment within the district 	<input type="checkbox"/>		N/A
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Whether charter school staff will continue to earn service credit (tenure) in district while at charter school 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> How employees will be paid (e.g. salaried, hourly, etc.) 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Describes employee benefits 	<input type="checkbox"/>		N/A
	<ul style="list-style-type: none"> Identifies intended employment status of charter school employees 	<input type="checkbox"/>		118
	<ul style="list-style-type: none"> Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees 	<input type="checkbox"/>		118
	<ul style="list-style-type: none"> Describes how rights will be communicated to prospective employees 	<input type="checkbox"/>		118
Strengths:				
Areas of Concern:				
Conclusions				
P	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	119-121
<input type="checkbox"/>	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)		<input type="checkbox"/>	119-121
<input type="checkbox"/>	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	<input type="checkbox"/>		119-121
Strengths:				
Areas of Concern:				
Conclusions				
REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605.6(h)				
i	Administrative Services	Evidence	Addressed in Petition	Page

<input type="checkbox"/>	Describes how charter administrative services will be acquired or provided		<input type="checkbox"/>	122-125
<input type="checkbox"/>	Describes how the day-to-day administrative operations will be handled	<input type="checkbox"/>		122-125
Strengths:				
Areas of Concern:				
Conclusions				
ii	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		<input type="checkbox"/>	122-125
<input type="checkbox"/>	Appropriate insurance coverage in conformance with SCCOE risk management standards		<input type="checkbox"/>	122-125
<input type="checkbox"/>	Indemnification/defense/hold harmless of SCCOE		<input type="checkbox"/>	122-125
Strengths:				
Areas of Concern:				
Conclusions				
iii	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget includes:		<input type="checkbox"/>	N/A
<input type="checkbox"/>	• Start-up costs		<input type="checkbox"/>	N/A
<input type="checkbox"/>	Cash flow for first three years		<input type="checkbox"/>	Appendix F
<input type="checkbox"/>	Financial projections for first three years		<input type="checkbox"/>	Appendix F
Strengths:				
Areas of Concern:				
Conclusions				
iv	Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Specifies whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	4
<input type="checkbox"/>	Specifies whether it is the charter school or the corporation that will be the employer	<input type="checkbox"/>		4
<input type="checkbox"/>	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	<input type="checkbox"/>		4
Strengths:				
Areas of Concern:				
Conclusions				
v	Planning Assumptions	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Number/types of students	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Number of staff	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Teacher/student ratio	<input type="checkbox"/>		Appendix F

<input type="checkbox"/>	<ul style="list-style-type: none"> Facilities needs 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Whether the charter school will participate in the National School Lunch Program 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Costs of all major items are identified and within reasonable market ranges 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions in line with state and federal funding guidelines 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Timeline allows window for grant applications to be submitted and funded 	<input type="checkbox"/>		Appendix F

Strengths:

Areas of Concern:

Conclusions

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Clearly identifies most major start-up costs 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Staffing 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Facilities 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Equipment and Supplies 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Professional Services 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Assumptions in line with overall school design plan 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Identifies potential funding source that could or would fund these costs 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Timeline allows for grant and fundraising 	<input type="checkbox"/>		N/A

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes). 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Revenue assumptions closely related to applicable state and federal funding formulas 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure assumptions reflect school design plan 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Expenditure assumptions reflect prevailing or market costs 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 2–5% of expenditure or \$25,000) 	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	<ul style="list-style-type: none"> If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		Appendix F

<input type="checkbox"/>	• Budget clearly indicates restricted versus general operating/flexible funds.	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Expenditure sufficient for reasonably expected legal services	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Expenditure for Special Education excess costs consistent with current experience in county	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Description of all insurance the charter school will purchase, complete with annual cost	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• First year budget premised on realistic year 1 ADA	<input type="checkbox"/>		Appendix F

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Monthly projection of revenue receipts in line with state/federal funding disbursements	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Expenditures projected by month and correspond with typical/reasonable schedules	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Show positive fund balance each month and/or identify sources of working capital	<input type="checkbox"/>		Appendix F

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Revenue assumptions based on reasonable potential growth in state and federal revenues	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Revenue assumptions based on reasonable student growth projections	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	<input type="checkbox"/>		Appendix F
<input type="checkbox"/>	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	<input type="checkbox"/>		Appendix F

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	<input type="checkbox"/>		N/A
	• Provides estimated numbers of students anticipated to enroll	<input type="checkbox"/>		N/A
	• Identify whether or not will request district-owned facilities	<input type="checkbox"/>		N/A

Strengths:

Areas of Concern:				
Conclusions				
xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district <ul style="list-style-type: none"> If not, does the Petition demonstrate any basis for an exception Does the Petition identify where the school will operate Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		69 N/A 69 N/A
Strengths:				
Areas of Concern:				
Conclusions				
xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction? 	<input type="checkbox"/>		122
Strengths:				
Areas of Concern:				
Conclusions				
xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	<ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. 	<input type="checkbox"/>		69
<input type="checkbox"/>	<ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision). 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input type="checkbox"/>		N/A
<input type="checkbox"/>	<ul style="list-style-type: none"> Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input type="checkbox"/>		N/A
Strengths:				
Areas of Concern:				
Conclusions				
xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes minimum insurance coverage consistent with SCCOE risk management requirements	<input type="checkbox"/>		122-125
<input type="checkbox"/>	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be 	<input type="checkbox"/>		122-125

<p>customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.</p>			
<p><input type="checkbox"/> • Liability of district/county to handle payments if charter school defaults:</p> <ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language 	<input type="checkbox"/>		122-125
<p><input type="checkbox"/> Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.</p>	<input type="checkbox"/>		122-125
Strengths:			
Areas of Concern:			
Conclusions			



UPA CHARTER PETITION

FOR THE TERM JULY 1, 2020 – JUNE 30, 2025

**SUBMITTED TO THE
SANTA CLARA COUNTY BOARD OF EDUCATION**

Table of Contents

- AFFIRMATIONS AND DECLARATION..... 4**
- EXECUTIVE SUMMARY 6**
- SUCSESSES AND ACCOMPLISHMENTS OF THE CHARTER TERM: 2015-2020..... 8**
- CHARTER RENEWAL CRITERIA 13**
- COUNTYWIDE BENEFIT 21**
- ELEMENT 1. EDUCATIONAL PROGRAM 22**
 - Mission and Vision 22*
 - Educational Philosophy..... 23*
 - An Educated Person in the 21st Century..... 23*
 - How Learning Best Occurs 25*
 - Students to be Served 26*
 - School Calendar and Class Schedule 28*
 - Curriculum and Instructional Design 30*
 - Parent Notification of Course Eligibility for College and Credit Transferability..... 42*
 - Plan for Targeted Populations 42*
 - Plan for English Learners..... 44
 - Plan for Students with Disabilities 51
 - Professional Development and Training 59*
 - Goals and Actions to Achieve the Eight State Priorities..... 60*
- ELEMENTS 2 AND 3. MEASURABLE PUPIL OUTCOMES AND METHODS OF ASSESSING STUDENT OUTCOMES 62**
- ELEMENT 4. FACILITIES..... 69**
- ELEMENT 5. GOVERNANCE STRUCTURE 70**
- ELEMENT 6. EMPLOYEE QUALIFICATIONS 74**
- ELEMENT 7. HEALTH AND SAFETY 83**
- ELEMENT 8. RACIAL AND ETHNIC BALANCE 87**
- ELEMENT 9. FINANCIAL AUDIT 89**
- ELEMENT 10. SUSPENSION AND EXPULSION POLICIES AND PROCEDURES 90**

ELEMENT 11. RETIREMENT PROGRAM 109

ELEMENT 12. DISPUTE RESOLUTION PROCESS 110

ELEMENT 13. ADMISSIONS POLICIES AND PROCEDURES..... 113

ELEMENT 14. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 117

ELEMENT 15. EMPLOYEE RETURN RIGHTS..... 118

ELEMENT 16. CHARTER SCHOOL CLOSURE PROCEDURES 119

MISCELLANEOUS PROVISIONS AND IMPACT ON COUNTY..... 122

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner I, David Porter, 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 any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Declares that it 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 47605.6(b)(6)] UPA does not have a union it recognizes the rights of public school employees to form, join, and participate in the activities of employee organizations on all matters involving employee-employer relations.
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- Shall admit all students who wish to attend University Preparatory Academy, unless University Preparatory Academy receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the random public drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). 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 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(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 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. [Ref. California Education Code Section 47605.6(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).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School will encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with the Political reform Act.
- The Charter School shall comply with Government Code Section 1090, *et. seq.* in accordance with Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

David Porter, Executive Director, UPA

September 9, 2019
Date

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 7 –12, operating under the approval of the **Santa Clara County Board of Education** (SCCBOE or the County Board), with oversight from the Santa Clara County Office of Education (SCCOE) (collectively referred to herein as 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 700 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 provides a strong, supportive, small school environment for students to excel academically. Students demonstrating the desire and drive to make college a reality will find a home at UPA. The curriculum and pacing, along with the expected learning outcomes, are designed to challenge students. In conjunction with high expectations, UPA offers supportive learning environments in every classroom as well as a full complement of support classes for Math Support, English Support, and Intensive English Language Learner support. Students attending UPA will find both the challenge and support necessary to keep college and university within reach.

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 challenging academics with leadership/citizenship skills, technology, and an expansive visual and performing arts program to actualize the unique skills and talents of each student. UPA supports students by prioritizing the “three R’s” as described by the Bill and Melinda Gates Foundation Model: **Rigorous academic coursework, Relationships, and Relevant learning opportunities**. UPA provides rigorous academic coursework providing a breadth of coursework, including AP courses in all core subject areas. The staff and students establish meaningful and supportive relationships that are extended through advisory or seminar, and personalized learning plans. The curriculum implemented at

UPA is designed to connect to real-world experiences and can lead toward mentoring, internship 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.** Teachers support students' long-term growth through advisory or seminar courses. Advisory or seminar serve all students grades 7-12. Starting in 9th grade, counselors assist students as they begin to develop a 4-year academic plan that guides them through high school and on to college. Students identified as "students of promise" are supported through the development and implementation of a personalized learning plan. The student's PLP outcomes align with all learning approaches to keep the doors of opportunity to college and university open.
- **Educational support.** Students are enrolled in school for 184 days, and a 6 and 7 period day. Students are also offered math, English, and English Language support classes as needed. Additional supplemental support such as mentoring, and after school tutoring, are available to each student.
- **Small school environment.** With a maximum enrollment of 700 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 are encouraged to develop as well-rounded individuals through exploration of the visual and performing arts. Students are exposed to Art, Drawing and Painting, Music, Drama, Dance, and Multimedia courses to help foster their talents.
- **World Language.** Students at UPA are required to take three years of Spanish.

UPA is open to all students, and its motivational strategies encourage students to take personal responsibility for their 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 is made up of educators and staff dedicated to helping the mission of preparing students to excel in college a reality. UPA's success is the unique combination of factors including a supportive community, dedicated students and a staff that cares for the social/emotional and academic needs of all students.

SUCCESSSES AND ACCOMPLISHMENTS OF THE CHARTER TERM: 2015-2020

University Preparatory Academy meets the requirements for renewal as specified in Education Code section 47607(b). In addition, UPA has made further progress toward high levels of student academic achievement and operational sustainability throughout the current charter term (July 2015-June 2020), as demonstrated by the significant achievements and accomplishments listed below.

The School

Graduation Rate: Consistently high graduation rates, most years are at 100%.

CA Cohort Graduation Rate: The 2018-19 cohort graduation rate for UPA is 87%.

UPA Cohort graduations rate: The 2018-19 cohort graduation rate for UPA students enrolled continuously from 7th through 12th grade is 65%.

Suspensions and Expulsions: Low incidence of suspensions and expulsions

Attendance: High attendance rate of 97.3 percent

Increases in Student Enrollment: Since the last reauthorization, our student enrollment has increased from 593 to 700. This increase is due to parent demand for enrollment of their students to the Charter School. UPA continues to host a waiting list comprised of approximately 450 students each year.

Fiscal Audits: Consistent and successful fiscal audits with no audit exceptions. UPA enjoys a strong fiscal position having a substantial fiscal surplus.

School Plant Modifications: The increase in enrollment has caused UPA to work with the landlord to convert space made available to the school into classrooms. Since the last authorization, the school has added five new classrooms, a counseling center, and a media center. The school's main entrance was also changed to create a more welcoming space for parents and students and to create more office space for the support staff.

Increase in Low Socio-Economic Student (LSES) Enrollment: As a county-wide benefit charter, UPA believes the student demographics should represent the same proportionality as Santa Clara County. The school has undergone a review of its recruitment procedures to ensure that UPA's doors are open to all students. As a result of the recruitment efforts and the support systems put into place, the demographics of UPA are changing to represent the diversity that makes Santa Clara County a unique place in California.

Student Recruitment: UPA has implemented a very active student recruitment procedure featuring 12 parent information meetings held in community centers and libraries, two open houses, placement testing using the Northwest Evaluation Association's ("NWEA") Measures of

Academic Progress (“MAP”), personal interviews for every student/family for accepted students, and grade level counseling meetings each year.

Parent Participation: UPA has many active parent organizations including: Parent Teacher Student Organization (“PTSO”), Athletics Boosters, Drama Boosters, Music Boosters, Speech and Debate Boosters. UPA also actively engages parents to provide input on school policies, monitor the WASC action plan, monitor the school’s LCAP, assist with determining annual budget priorities and review the UPA Safety Plan

Parent Information: UPA Parent University was implemented in 2017-18. The University presents information on various school-related topics that are helpful to parents. Also, UPA maintains a web site and issues a weekly communications bulletin to staff and parents.

Curriculum and Academic Achievement

Project Lead the Way: UPA has implemented and expanded Project Lead The Way (“PLTW”), a STEM program sponsored by San Jose State University Department of Engineering. Students engage in Engineering, Biomedical Science, and Computer Science Principals as they develop projects rooted in real-world problems.

College Prep Curriculum: All students have access to a rich college-going curriculum as all students must take and pass the UC a-g college-prep curriculum. The UC and CSU systems recognize passing an a-g course with a grade of C or higher.

Expansion of the Advancement Via Individual Determination (AVID) Program: AVID is a program that trains teachers to use proven practices to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. UPA has AVID classes in grades 7, 8, 9 and 10.

Increases in AP Classes Offered to Students: Due to student and parent demand, the school has expanded its AP course offerings in the curricular areas of English, World Language, Math, Science, and Social Science. UPA now has 15 AP courses offered each year.

AP Course Enrollment: In 2017-18, 73% of the students in grades 10-12 were enrolled in AP courses. and 78% passed the exams with a score of 3 or better. The growth demonstrates an increase of 9% in enrollment and 5% in passing rates.

Summer School Math/Literacy Institute: UPA has implemented a summer course designed to build English and Math skills for incoming 7th, 8th, and 9th-grade students who might otherwise struggle during the school year. The summer bridge curriculum focuses on literacy and basic math development resulting in increased student confidence when the school year starts. UPA also holds an extensive summer program for students who need to make up course credits.

Student Wellness Services: Since the last authorization, due to student mental health needs as well as parent and staff requests, a student wellness program was added to the school’s guidance program. The school employs two clinicians who staff the wellness office five days per week.

UPA continues to search for more integrated student wellness opportunities in the classroom and throughout the school day.

Journalism Program: UPA has implemented a journalism class that produces a student-written and produced school magazine called “Aquila.” The Aquila operates both a digital and physical magazine. Both mediums require students to identify topics that will represent the student body interests and merge contemporary topics with eye-catching magazine layouts, interactive web-sites, video production, and a strong social media presence.

Multi-Media Arts: A multimedia arts class has been developed and implemented in our school’s master schedule. The class is UC a-g approved and is extremely popular with students

Expansion of the WEB/LINK Crew Program: This is a research-based peer-to-peer student mentoring program. Students in higher grades are trained to become mentors to incoming 7th and 9th-grade students.

Band: The school’s music program includes a beginning band, intermediate band, and an Advanced Band program. Students in the beginning and intermediate band get the opportunity to perform for multiple school events, and the Advanced Band participates in local, state, and national competitions.

Multi-Tiered System of Support (MTSS): UPA is in the process of implementing the MTSS model to better serve the school’s at-risk students. The MTSS approach requires schools to reflect on the current systems of support for students and to organize them based on the audience the system is serving. In addition to aligning the systems of support, each program is measured for specific outcomes to ensure that the program is supporting students. MTSS at UPA began in the 2018-2019 school year and is being implemented schoolwide during the 2019-2020 school year with staff support.

Accreditation: The school earned a full 6-year term of accreditation in June 2018. There will be a one-day visit in 2021 and a full review in 2024.

Students

Student Activities: Students have multiple opportunities to participate in school activities, rallies, and competitions. UPA currently offers over 20 clubs for students to participate, including clubs that positively impact the school (ex: Yearbook, Journalism, Mental Health Awareness) or lead to local, state, and national competitions. Students are also encouraged to start clubs that might not exist if there is interest and an advisor.

Lunchtime Intramurals Program and Carnival Days: Based on student requests for making school a “more fun place to be,” the school has implemented intramural sports four days per week in our gym. There is significant interest and participation in the intramural program. In addition, approximately once each grading period, the school implements a special schedule when students enjoy an hour-long lunch for a carnival day. Games, food, and competitions are part of the day’s

activities. The days are very popular with our students. The Charter School also holds “free dress days” (students not required to wear the UPA uniform), and spirit days.

Recognition of Academic Achievement: 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.

College Field Trips: UPA students in grades 7-12 participate in visiting northern CA colleges and universities each fall. Each spring, 11th-grade students take an extended two night, a 3-day field trip to visit colleges and universities outside of Northern CA.

College going/Acceptance Rate: All UPA graduates submit college applications to multiple colleges and/or universities. The name of the schools that have accepted our students is posted prominently on a school bulletin board for all students to see.

Student Academic Achievement: The CA state dashboard indicates that our students are achieving academically. The dashboard indicates the school is scoring in the blue range (the highest level) on all dashboard categories. The school’s significant subgroups, English Learners and Low Socio-Economic students are scoring in the yellow range (mid-range) in English language arts and Math.

The Staff

Merit-Based Salary Program: In 2016-17, UPA launched its voluntary competency-based salary program. This program has been in development since 2012-13 when a task force was appointed to develop the program. The first version of the program was presented to the UPA Board in 2013-14. Some features of this version did not meet with Board approval. Due to staff movement and lack of interest, no further development of the program ensued. Questions about salary increases, other than the cost of living adjustments, continued to be presented to the Executive Director. In the fall of 2015-16, the Executive Director created another task force to make a second attempt at creating a competency-based program. The task force worked very hard, communicated with the faculty for feedback and eventually presented the Executive Director with a Competency-Based salary program. With some fine-tuning, the program was presented to the UPA Board and the Board enthusiastically approved the program. The program aims to improve teacher performance that will result in greater academic achievement for our students.

Professional Development: A very active professional development and training program has been implemented with the purpose of improving instruction. A rigorous Beginning Teacher Support and Assessment (“BTSA”) program has also been implemented for first-year teachers. A significant budget has been set aside each year for staff to participate in professional development and training that occurs outside of the confines of the school.

Mentor/Teacher Coaches: UPA invests in over 1.0 FTE to provide coaching and mentoring to the faculty.

Instructional Supervision: Systematic instructional supervision by school leaders and teachers has been implemented featuring “quick visits” to classrooms, coaching and mentoring, teacher formative/summative evaluations.

Lead Team (Teacher leaders): 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 the course curriculum to serve students better.

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(c)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.5(c)(1) states: “When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as outlined in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4).

Analysis of UPA Data (Education Code Section 52052(f))

The table below shows the percentage of students meeting or exceeding standards in ELA and math schoolwide and for student subgroups for the past four years (2015 through 2018).

University Preparatory Academy CAASPP Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	83%	78%	77%	79%
	Math	67%	67%	68%	69%
Hispanic or Latino	ELA	69%	63%	62%	57%
	Math	43%	37%	29%	37%
Asian	ELA	89%	83%	85%	89%
	Math	76%	82%	76%	90%
Economically Disadvantaged	ELA	72%	73%	59%	60%
	Math	48%	46%	41%	44%
African American	ELA	69%*	75%*	80%*	77%
	Math	56%*	73%*	76%*	55%

*Denotes fewer than 30 students tested.

Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))

As a countywide benefit charter, UPA provides the data below to compare its performance to Santa Clara County as a whole, as well as the four districts from which most UPA students come from including East Side Union High School District (ESUHSD), San Jose Unified School District (SJUSD), Oak Grove Elementary and Evergreen Elementary. The table shows the percentage of students meeting or exceed standards in ELA and math from 2015 through 2018.

District/County	Schoolwide Assessment	2015	2016	2017	2018
UPA	ELA	83%	78%	77%	79%
	Math	67%	67%	68%	69%
Santa Clara County	ELA	58%	62%	62%	63%
	Math	52%	55%	55%	56%
ESUHSD	ELA	61%	62%	66%	61%
	Math	39%	42%	44%	44%
SJUSD	ELA	51%	54%	54%	56%
	Math	39%	42%	44%	44%
Oak Grove	ELA	48%	50%	50%	54%
	Math	39%	42%	43%	46%
Evergreen	ELA	61%	63%	65%	65%
	Math	57%	60%	61%	61%

As the table above demonstrates, UPA outperforms the county and all four districts in both ELA and math for all four years.

California state renewal criteria also require charter schools to compare outcomes to entities with similar student demographics as the charter school. As such, the data presented below compares the percentage of students meeting or exceeding standards in ELA and math to the following districts with a similar student demographic make-up as UPA: Milpitas Unified, Berryessa Union Elementary, Mountain View-Los Altos Union High, Moreland School District and Orchard Elementary.

These districts were chosen based on comparable enrollment percentages to the Charter School’s three largest subgroup populations in 2018-19: Asian, Hispanic and socioeconomically disadvantaged students. The table below shows the enrollment percentage for these three subgroups for 2018-19, according to CDE DataQuest.

District	Asian	Hispanic	SED
UPA	41%	27%	20%
Milpitas Unified	50%	20%	33%
Berryessa Union Elementary	52%	23%	32%
Mountain View-Los Altos Union High	23%	26%	19%
Moreland School District	32%	31%	30%
Orchard Elementary	37%	36%	51%

The table below reports the percentage of students meeting or exceeding standards in ELA and math from 2015 through 2018 for UPA and the comparison districts.

School	Schoolwide Assessment	2015	2016	2017	2018
UPA	ELA	83%	78%	77%	79%
	Math	67%	67%	68%	69%
Milpitas	ELA	65%	70%	69%	71%
	Math	56%	61%	62%	65%
Berryessa	ELA	55%	59%	59%	63%
	Math	50%	55%	55%	57%
Mtn. View-Los Altos	ELA	75%	69%	82%	79%
	Math	65%	64%	67%	69%
Moreland	ELA	62%	70%	68%	69%
	Math	58%	61%	62%	64%
Orchard	ELA	46%	48%	51%	55%
	Math	38%	43%	46%	50%

As the table above demonstrates, UPA performs above or the same for all five districts in both ELA and math for all four years. The only exception is for ELA in 2017, where Mountain View-Los Altos outperforms UPA with 82% compared to 77% students meeting or exceeding proficiency.

B. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

As such, the table below shows UPA dashboard outcomes for ELA and math compared to the four districts identified above for all students and all subgroups. The state defines a numerically significant number of students as 30 for a subgroup and assigns a color to all subgroups with more than 30 students. For UPA in 2018, those subgroups include Asian, Hispanic, White, socioeconomically disadvantaged students (SED) and English Learners (EL). For subgroups with fewer than 30 students but more than 11 students, the dashboard does not assign a color but does report a status and change number. UPA has two subgroups in the category: African American and Filipino students. Outcomes from these two subgroups are reported below but do not meet the state definition of a numerically significant subgroup.

The table below reports distance from the standard (DFS) (status) and the increase or decrease in DFS (change) from 2017.

English Language Arts - 2018										
Student Group	UPA		ESUHSD		SJUSD		Oak Grove		Evergreen	
	Status	Change	Status	Change	Status	Change	Status	Change	Status	Change
All Students	81.5	11.5	27.1	-11.6	10.6	1.9	3.5	6.6	64.0	2.1
Afr. Amer.	55.1	10.3	-37.6	-27.0	-15.2	-1.0	-32.9	0.9	--	--
Asian	109.0	9.3	79.2	-9.5	90.3	-1.0	55.3	5.9	75.7	-1.8
Filipino	85.0	-12.0	48.0	-2.8	34.1	6.3	46.6	20.2	18.3	-15.6
Hispanic	23.4	7.9	-26.6	-13.6	-35.8	2.2	-34.1	5.1	-13.1	19.2
White	132.6	24.2	58.7	-9.9	49.3	2.2	36.6	12.4	34.5	22.7
SED	29.1	-8.0	-12.5	-21.1	-41.0	3.1	-34.1	5.1	-8.5	25.1
EL	-3.8	15.8	-79.8	-19.4	-43.7	2.5	-21.3	8.0	42.8	5.6

As the table above shows, UPA outperformed the four districts for all students and all subgroups in ELA, except for English Learners, where only Evergreen’s EL students scored higher than UPA’s EL students on the ELA CAASPP assessment in 2018.

Overall, UPA ranks blue for all students in 2018, with a DFS of 81.5 and growth of 11.5 points from 2017. Two other subgroups are blue: Asian and White students. Hispanic students are green and show 7.9 points of growth. Two subgroups are yellow: socioeconomically disadvantaged students and English Learners. English Learners made significant gains with 15.8 points of growth in 2018. Low-income students decreased by 8.0 points the same year. Based on this data, UPA has put resources toward implementation of the Multi-Tiered System of Supports (MTSS) model for our students who are still below proficiency levels, specifically targeting academic supports for English Learners, at-risk students (ARS) and low socio-economic students. See the section titled Plan for Targeted Populations for additional information on the implementation of MTSS.

We also report UPA’s dashboard outcomes for mathematics below. Overall, UPA outperforms ESUHSD, SJUSD and Oak Grove for all students and all subgroups with 30 or more students, except for English Learners, where only Oak Grove’s EL students scored higher than UPA’s EL students on the math CAASPP assessment in 2018.

When compared to Evergreen Elementary, UPA outscored the district for Asian, White and socioeconomically disadvantaged students and Evergreen outperformed UPA for all students overall and for Hispanic and EL students.

Mathematics - 2018										
	UPA		ESUHSD		SJUSD		Oak Grove		Evergreen	
<i>Student Group</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>
All Students	53.2	8.1	-35.9	-3.1	-19.5	1.6	-13.8	6.5	71.5	-2.0
Afr. Amer.	20.2	-37.9	-113.5	1.0	-51.6	6.7	-60.5	-0.5	--	--
Asian	111.0	16.5	48.0	-2.8	89.9	2.6	55.4	6.0	86.0	-4.5
Filipino	33.1	-42.1	-25.8	4.8	-4.6	9.8	24.4	15.7	36.0	-17.4
Hispanic	-35.1	12.2	-115.0	-4.7	-76.3	0.3	-56.7	6.0	-21.4	16.0
White	88.5	7.6	-16.7	-9.2	23.1	2.5	14.8	10.3	24.5	13.5
SED	-10.7	-1.6	-80.5	-13.2	-79.3	1.8	-53.0	5.6	-25.3	18.0
EL	-43.6	9.8	-125.7	-7.6	-71.9	0.7	-35.1	8.1	55.1	12.6

Overall, UPA ranks blue for all students in 2018, with a DFS of 53.2 and growth of 8.1 points from 2017. Two other subgroups are blue: Asian and White students. Two subgroups are green: Hispanic students grew by 12.2 points, and EL students grew 9.8 points. Only socioeconomically disadvantaged students are ranked yellow in math in 2018 with a minor decrease of 1.6 points. As noted above, UPA is moving from the Student Success Team (SST) model to the MTSS model to provide more effective academic supports for struggling students to close this achievement gap.

College Readiness Outcomes

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 a score three or greater on these exams. From 2014-15 through 2017-18, UPA's percentage of AP test-takers significantly exceeds the countywide average.

% of AP Test Takers	2014-15	2015-16	2016-17	2017-18
UPA	63%	66%	71%	73%
Countywide	35%	36%	38%	38%

The percentage of UPA student test takers scoring a three or higher on AP exams continues to increase and consistently exceeds the countywide average, as shown below.

% of AP Receive 3, 4, or 5	2014-15	2015-16	2016-17	2017-18
UPA	73%	71%	77%	78%
Countywide	70%	70%	71%	73%

The 2018 California School Dashboard reports two state measures related to college-readiness: graduation rate and college/career. As shown in the tables below, UPA was ranked Blue for both indicators, above Santa Clara County, ESUHSD and SJUSD.

Graduation Rate - 2018						
	UPA		ESUHSD		SJUSD	
<i>Student Group</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>
All Students	100.0%	7.0%	86.2%	2.7%	92.0%	1.3%
Afr. Amer.	--	--	83.7%	2.7%	95.1%	0.5%
Asian	100.0%	3.8%	93.3%	0.3%	99.0%	1.1%
Filipino	--	--	92.0%	2.5%	98.1%	4.0%
Hispanic	100.0%	7.1%	79.3%	3.6%	88.2%	0.6%
White	100.0%	5.6%	86.5%	0.0%	94.4%	1.3%
SED	100.0%	21.1%	82.4%	2.2%	89.6%	1.4%
EL	--	--	74.2%	3.8%	79.6%	0.8%

Source: 2018 California School Dashboards (www.caschooldashboard.org)

The table above shows that UPA outperforms ESUHSD and SJUSD on the graduation rate percentage for all students and all subgroups. Importantly, UPA shows positive increases for all subgroups with more than 11 graduates (as reported by the dashboard). Socioeconomically disadvantaged students showed the most gains, with a 21.1% increase in graduation rate, followed by Hispanic students (7.1%).

The table below reports on the 2018 College/Career state measure as reported in the 2018 California School Dashboards. UPA is preparing 86.2% of all students according to this indicator and is blue with 7.1% growth from 2017. Because UPA is a small school, none of the subgroups have more than 30 students, which is why there are no colors associated with this indicator except for all students.

College/Career - 2018						
	UPA		ESUHSD		SJUSD	
<i>Student Group</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>
All Students	86.2%	7.1%	47.9%	3.0%	48.2%	0.0%
Afr. Amer.	--	--	18.1%	-8.7%	37.8%	0.5%
Asian	87.1%	10.2%	71.8%	0.5%	85.7%	-0.2%
Filipino	--	--	49.8%	-2.3%	67.3%	8.5%
Hispanic	73.9%	-4.7%	28.8%	3.6%	29.1%	-3.4%
White	100.0%	11.1%	49.4%	0.6%	61.1%	0.5%
SED	73.7%	21.1%	39.8%	3.3%	34.4%	-0.5%
EL	--	--	17.7%	4.3%	13.0%	0.8%

Source: 2018 California School Dashboards (www.caschooldashboard.org)

As the table demonstrates, UPA outperforms ESUHSD and SJUSD for all students and UPA showed the most growth for socioeconomically disadvantaged students with 21.1% more students meeting college/career standards as assessed by this metric.

Suspension and Expulsion Outcomes

Also, UPA has very low suspension rates as reported on the 2018 California School Dashboard and compared to countywide averages.

Suspension Rate - 2018										
	UPA		ESUHSD		SJUSD		Oak Grove		Evergreen	
<i>Student Group</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>	<i>Status</i>	<i>Change</i>
All Students	0.3%	-0.2%	3.9%	-0.5%	3.0%	-0.4%	2.9%	-0.3%	0.8%	0.8%
Afr. Amer.	0.0%	0.0%	13.1%	0.2%	5.8%	-1.9%	5.2%	0.1%	--	--
Asian	0.4%	0.4%	1.0%	0.0%	0.9%	-0.1%	1.2%	-0.1%	0.7%	0.8%
Filipino	0.0%	0.0%	1.9%	0.4%	2.9%	0.3%	0.5%	-1.8%	0.0%	0.0%
Hispanic	0.5%	-0.6%	5.9%	-1.0%	4.1%	-0.5%	3.5%	-0.6%	1.7%	1.7%
White	0.0%	-0.9%	4.2%	-0.4%	1.8%	-0.4%	3.0%	0.0%	2.8%	-0.1%
SED	0.5%	-0.2%	4.9%	-0.8%	4.4%	0.6%	4.0%	-0.3%	2.4%	2.4%
EL	0.0%	0.0%	6.1%	-0.7%	4.1%	-0.4%	1.8%	-0.7%	0.7%	1.3%

Source: 2018 California School Dashboards (www.caschooldashboard.org)

The table above compares UPA suspension rates to the four districts from which most UPA students come from. Overall, UPA has significantly lower suspension rates than all comparison districts for all students and all subgroups. Suspension rates for all students and almost all subgroups decreased or maintained from 2017. Only Asian students increased slightly by 0.4%.

While the 2018 Dashboard does not provide a county summary for dashboard indicators, the following data was pulled from DataQuest for countywide suspension and expulsion rates for the past four years.

Year	Suspension Rate		Expulsion Rate	
	UPA	Countywide	UPA	Countywide
2014-15	0.7%	2.5%	0.00%	0.06%
2015-16	0.0%	2.5%	0.00%	0.04%
2016-17	0.5%	2.5%	0.00%	0.05%
2017-18	0.3%	2.5%	0.15%	0.04%

Source: CDE Dataquest (www.data1.cde.gov)

As the table above demonstrates, UPA consistently has much lower suspension and expulsion rates when compared to schools across Santa Clara County.

Also, see Appendix A for a list of new legal requirements since the last time the charter was renewed to the present and how UPA is meeting these requirements.

In conclusion, our students are achieving high academic standards. As described above, we are making inroads at closing the achievement gap, and we are meeting our mission.

COUNTYWIDE BENEFIT

Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1).

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b).

University Preparatory Academy is a countywide benefit charter and governed by 47605.6. A countywide charter must, per Education Code Section 47605.6(e), provide preference to County residents as a whole. Accordingly, as a countywide charter, the Charter School will ensure an equal opportunity to all students of Santa Clara County, thus reflecting the diversity of Santa Clara County as a whole.

One of the legislative intents in the Charter Schools Act is to “provide vigorous competition within the public school system to stimulate continual improvements in all public schools.” While an important goal, this system asks a charter school to apply to its competitor for approval. Unfortunately, the result often is poor relations between charter schools and their granting agencies, or worse, a limited pool of school districts that are willing to approve charter schools. Almost all successful charter schools cite a healthy relationship with a granting agency as one key to success. UPA believes in establishing and maintaining a strong and supportive relationship with the Santa Clara County Office of Education.

Because the Charter School attracts students from a variety of home districts in Santa Clara County, the Charter School’s students benefit from centralized supervisory oversight by the County Office of Education for greater than one school district whose primary concern and duties are to the students residing in that district only.

ELEMENT 1. EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter 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. Education Code Section 47605.6(b)(5)(A)(i)

The annual goals for the charter school 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. Education Code Section 47605.6(b)(5)(A)(ii)

If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

Mission and Vision

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 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 provides a strong, supportive, small school environment for students to excel academically. Students demonstrating the desire and drive to make college a reality will find a home at UPA. The curriculum and pacing, along with the expected learning outcomes are designed to challenge students. In conjunction with high expectations, UPA offers supportive learning environments in every classroom as well as a full complement of support classes for Math Support, English Support, and Intensive English Language Learner support. Students attending UPA will find both the challenge and support necessary to keep college and university within reach.

The UPA educational philosophy is based on three key elements that will improve the educational outcomes for a diversity of student background and experience: 1) offering a rigorous college preparatory curriculum for all students, 2) while focusing on the specific learning needs of each student, and 3) providing the supplemental support, counseling and instruction students need in a small school environment.

UPA targets students who have the desire to reach college that would not normally 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.

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.

<i>An Educated Person in the 21st Century will</i>	<i>UPA Instructional Program</i>	<i>UPA Instructional Activities</i>
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 or Seminar curriculum	Laboratory experiments, integrated projects, community service, and the senior project – a collaborative, community service-based, action research project

<p>Utilize a global perspective and understanding of the world around him/her and his/her role in it</p>	<p>Social Science classes (6 yrs.)</p> <p>Studying world cultures historically and in the present</p> <p>Acceptance of international exchange students</p>	<p>Engage in “real world” projects that are of global interest and serve our diverse community</p> <p>Communicate with international students and share information on world issues and solutions</p> <p>Guest speakers and presentations</p>
<p>Be technologically fluent using and applying technology in their everyday lives as students, workers, and individuals</p>	<p>Teachers integrate technology throughout the curriculum as a primary mode of learning; Project Lead the Way engineering courses</p>	<p>Students have access to their classroom materials, assignments and support systems via PowerSchool, G-Suite, and a variety of educational tools</p> <p>Students regularly use the school Chromebooks and Laptops to complete projects, assignments and take assessments</p> <p>Students can check out a laptop or Chromebook if needed</p>
<p>Be a self-motivated, competent, lifelong learner</p>	<p>AVID program</p> <p>Using taught skills across the curriculum; i.e., test-taking, study strategies, note-taking, reading textual material, technical skills</p>	<p>Library and internet research, plan/initiate and complete projects at school and in the community independently or collaboratively</p> <p>The senior project allows for student choice of a large-scale action research project</p>
<p>Appreciate and enjoy the visual and performing arts</p>	<p>Students at UPA regularly take courses in Art, Music, Dance, and Drama</p>	<p>Theater, dance, and music productions</p> <p>Art exhibitions and television/ video productions</p>

<p>Exhibit leadership skills that show personal and social responsibility, task commitment, a well-developed sense of empathy and active participation in life</p>	<p>Leadership skills and developmental personal and social activities daily in Advisory or Seminar classes Journalism class Yearbook club</p>	<p>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, journalism, yearbook</p>
<p>Be an efficient and effective worker, independently, and in teams with people from different experiences and backgrounds</p>	<p>Homework, study groups, cooperative learning, lab partners, research projects, sports teams, individual sports, committees</p>	<p>Community service, peer counselor, tutoring (peer and younger students), integrated projects, productions, exhibitions, demonstrations, individual and group performances</p>

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. Many team members have worked extensively with similar populations of students in traditional and alternative middle and high school programs in San Jose and throughout California. 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 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 (with a grade of C or higher) 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, service, etc.)
- Robust alumni connections to UPA graduates.

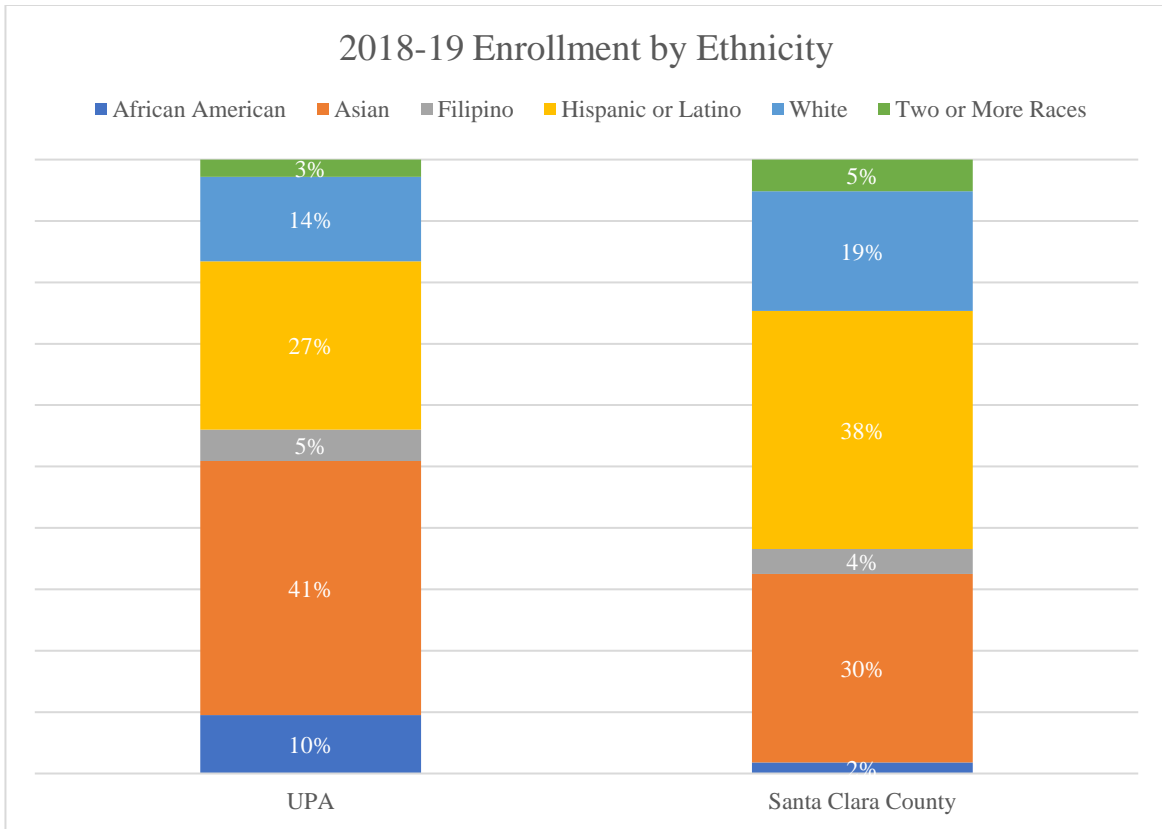
Students to be Served

UPA does not discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). 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.

Over the past five years, UPA has served a population that is increasingly diverse and reflective of the County’s student population. The table below shows the demographics of UPAs student population for the past four years.

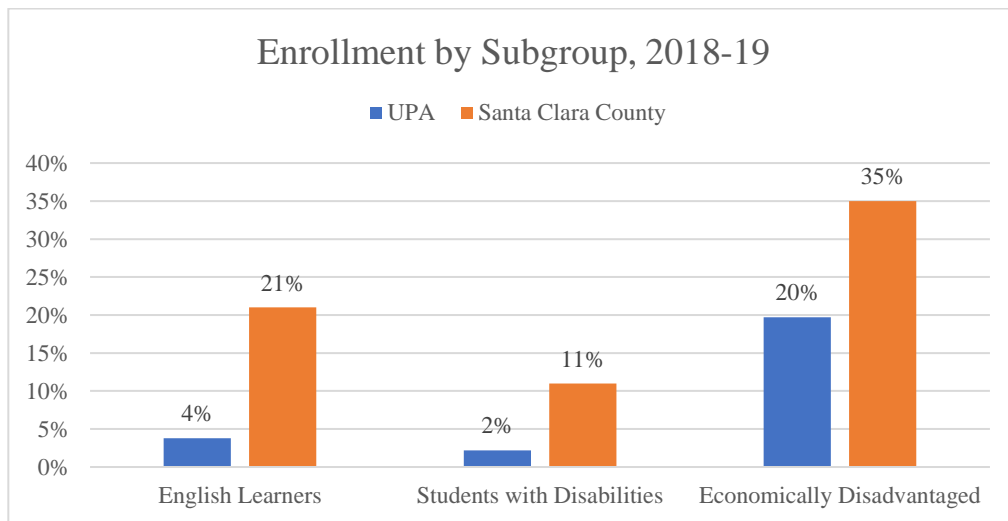
Student Group	2015-16	2016-17	2017-18	2018-19
African American	8%	9%	9%	10%
Asian	35%	36%	40%	41%
Filipino	5%	5%	6%	5%
Hispanic or Latino	31%	29%	29%	27%
White	20%	18%	15%	14%
Two or More Races	1%	2%	1%	3%
English Learners	2%	4%	6%	4%
Students with Disabilities	2.4%	2.3%	2.3%	3.4%
Economically Disadvantaged	14%	21%	27%	20%
Total Enrollment:	593	616	656	684

As the chart below shows, UPA serves a diverse population as compared to Santa Clara County.



In 2018-19, UPA enrolled a higher percentage of African American (10% compared to 2%), Asian (41% compared to 30%) and Filipino (5% compared to 4%) students, as compared to the County.

UPA is committed to recruiting and enrolling English Learners and socioeconomically disadvantaged students. Over the past four years, our English Learner enrollment increased from 2% to 4%. As the graph below demonstrates, we have more room to increase the percentage of student subgroups to more closely mirror that of the County.



UPA has steadily increased the percentage of economically disadvantaged students from 14% in 2015-16 to 20% in 2018-19, with a high of 27% in 2017-18.

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.

Projected Enrollment

The University Preparatory Academy enrollment projections for 2020-2021 through 2024-2025 school years are as follows:

University Preparatory Academy Enrollment Projections					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
7	120	120	120	120	120
8	120	120	120	120	120
9	120	120	120	120	120
10	120	120	120	120	120
11	110	110	110	110	110
12	110	110	110	110	110
TOTAL	700	700	700	700	700

Note: UPA seeks to maintain a uniform enrollment each year for the term of this reauthorization due to the capacity of the school facilities.

School Calendar and Class Schedule

UPA meets or exceeds the minimum required instructional days. Students receive instructional minutes that exceed the minimum number required for charter public schools according to Education Code Section 47612.5. See the draft 2020-21 academic calendar below.

2019-2020 University Preparatory Academy Meeting Calendar

July							August							September							October							November							December						
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
1	2	3	4	5			1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6	
8	9	10	11	12	13	14	7	8	9	10	11	12	13	7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10
15	16	17	18	19	20	21	14	15	16	17	18	19	20	14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17
22	23	24	25	26			20	21	22	23	24	25	26	21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	18	19	20	21	22	23	24
29	30	31					26	27	28	29	30			28	29	30	31				28	29	30	31				25	26	27	28	29	30	31	25	26	27	28	29	30	31

January		February		March		April		May		June																															
M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S
6	7	8	9	10	11	12	9	10	11	12	13	14	6	7	8	9	10	11	4	5	6	7	8	9	10	4	5	6	7	8	9	10									
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27	28	29	30	31			30	31					27	28	29	30			25	26	27	28	29	30	31	25	26	27	28	29	30	31									

Important Dates		Lead Team Meetings	Department Meetings	Professional Development	Board Meetings
August 12	1 st Day of School	August 15	August 8	August 7*	July 15
September 2	Labor Day (No School)	September 12	August 22	August 8	August 22
September 5	Back to School Night	October 10	September 19	August 9	September 5*
September 20	End of Marking Per 1	November 7	October 17	September 26	September 26
October 14	All School College Day	January 9	November 14	October 24	October 10*
November 1	End of Marking Per 2	February 6	December 5	November 21	October 24
November 11	Veteran's Day (No School)	March 5	January 16	December 12	December 19
Nov 25-29	Fall Holiday Week	April 2	February 11*	January 23	January 23
Dec 16-19	Sem 1 Wrap Up Week	May 7	March 12	February 27	February 27
Dec 20	End of Semester 1	3:00 PM	April 9	March 19	March 26
Dec 23 – Jan 3	Winter Recess (No School)	Howard	May 14	April 23	April 23
PSAT Testing October 16			3:00 PM	May 21	May 21
			Various Locations	3:00 PM	June 25
			*Optional	Cal Poly	6:00 PM
UPA Leadership Meetings Tuesdays 10:20-11:20 AM ED Conference Room		Reauthorization Meetings		AVID Meetings	Media Center
				August 29	* Study Session
				September 24	Board Meetings
				October 22	are not posted on the above calendar
MTSS Meetings Tuesdays 1:30-2:30 PM ED Conference Room		Rally Dates		Cal Poly	
				September 27	
				November 1	
				January 31	
ED Conference Room				3:00 PM	
				Cal Poly	
				Johns Hopkins	

Below is the bell schedule for UPA for 2019-20.

2019 - 20 Bell Schedule

Monday/Wednesday - BLOCK			
1°	8:15 AM	-	9:45 AM
BREAK	9:45 AM	-	9:55 AM
3°	10:01 AM	-	11:31 AM
COMBINED LUNCH	11:31 AM	-	12:10 PM
5°	12:16 PM	-	1:46 PM
7°	1:52 PM	-	3:23 PM

Tuesday/Thursday - BLOCK			
2°	8:15 AM	-	9:45 AM
BREAK	9:45 AM	-	9:55 AM
4°	10:01 AM	-	11:31 AM
COMBINED LUNCH	11:31 AM	-	12:10 PM
Seminar	12:16 PM	-	1:16 PM
6°	1:22 PM	-	2:53 PM

Friday			
1°	8:15 AM	-	9:05 AM
2°	9:11 AM	-	10:01 AM
BREAK	10:01 AM	-	10:11 AM
3°	10:17 AM	-	11:07 AM
4°	11:13 AM	-	12:03 PM
COMBINED LUNCH	12:03 PM	-	12:42 PM
5°	12:48 PM	-	1:38 PM
6°	1:44 PM	-	2:34 PM
7°	2:40 PM	-	3:31 PM

Curriculum and Instructional Design

All teaching staff uses 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 varying 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 begin the learning design. The teacher first identifies desired results determining what enduring understandings are required. What “essential questions” will guide the unit and focus on 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, the department leads oversee the development and implementation 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 markups, quick writes 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. Authentic Projects will provide students with active and meaningful participation in their world of today. Students will put theory into practice through construction, inquiry, and engagement. Project-Based Learning is the primary method of learning for the Project Lead the Way engineering and biomedical 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/seminar 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 can 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 include:

- **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 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 effective 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.

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 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	English 7 English Support MS ELD 7/8	English 8 English Support MS ELD 7/8	English 9 Journalism English Support HS ELD	English 10 ELD Journalism	English 11 AP English Literature English Journalism	English 12 AP English Language Journalism
Math	Math 7 Math Support MS	Math 8 Math Support MS	Integ Math 1 Integ Math 1 Support Math Support HS	Integ Math 2	Integ Math 3 Integ Math 3+ Pre-Calculus	AP Calc AB AP Calc BC Statistics/Problem Solving
Science	Life Science	Physical Science	Biology	Chemistry AP Biology	Physics AP Chemistry	AP Environ. Sci Marine Biology

Subject	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Social Science	Ancient Civilizations	American History	World Geography	World History AP World History	US History AP US History Sociology	AP Govt & Politics Economics AP Economics AP Psychology
Engineering			Principles of Biomed Science Intro to Engineering Design & Dev.	Principles of Engineering Human Body Systems	Medical Interventions Digital Engineering Intro to Computer Science Biomedical Innovations	AP Computer Science Medical Innovations
World Lang		Spanish 1	Spanish 1	Spanish 2	Spanish 3 Spanish Immersion	AP Spanish Language AP Spanish Literature
Arts	Art 7/8 Multi-Media Arts 7/8 Dance 7/8 Drama 7/8 Beginning Band 7/8 Intermediate Band 7/8	Art 7/8 Multi-Media Arts 7/8 Dance 7/8 Drama 7/8 Beginning Band 7/8 Intermediate Band 7/8	Art 1 Drama 1 Dance 1 Drawing/Painting I Intermediate Band 1 Advanced Band 1 Acting 1 Multimedia	Dance 2 Drawing/Painting I/II Adv Band Intermediate Band 2 Multi-Media Arts Advanced Band 2 Acting 2 Choir 2	Intermediate Band 3 3-D Art Advanced Band 3 Advanced Drama Acting 3 Dance 3	Intermediate Band 4 Advanced Band 4 Acting 4 Dance 4
PE	PE 7	PE 8	PE 9	PE 10	PE 11	PE 12
Electives	AVID 7/8	AVID 7/8	AVID 9	AVID 10	AVID Tutor	
Advisory/Seminar	Advisory/Seminar 7	Advisory/Seminar 8	Advisory/Seminar 9	Advisory/Seminar 10	Advisory/Seminar 11	Advisory/Seminar 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 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 and Mathematics, the Next Generation Science Standards (“NGSS”), the History/Social Science Framework, English language Development (“ELD”) standards, and remaining State Content Standards (collectively referred to herein as “State Standards”). See Appendix B for Sample Course Maps and Course Catalogue. 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 assigned 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 ensures that its students are accustomed to daily homework assignments that expand upon their classroom instruction and help prepare them for the rigors of a college environment.

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

Personalized Learning Approach

Much of our educational program is based on the research and philosophical approach of The Bill and Melinda Gates Foundation, “High Schools for a New Millennium” (2004) and Dennis Littky, “The Big Picture: Education Is Everyone’s Business” (2004) who have researched and written widely on the merits of a rigorous, high expectation program coupled with a highly personalized approach to meeting the students’ additional support needs. To implement this philosophy, the UPA approach has been designed to meet the specific needs of the individual student. Starting in 9th Grade, students create a four-year plan that will guide them through high school and on to college. Students who require more individualized learning plans receive PLPs. Personalized Learning Plans (“PLP”) 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 4-year plan and/or a Personal Learning Plan. The PLP is based upon the assessment of each student's academic strengths and weaknesses.

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 four days per week, on Friday's teachers see all their students to wrap up the week and prepare students for the next week of instruction. In addition, UPA has employed several other instructional support strategies for students needing remediation.

These include:

- Organized after school tutoring (referred to as Learn It) in our Media Center each afternoon except Fridays.
- Students are enrolled in Advisory or Seminar classes which gives the students an opportunity to get assistance from the staff.
- Intervention classes for middle and high school students struggling in English and Mathematics.
- 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 before 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.
- Student Study Teams meet regularly to monitor students of promise. Students participating in the SST process receive a personalized learning plan and develop potential accommodations and modifications to the curriculum to help the student succeed.

Students interested in advancement can access community college courses or accredited online programs (Such as BYU-Online). Students wanting service hours can participate as Learn It or AVID peer tutors.

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, Bingle, 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 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 multiple UC/CSU campuses during their high school years.

Our 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 our teaching staff; they provide a tangible representation of our school's mission. UPA has also been lucky enough to invite graduates back as instructors in Math, English and Social Science.

Currently, UPA employs three counselors serving students in grades 7-12. This level of counseling allows UPA to formally bridge the high school and the 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 and our Alumni.

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 and English support classes that are innovative and adaptable 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, a 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 currently has a 1:1 computer ratio for students. Chromebooks or laptops are provided for each classroom and students can check out a Chromebook if needed. All core departments and most elective departments have adopted the use of an adaptable online resource and use it regularly. Interactive whiteboards 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 the 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.

UPA continues to develop technology courses in addition to the Project Lead The Way pathway. Most recently, UPA has expanded to offer a full multimedia course sequence as well as Introduction and AP Computer Science courses.

Visual and Performing Arts

UPA is dedicated to providing a well-rounded curriculum for all students. Visual and Performing Arts allows unique learning opportunities that positively impact student success in core classes. “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 will continue to explore ways to support and enrich our Visual and Performing Arts opportunities for our students.

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 artistic interests and talents. We believe that 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.

Other Keys to a Successful Educational Program

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 the 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 underperforming through the initial assessment and ongoing classwork and assessments are enrolled in support activities and other remediation activities described above. Underperforming 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 are such that all are participants in providing the support required for academically challenged students. Starting in the 2019-2020 school year, all student support systems will be folded into the MTSS (Multi-Tiered System of Supports) and will be evaluated based on student growth.

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.

Additive Educational Systems and Practices

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 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 articulation and 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 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 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 staff development program, usually once each month. This staff development time is dedicated to 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:

- Articulation of course content and skills to prepare students for Advanced Placement Courses
- Designing and implementing UPA’s student advisory and seminar 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 4-year academic and personal learning plans
- CCSS implementation

See below for more detailed information on UPA’s professional development program.

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. 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 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 four-year plan and/or PLP. Parents make extensive use of UPA’s student information system, PowerSchool to keep informed of assignments, homework, grades, and attendance. Secondly, parent involvement in the school community through volunteer hours and other services to the school demonstrates to their student the value that the parents place on the school program, acting as a role model for their students.

Campus Life: UPA recognizes and values the development of all aspects of a student’s life: academic/intellectual, physical, and emotional/mental. To this end, UPA addresses the mental health needs of its students by:

- ensuring that all faculty and staff receive appropriate professional development
- providing a ‘safe’ counseling space to facilitate emergency or ongoing mental health needs of students
- continual assessment of school climate-related to academic stress, school safety
- establishing partnerships with mental health support staff in agencies and the Santa Clara County 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.

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 (“UC”) and California State University (“CSU”) 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 Appendix C for WPA’s WASC accreditation information. 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.

Plan for Targeted Populations

All new 7th and 8th-grade 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 can be incorporated into the student’s Personalized Learning Plan (PLP), if one is required. Each student, parent, and counselor meet to discuss and plan how the student’s academic and individual needs will be addressed. Students are issued a report card every six weeks to ensure progress. Results are discussed via the email, phone conferences, meetings, and through school-wide grading conferences held each semester.

English Learners, Special Education students, at-risk students (ARS), low socioeconomic students, or other students identified as low-achieving through the initial assessment and through ongoing classwork, 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.

Learning is individualized for each student through the development of a four-year plan and/or a Personalized Learning Plan (PLP). The four-year plan and PLP are reviewed yearly. Where possible, students have the same advisory/seminar teacher throughout their high school years at UPA to ensure they are continuously improving based on the goals identified in the PLP. 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, offers 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 the 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.

Students looking for acceleration or more challenging learning environments have multiple opportunities: more advanced opportunities for them include 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.

In addition, UPA will be implementing the Multi-Tiered System of Supports (MTSS) model to provide additional targeting and tiered supports to our at-risk students. Following is a description of how the MTSS model will be implemented at the Charter School in 2019-20, as outlined in the 2019-20 LCAP.

1. Implement the Multi-Tiered System of Supports to deliver improved services to targeted students to include EL students, at-risk students (ARS), and low socio-economic students.
 - Year 1 of the implementation is to include:
 - Appoint a .8FTE administrator to provide leadership and coordination to the MTSS program.
 - Define criteria for students fitting into MTSS levels 1, 2 and 3
 - Create a flow chart indicating support services by MTSS level 1,2 and 3 levels of service
 - Establish indicators of success (school-wide and department-wide) when do we use it? How do we use it?
 - Organize translation services for non-English speaking parents whose students are in the MTSS support programs.
 - Create electronic templates to be used in creating a Personal Learning Plan (PLP) for identified students.
 - Create a PLP for MTSS student level 2 and 3.
 - Identify ARS by the 2nd week of school and establish a Personal Learning Plan (PLP) for each ARS.
 - Monitor student progress and include at least two face to face parent-teacher conferences to report out to parents on the academic and social progress of their student.
2. Offer the 7th and 9th grade Summer Math Literacy Institute to enable ARS to preview the English and math curriculum for the coming year and build their skills in these basic skill areas.
3. Utilizing the e-prescriptive learning program, *Edgenuity*, offer summer school make up courses to all qualifying ARS students who have fallen behind in graduation credits.

4. Staff a tutorial center after school for students needing help with their homework
5. Fund a .4 FTE for Support classes in English; .4 FTE for Support classes in Math and .2 FTE for the student "Grow" Program. The Grow program will focus on study skills and completing assignments. For example, In August, students will focus on navigating PowerSchool, planner and backpack organization, and setting up routines at home. In September, they will be working on note-taking, time management, and mental health. The second half of each class will have three high school tutors that can help students complete current/late/missing assignments. The teacher will be teaching academic study skills, monitoring student progress, and matching students up with peer/cross-age tutors. (FYI, this is patterned after AVID except it is for the students who have grades that do not qualify them for AVID).
6. Purchase student licenses for the NWEA Assessment -Measures of Academic Progress to monitor student academic achievement progress.
7. Write Personal Learning Plans (PLP) for EL students
8. Monitor academic progress of EL's and hold face to face meetings with parents to report on their student's progress.
9. Purchase annual student licenses for "PowerSchool Analytics" a student data integrated platform that houses student achievement, demographics, attendance and discipline data to enable closer monitoring of ARS achievement progress.
10. Using the trainer of trainer model, provide training to English and Math support teachers on the use of "Edgenuity," prescriptive e-learning Program for students.
11. Increase enrollment in the course for At-Risk students, Raising Expectations & Honor, (RESH 180) by 20% over the 2018-19 school year. *RESH 180 Description:*
"Raising Expectations Standards & Honor 180- is a classroom strategy aligned in a trauma-informed approach to improve mental and behavioral health by initiating a self-directed, inward examination framework to help process and practice purposeful forward-thinking. When mental health improves students' psychological well-being influences ability to cope with stress, overcome challenges, trust to build relationships and recover.
RESH 180 curriculum includes lessons to increase students ...
 - *Academic Performance*
 - *Classroom Interest*
 - *Motivation*
 - *Character Building*
 - *Personal Expectations*
 - *College Interest*
 - *Career Interest*
 - *Resiliency Skills*
 - *Goal Setting*
 - *Family Interaction*
 - *Self-Confidence*
 - *Purpose Thinking*

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English

Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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 the 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 the 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 extracurricular 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 redesignated 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, and PTSO.

- ***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.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper-pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered

individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

UPA ensures that English Learners (“EL”) have access to the full range of educational

opportunities that UPA offers. UPA complies with all applicable federal laws regarding services and the education of English Learner students and re-designates English Learners as English proficient based on legal requirements.

UPA identifies EL 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 ELPAC assessment.

The Charter School's EL instruction is offered primarily through English immersion, and in general, UPA classrooms are based on an "inclusion" philosophy for EL 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 Charter 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 EL students in their classes are properly certified authorizing teaching to English Learners. In addition, the EL 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.

University Preparatory Academy recognizes its responsibility to help students overcome language barriers that impede equal participation by EL students in the Charter School's core instructional programs. Our educational theory is designed to promote the 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 ELPAC.

UPA provides training to teachers in six key strategies. These strategies have proven successful with English Learners. They are vocabulary and language development, guided interaction, meta-cognition and authentic assessment, explicit instruction, meaning-based context, and universal themes, and modeling, visuals, and graphic organizers.

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 ELPAC 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 AP courses, in the areas where they feel more successful and competent.

UPA engages all its teachers in comprehensive staff development that are 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. EL students receive one period of ELD English support and the ESL specialist monitors the success of the students and serves as a resource to the 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 Learners.

A typical Beginning or Intermediate student schedule is as follows:

ELPAC Level	ELD 1 (ELPAC 1 &2)	ELD 2 (ELPAC 3)	ELD 3 (ELPAC 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	As needed	As needed	As 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 based on criteria established by the department that includes state-designated performance levels on the ELPAC. Primarily, teacher recommendation and proficiency test scores achieved on the ELPAC 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, many activities, including educational workshops and

parent outreach seminars, are sponsored and hosted by our school every year. The school provides 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, Learn It Tutoring, Student Awards Ceremonies, the Intervention Program, Link Crew/Web gatherings and celebrations, 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.

UPA will use the PLP to track the progress of ELs. 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.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring the availability of adequate resources.

For additional details about UPA's EL program, see Appendix D for UPA's English Learner Master Plan.

Plan for Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

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 Charter 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 as a school of the district 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 according to Education Code Section 47646(b) or subsequent legislation. See Appendix E for the special education MOU with SCCOE.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Identification and Referral

State law emphasizes that a student is to be referred for special education instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Because of the nature of the population served, UPA serves students that enter the Charter School with an individualized education program (“IEP”) or with learning disabilities that may require testing and possible special services. UPA works proactively and cooperatively with families, the teaching staff, and SCCOE to identify students with exceptional needs. Upon enrollment, UPA works with SCCOE to identify students who have or may have exceptional needs including, but not limited to, contracting for psychological testing services with the County and referrals.

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 need for additional support or services.

UPA is in the process of implementing the Multi-Tiered System of Support (MTSS) model, as described above, to additionally support students with disabilities. The MTSS model will attempt to meet all student needs within the regular instructional setting before referral for formal assessment for special education purposes.

In the event that formal intervention provided through MTSS 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 education program 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.

Notification and Coordination

UPA shall follow County SELPA policies as they apply to all County schools for responding to the implementation of special education services. UPA will adopt and implement County SELPA policies relating to notification of the County for all special education issues and referrals.

UPA shall follow County policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure County pre-approval before imposing a suspension or expulsion. UPA shall assist in the coordination of any communications and immediately act according to County administrative policies relating to disciplining special education students.

UPA shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. UPA will implement County SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. Students can be referred for special education services by parents, individual school personnel (teachers, counselors, and administrators), or other agencies and professionals.

UPA will follow County child-find procedures to identify all students who may require an assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The County will ensure that UPA is provided with notification and relevant files of all students who have an existing IEP and who are transferring to UPA from a local district school. The County SELPA shall have unfettered access to all UPA student records and information to serve all of the Charter School's students' special needs.

In the event that UPA receives a parent written request for assessment, it will work collaboratively with the County SELPA and the parent to address the request. Once a referral for special education is made, the request (which may be verbal or written) will be communicated to the appropriate school psychologist who serves as the initial case manager.

Upon receiving a referral for special education assessment, the school psychologist notifies the parents that their student has been referred and the reasons why the referral was made.

The school psychologist has fifteen calendar days in which to send the parent a written evaluation plan and related documents, including:

- Notice of Referral – stating the reason for the referral and who made the referral.
- Evaluation Plan – which specifies the area to be assessed, the educational personnel who will be conducting the evaluation, and the procedures and tests to be utilized.
- Notice of Procedural Safeguards
- Developmental History – which provides parents with an opportunity to share with the assessment team relevant background information about the student as well as parental viewpoints and concerns.

After the parent completes the forms and returns the signed Evaluation Plan authorizing the assessment to the school psychologist, the assessment team has 60 calendar days in which to conduct the evaluation and hold the individualized Educational Program (IEP) team meeting.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The County SELPA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the SELPA’s general practice and procedure and applicable law. UPA shall work in collaboration with the County to obtain parent/guardian consent to assess students. UPA shall not conduct special education assessments unless directed by the County SELPA.

In conducting the evaluation, the assessment team will gather information from the parent, school records, the student’s teachers, and other school personnel as needed. Also, the assessment team may consider, when authorized by the parent, information from community agencies and other professionals.

Parents play an important role in the evaluation process by providing information about the student through interviews and questionnaires. If desired, parents can furnish the assessment team with reports and evaluations conducted by private agencies and professionals.

IEP Meetings

The SELPA shall arrange and notice the necessary IEP meetings. IEP team members shall comply with state and federal law. UPA shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the SELPA and UPA: the Director and/or the designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other UPA representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The SELPA shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to: an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and/or

behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be at the decision of the IEP team, pursuant to the SELPA's IEP process. Programs, services, and placements shall be provided to all eligible UPA students in accordance with the policies, procedures, and requirements of the SELPA and state and federal law.

UPA shall promptly notify the SELPA of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to SELPA policy and how the SELPA operates special education at all other public schools in the County, the SELPA shall be responsible for all school site implementation of the IEP. UPA shall assist the SELPA in implementing IEPs, pursuant to SELPA policies in the same manner as any other school of the County. The County and UPA will be jointly involved in all aspects of the special education program, with the County holding ultimate authority over implementation and supervision of services. As part of this responsibility, UPA shall provide the County and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. UPA shall be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the SELPA. UPA shall comply with any directive of the SELPA as relates to the coordination of the Charter School and County for IEP implementation including, but not limited to: adequate notification of student progress and immediate notification of any considered discipline of special education students. In such matters, UPA will notify the County of relevant circumstances and communications immediately and act according to County administrative authority.

Interim and Initial Placements of New Charter School Students

Students transferring into UPA who were receiving special education in their previous school can continue to receive the special education services outlined in their existing Individualized Education Program (IEP) at UPA on a 30-day "interim placement" basis.

Before a transfer student can receive special education services on an interim placement basis, a school psychologist will:

- Verify the special education program and services the student was receiving in the previous school.
- Provide parents with a copy of their special education parental right and procedural safeguards.
- Obtain parent written approval of an Interim Placement that specifies the proposed special education program and services to be provided to UPA during the 30-day interim placement.

During the 30-calendar day interim special education placement, a school psychologist will coordinate a review process that consists of the IEP team members to:

- Obtain and review relevant educational documents from the student’s previous school (e.g., copies of the existing IEP and most recent assessment reports, transcript, etc.).
- Determine if additional data is needed to assist the IEP team in evaluating the appropriateness of the student’s IEP.
- Develop an Evaluation Plan if additional data assessment data is needed and then pursuing parent written approval of the plan.
- Collect any needed additional assessment data and summarize the results in a written report.

Before the expiration of the 30-day period, the IEP team will review the interim student’s placement. The team will use information, records, and reports from the previous school district as well as any additional assessment data that was collected during the interim placement. The team will prepare an IEP to meet the educational needs of the student.

Non-Public Placements/Non-Public Agencies

The County shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. UPA shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the County. UPA shall immediately notify the County of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to UPA and no student shall be denied admission nor counseled out of UPA due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

UPA shall follow SELPA policies as they apply to all County schools for responding to parental concerns or complaints related to special education services. UPA shall instruct parents/guardians to raise concerns regarding special education services, related services, and rights to the County unless otherwise directed by the County. UPA shall immediately notify the County of any concerns raised by parents. In addition, UPA and the County shall immediately bring to the other’s attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The County’s designated representative, in consultation with the Charter School’s designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. UPA shall allow the County access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

UPA and the County shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The County, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and UPA shall comply with the County’s decision.

UPA and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for an investigation.

Due Process Hearings

The County may initiate a due process hearing or request for mediation concerning a student enrolled in UPA if the County determines such action is legally necessary or advisable. UPA agrees to cooperate fully with the County in such a proceeding. If the parents/guardians file for a due process hearing or request mediation, the County and UPA shall work together to defend the case. If the County determines that legal representation is needed, UPA agrees that it shall be jointly represented by legal counsel of the County's choosing.

UPA understands that the County shall have sole discretion to settle any matter in mediation or due process. The County shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any UPA student necessary to protect its rights.

SELPA Representation

The County shall represent UPA at all SELPA meetings and report to UPA of SELPA activities in the same manner as is reported to all schools within the County.

Funding

The MOU agreement between UPA and the SELPA outlines the funding arrangement for the purposes of special education service provisions.

Professional Development

The administration, teaching staff, and other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the County and/or SELPA.

So long as UPA operates as a "school of the district" for special education purposes, the County agrees to allow UPA staff access to all Special Education related professional development opportunities that are available to other employees of the County.

UPA will also seek professional development opportunities for its staff through potential training facilitated by colleges and universities, and private companies or agencies.

UPA may pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status at some future time according to Education Code Section 47641(a) or other subsequent legislation. Before 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.

Section 504 of the Rehabilitation Act

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 Charter 1School is responsible for planning and implementing any such accommodations or services.

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities has a record of such an impairment or is regarded as having such an impairment is eligible for protections under Section 504.

A 504 team shall be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social, and behavioral records, and is responsible for deciding as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that

the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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. 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. Our proposed professional development agenda for the 2019-20 school year is provided below. We expect subsequent years to be similar and aligned with our programming and student outcomes.

August

Staff getting to know you: What kind of teacher/educator are you?

Web/Link Crew

Roommate meetings

Department Grading Calibration

Seminar Planning

Team building

September

Supporting EL students in the classroom

Staff collaboration

Mandated Reporter Training

October

AVID Workshop

Performance Matters Workshop

November

Grade level meetings (focus on SOP success)

December

Supporting EL students in the classroom/academic vocabulary

January

Senior Project Grading

February

AVID Workshop

March

Grade level meetings (focus on SOP success)

April

Staff CPR Training

May

Reflection: Pluses and Deltas for the year

Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is available on our website (<http://www.upasv.org/>). The Charter School shall annually update and develop the LCAP per Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. UPA reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. UPA shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the school site.

UPA has identified the following six 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

ELEMENTS 2 AND 3. MEASURABLE PUPIL OUTCOMES AND METHODS OF ASSESSING STUDENT OUTCOMES

Governing Law: 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605.6(b)(5)(B).

The method by which pupil progress in meeting those pupil outcomes 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 Outcomes

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 more detail below. These assessments are aligned to standards and state/federal accountability systems.

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 exceed the University of California "a-g" course requirements. Graduation credits are subject to annual review by the UPA Board.

The table below summarizes UPA's LCAP goals, actions/services, and budget as detailed in the 2019-20 LCAP.

LCAP Goal	Actions and Services	Budget
<p>1. Provide greater Academic support for all students, especially EL students.</p>	<ul style="list-style-type: none"> • Continue with the following At-Risk services to students and incorporate into the School’s Multi-Tiered System of Support (MTSS) in subsequent years: <ol style="list-style-type: none"> 1. Identify at-risk Students by the 2nd week of school and establish a Personal Learning Plan (PLP) for each at-risk student. 2. Continue monitoring student progress and include at least two face to face parent-teacher conferences to report out to parents on the progress of their student. 3. Continue offering the 7th and 9th grade Summer Math Literacy Institute and offer summer school make-up courses to all qualifying students and students who have fallen behind in graduation credits. 4. Continue the use of Edgenuity e-prescriptive learning program for identified at-risk students. 5. Implement the Multi-Tiered System of Support (MTSS) to better organize and deliver tiered intervention services to at-risk students based on their individual need. 6. Staff the Media/tutorial center after school. • Increase the number of PSAT /SAT test-takers by funding all students in grades 8,9,10 &11 • Fund a .4 FTE for Support classes in English; .4 FTE for Support classes in Math and .2 FTE for the student "GROW" program. • Purchase student licenses for the NWEA Assessment -<u>M</u>easures of <u>A</u>cademic <u>P</u>rogress • Provide Academic Support for English Learners <ol style="list-style-type: none"> 1. Continue writing Individual Learning Plans for EL students 2. Monitor academic progress and report to parents at face to face meetings with parents • Strengthen the school’s Culture of Accountability by: <ol style="list-style-type: none"> 1. Providing more training to staff, once in the fall and spring, on the use of Performance Matters, a student data integrated platform that houses student 	<p>\$282,027</p>

	<p>achievement information, demographics, attendance, and discipline data.</p> <ol style="list-style-type: none"> 2. Using the trainer of trainer model, continue providing additional training to staff on the use of Edgenuity prescriptive e-learning Program for students in English and Math support classes. <ul style="list-style-type: none"> • Purchase of annual student licenses for PowerSchool Analytics • Implement the Multi-Tiered System of Supports to deliver improved services to targeted students to include EL students, At-Risk students, and Low socioeconomic students. <p>Year 1 of the implementation is to include:</p> <ol style="list-style-type: none"> 1. Appoint a .8FTE administrator to provide leadership and coordination to the MTSS program. 2. Define criteria for students fitting into MTSS levels 1, 2 and 3 3. Create a flow chart indicating support services by MTSS level 1,2 and 3 levels of service 4. Establish indicators of success (school-wide and department-wide) when do we use it? How do we use it? 5. Organize translation services for non-English speaking parents whose students are in the MTSS support programs. 6. Create electronic templates to be used in creating a Personal Learning Plan (PLP) for identified students. 7. Create a PLP for MTSS student level 2 and 3. 	
<p>2. Improve the school’s curriculum offered to students and update school safety plans.</p>	<ul style="list-style-type: none"> • Conduct an annual review /revision of the school’s safety plan consistent with new legal and law enforcement requirements as well as technological advancements. Issue periodic reports to the school board on the status of school safety. • Provided the availability of staffing and classroom space, offer more elective courses that meet student interests. <ol style="list-style-type: none"> 1. Annually survey students to determine the level of interest in electives, practical courses (that will assist students in college life) and AP courses. 2. Introduce into the school's master schedule electives, practical courses, 	<p>\$350,175</p>

	<p>and AP courses provided the availability of school facilities/classrooms and funding.</p> <ul style="list-style-type: none"> • Offer an SAT Prep class • Fund the following courses of interest to students: <ul style="list-style-type: none"> ○ .2 FTE for AP Capstone, ○ .4 FTE for AP Government and Politics, ○ .2 FTE Sociology, ○ .2 FTE Journalism, ○ 1.0 FTE Multimedia Arts • Continue marketing and populating the school's engineering program, Project Lead the Way by providing greater exposure on campus, seeking community internships, and offering the PLTW diploma (graduation diploma designation). • Purchase needed safety equipment identified by the Director of Business and Operations to include: <ol style="list-style-type: none"> 1. School fencing in the 2019-20 school year 2. 3-year phase of a school-wide intercom system. 	
<p>3. Improve Basic services to teachers and students to enhance and facilitate teaching and learning. These services are to also include training and professional development so teachers can implement strategies to support targeted disadvantaged students.</p>	<ul style="list-style-type: none"> • Upgrade Science Labs and provide professional development time for collaboration. • Provide professional development and collaboration time for certificated staff on effective teaching strategies for "At-Risk" students. • Hire and retain quality, caring teachers, and provide adequate collaboration and training time for their professional growth. • Recruit teachers as per the plan developed in the previous year. • Continue offering teacher support, coaching and collaboration time for teachers • Review/revise as appropriate the school's teacher recruitment/selection process • Implement 1.2 FTE for new teacher support and for coaching and mentoring of core teachers of special populations • Continue purchasing a class set of hard copy texts for classrooms • Continue purchasing electronic versions of the text for students if available • Continue purchasing the electronic/online resources for students of the textbooks if available • Conduct at least four professional development activities focusing on effective classroom strategies to support 	<p>\$330,900</p>

	<p>English Learners and targeted disadvantaged students</p> <ul style="list-style-type: none"> • Contract with trainers to deliver professional development and training 	
<p>4. Improve School Climate</p>	<ul style="list-style-type: none"> • Increase enrollment in the course for At-Risk students, Raising Expectations & Honor, by 20% over the 2018-19 school year • Improve the school's lunchtime activity program by increasing by 50% the number of intramural sports activity days to include club recruitment days, carnival days and Intramural sports four days/week • By the start of 2019-20, publish a set of norms that address teacher "turnaround time" for corrected homework, tests, quizzes, and other schoolwork. • Maintain the student wellness program hours of service as in the school year 2018-19. • Increase counseling time by .2 FTE to be implemented at the 11th and 12th grades. The extra counseling time is to be used for: <ul style="list-style-type: none"> ○ Greater student access to see their counselors ○ Track and monitor UPA students who have enrolled in a community college instead of a 4-year college or university. ○ Revise as appropriate the document outlining counseling services at all grade levels. Share the document with the Board for approval and share with parents. ○ Hold at least two 11th and 12th-grade level meetings (evening meetings with students and parents). ○ Conduct focus group meetings with students to determine the level of satisfaction with the 11th and 12th-grade counseling program • Provide extra time compensation for counselors and support staff to hold grade-level meetings with parents. 	<p>\$123,700</p>

	<ul style="list-style-type: none"> • Continue student support /safety staffing up to 5:00 PM each day • Maintain the school's lunchtime activities program to include club recruitment days, carnival days and Intramural sports three days/week • Fund Web/Link Crew (peer student mentoring) training for new staff who will be joining the team as advisors. • Improve school to home communications by expanding the UPA Parent Institute 	
<p>5. Develop a plan to fully implement the new Next Generation Science Standards by 2019-20 (NGSS).</p>	<ol style="list-style-type: none"> 1. Implement year 2 of the NGSS action plan: <ul style="list-style-type: none"> • Schedule department dates through 2019-20 to address major steps of the action plan • Conducting NGSS curriculum research • Review and revise science curriculum maps and pacing guides based on previous years' experience • Review and rewrite course descriptions based on previous years' experience • PD coordinator and Science team design NGSS implementation PD activities for year 2 2. Science Department to determine additional instructional materials needs and assessments over year 1 3. Administration & Science Department review/revise the science department achievement dashboard 	<p>\$10,000</p>

Additional details on UPA’s initiatives and goals to meet the State’s eight priorities are detailed in UPA’s 2019-20 LCAP (available at www.upasv.org) and accompanying 3-year budget attached as Appendix F.

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 PowerSchool 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 are some of the most important work undertaken at UPA.

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

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 a waiting list, student withdrawal rates, re-designated ELs, AP course enrollment, completion and passage scores.

Teachers meet monthly in departments to discuss grade and subject level data to adjust instruction as appropriate and to review the effectiveness of the selected curriculum. Student progress is the most important measure of success, and student performance data is used as a measure for teacher evaluation and 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 online parent portal.

ELEMENT 4. FACILITIES

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h)

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 the costs are provided in the attached financial plan.

ELEMENT 5. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

The University Preparatory Academy is organized as a California Nonprofit Public Benefit Corporation as identified in Education Code Section 47604(a) 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 a 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 according to the Governing Board's removal policy and procedure that are outlined 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 Robert's Rules and the Brown Act. Expulsion hearings, personnel matters, and other matters meeting an exception in the Brown Act are held in closed session unless the 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 officer positions including 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 promptly. Agendas are posted in hard copy at the school site and on the school web site and in accordance with Brown Act requirements. The Board Treasurer has the 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.

James Romero, President of the Board

Senior Manager Product Development for a Fortune 100 Company

Patrick Dunkley, Secretary of the Board

Deputy Director of Athletics and Senior University Counsel, Stanford University.

Robert Hernandez, Treasurer of the Board

Senior Vice President of a major financial institution in Silicon Valley.

Darnella Aulani, Board member

Principal Owner and Managing Broker at Darnella Real Estate. State Director of California Association of Realtors.

Tony Lustig, Board Member

Senior Global Marketing Development Executive with 20+ years of success in developing new markets and growth in industrial, high-tech, and commercial ventures.

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 2019-2020 Leadership Organization Chart

Director of Business and Operations Dan Ordaz Jr	Director of Curriculum and Instruction Matt Daugherty	Director of Student Services Andrew Yau	Director of Special Programs Jean Mastrogiacomo	Executive Director David Porter
Athletics and Athletic Booster Liaison	Academic Data Services	Campus Supervision and Safety	AVID, Link Crew, and WEB Coordinator	Administrative Supervision and Evaluation
Bank and Deposits	Curriculum Development	Clubs and Fundraisers	Graduation and Promotion Coordinator	Athletics
Budgeting	English Language Assessment and Support	Drama Coordinator and Drama Boosters Liaison	Music/Arts Coordinator and Music Boosters Liaison	Audits and Accountability
Facilities Management	Grade Reporting and Grading Policy Monitoring	Energy Bar Management	Homeless/McKinney Vento Coordinator	Board Meeting Liaison
Norms Committee	Master Schedule Development	Field Trip Coordination	Merit Based Pay Coordinator	Human Relations, Staffing, and Benefits
PowerSchool – Accounts, Operations and Maintenance	PowerSchool Learning Management	Media Center Supervisor	Multi-Tiered System of Support Program Manager	Lead Team Facilitator
Purchasing and Reimbursements	School/Community Communication	San Jose Task Force Representative	School Awards and Assemblies and Honor Roll Coordinator	LCAP, SARC, WASC, Reauthorization Coordinator
Textbook Requisition	Seminar Coordinator	Student Activities and Supervision	Students of Promise Grades 7-9	Parent Outreach and PTSO Liaison
	Special Education and 504 Administration	Students of Promise Grades 10-12	Student Support Coordinator (Learnit, GROW, RESH 180, English/Math Support Classes)	Staff Communication
	Testing and Assessment	Student Safety, Intervention and Emergency Drills	Student Wellness Administrator	Surveys and Customer Feedback
	Textbook Selection and Approval	Summer School Administrator	Website Content	Teacher Evaluation
Reporting Staff				
D. McClung – Attendance Monitoring and Accounting	E. Kern – Registrar and Work Permits	Campus Supervisors	E. Voss – Media Center and After School Coordinator	K. Moore – Professional Development Coordinator
J. Rogers – Events Coordination and Purchasing	L. Gordon-Reska – Seminar Coordinator	D. McClung – Student Parking Permits	J. Buensuceso – Student Wellness Program	L. Gordon-Reska – New Teacher Induction Coach
T. Guevara – Technology Repair, and Maintenance	N. Mendoza – English Language Development	M. Contreras – Yearbook Coordinator		TBD – Office Manager, Sub Coordinator, Timecards, Board Secretary
	N. Sebek – Technology Training	N. Sebek – ASB and Student Activities Coordinator		
	S. Troch – Academic Guidance Services			
dordazjr@upatoday.com Ext 5123	mddaugherty@upatoday.com Ext 5141	ayau@upatoday.com Ext 5145	jmastrogiacomo@upatoday.com Ext 5130	dporter@upatoday.com Ext 5115

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
- Curriculum Materials Selection Committee
- Athletic Boosters Committee
- Band Boosters Committee
- Fine Arts Committee (Provides support to the Drama Program)
- Speech and Debate Boosters

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 parents of EL students, 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 45125.1. Registered sex offenders under Penal Code section 290 or other subsequent legislation may not serve as volunteers on campus, anywhere or at any time students are present. All volunteers who are on campus are required to have a current tuberculosis risk assessment on file with the charter school.

ELEMENT 6. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

General Staff Qualifications

The UPA faculty and staff recruitment and selection process are 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 any requirements of the Elementary and Secondary Education Act (“ESEA”), as reauthorized by the Every Student Succeeds Act (“ESSA”), are met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee is required to meet the state credentialing 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.

Teachers and Instructional Staff Qualifications

UPA has adopted a set of qualities it requires of faculty. 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 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.

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

- Demonstrated expertise in the subject area and the ability to communicate the appropriate knowledge to each student,
- Possession of a CLAD, BCLAD, or CDE certification as required for core teachers teaching English Learners,
- 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.

Executive Director

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.

Qualifications

- Demonstrates a personality/leadership style consistent with a democratic community,
- Works with others to ensure a school environment that is safe for all and respectful of the community,
- Promotes respect for and understanding of the diversity within the school community,
- Respects the contributions and accomplishments of all students, staff, and community,
- Promotes and demonstrates clear two-way communications,
- Elicits and acknowledges the ideas and feelings of others,
- Presents ideas in a timely, open, clear, honest and convincing manner,
- Communicates effectively orally and in writing,
- Acknowledges and respects diverse perspectives and opinions,
- Successful district cabinet-level administrative experience,
- Successful school site administrative experience,
- Possess a Bachelor’s degree in an educational field, a post-graduate degree preferred,
- California Administrative Services Credential preferred
- Successful experience in managing complex political relationships,
- Proven fiscal management and commitment to fiscal transparency and accountability,
- Entrepreneurial and willing to take risks.

Director of Student Services

The Director of Student Services is responsible for the implementation of the student discipline program consistent with Board policies and regulations. The Director of Student Services assists the faculty in the areas of student classroom behavior management and supervision. The Director of Student Services may administer disciplinary action depending on student behavior infraction. The Director of Student Services is also responsible for campus safety and supervision. The Director of Student Services is also responsible for overseeing all student support services programs including student activities, discipline, school safety, advisory programs, promotion and graduation planning, and assists the Executive Director in instructional supervision.

Qualifications

- Demonstrates a collaborative leadership style,
- Works with staff as a team to accomplish school initiatives, goals and objectives,
- Works with staff to ensure a safe school environment for all students,
- Communicates effectively orally and in writing,
- Acknowledges and respects diverse perspectives and opinions,
- Successful classroom and/or counseling experience preferred,
- California Administrative Services Credential preferred.

Director of Business and Operations

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 and reports directly to the Executive Director 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.

Minimum Qualifications

- BS in Business Administration, MS preferred
- Minimum five years experience in business management and operations or equivalent with a 501(C)(3)
- Ability to communicate effectively orally and in writing

Director of Curriculum and Instruction (DCI)

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.

Qualifications

- Demonstrates a collaborative leadership style,
- Works with staff as a team to accomplish school initiatives, goals and objectives,
- Works with staff to ensure a safe school environment for all students,
- Respects the contributions and accomplishments of all students, staff, and community,
- Promotes and demonstrates clear two-way communications,
- Communicates effectively orally and in writing,
- Acknowledges and respects diverse perspectives and opinions,
- Successful school site administrative experience,
- Possess a Bachelor's degree in an educational field, a post-graduate degree is preferred,
- Possess a California Administrative Services Credential

Director of Special Programs

The Director of Special Programs is directly responsible for the development, implementation, and management of the school's special instructional programs, including UPA's Student of Promise program. The DSP is responsible for supervising all special programs assigned to him/her by the Executive Director to ensure fidelity with the program goals and intent, provide fiscal oversight of the operating budget, maintain necessary program data and evaluate the program in terms of its stated outcomes. The DSP assists the Executive Director in researching and implementing new instructional programs designed to improve the academic achievement of all students, especially, Students of Promise.

Qualifications

- Demonstrates a collaborative leadership style,
- Works with staff as a team to accomplish school initiatives, goals and objectives,
- Works with staff to ensure a safe school environment for all students,
- Respects the contributions and accomplishments of all students, staff, and community,
- Promotes and demonstrates clear two-way communications,
- Communicates effectively orally and in writing,
- Acknowledges and respects diverse perspectives and opinions,
- Successful school site administrative experience,
- Possess a Bachelor's degree in an educational field, a post-graduate degree is preferred,
- Possess a California Administrative Services Credential

Instructional Support Staff

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. The 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.

Counselor

A 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.

Qualifications

- Valid California teaching credential preferred
- Appropriate pupil personnel credential
- Five years of service as a teacher recommended

Instructional Coach

To provide research-based coaching that helps guide UPA toward sustainable school growth by providing professional development services that include a reflective collegial cycle of inquiry, data analysis, high functional learning communities, and instructional leadership through alignment of curriculum and instruction to state and district-identified standards. The coach will

spend the majority of the time working in classrooms with teachers providing professional development that would include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in assessing student work and developing instructional plans with teams of teachers or as individuals.

Qualifications

- Appropriate CA teaching credential
- Valid California driver's license
- Bachelor's degree from an accredited institution
- Successful experience as a classroom teacher
- Successful teaching experience, at various grade levels, preferred
- Experience as an Instructional Coach preferred

Support Staff

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

Administrative Assistant to the Executive Director

Acts as administrative assistant to the Executive Director, including preparation of reports and agendas for all meetings. Prepares handouts for meetings. Attends meetings, keeps notes and sends email to attendees with a synopsis of meetings. Prepares "To Do" lists for administrators from meeting notes, and follows up on completion of items; updates the lists at subsequent meetings. Keeps a calendar of all appointments. Schedules appointments with teachers, committees, and leaders.

Qualifications

- Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing,
- Knowledge of correct English usage, spelling, grammar, and punctuation,
- Ability to perform arithmetical calculations with speed and accuracy,
- Ability to understand and apply successfully a variety of complex directions to specific situations,
- Ability to proofread work accurately,
- Ability to communicate effectively and tactfully in both oral and written forms,
- Ability to establish and maintain a variety of recordkeeping, reference, and data collection systems,
- Ability to analyze situations and take appropriate action in a variety of procedural matters independently without immediate supervision,
- Ability to prioritize and coordinate workflow and timeliness for self and others,
- Ability to operate a variety of office equipment such as copy machine, computer, printer, etc. with speed and accuracy,
- Ability to establish and maintain effective work relationships with those contacted in the performance of required duties,
- Possession of a valid and appropriate California Driver's License.

Administrative Assistant - Operations

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.

Qualifications

- Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing,
- Knowledge of correct English usage, spelling, grammar, and punctuation,
- Knowledge of financial recordkeeping methods and practices,
- Ability to perform arithmetical calculations with speed and accuracy,
- Ability to understand and apply successfully a variety of complex directions to specific situations,
- Ability to proofread work accurately,
- Ability to communicate effectively and tactfully in both oral and written forms,
- Ability to establish and maintain a variety of recordkeeping, reference, and data collection systems,
- Ability to analyze situations and take appropriate action in a variety of procedural matters independently without immediate supervision,
- Ability to prioritize and coordinate workflow and timeliness for self and others,
- Ability to operate a variety of office equipment such as copy machine, computer printer, etc. with speed and accuracy,
- Ability to establish and maintain effective work relationships with those contacted in the performance of required duties,
- Possession of a valid and appropriate California Driver's License.

Registrar

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.

Qualifications

- Knowledge of UPA curriculum and graduation requirements
- Knowledge of proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing

- Knowledge of correct English usage, spelling, grammar, punctuation, and ability to proofread work accurately
- Ability to perform arithmetical and basic statistical calculations with speed and accuracy,
- Ability to understand and apply successfully a variety of complex directions to specific situations
- Ability to communicate effectively and tactfully in both oral and written forms
- Ability to establish and maintain a variety of recordkeeping, reference, and data collection systems
- Ability to analyze situations and take appropriate action in a variety of procedural matters independently without immediate supervision
- Ability to prioritize and coordinate workflow and timeliness for self and others
- Ability to operate a variety of office equipment such as copy machine, computer printer, etc. with speed and accuracy
- Ability to establish and maintain effective work relationships with those contacted in the performance of required duties
- Ability to interpret, apply and explain provisions of federal, State and District regulations related to admissions and records
- Possession of a valid and appropriate California Driver's License

Campus Supervisor

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 policies and procedures. The Campus Supervisor performs entry-level functions in carrying out assigned activities. The Campus Supervisor reports directly to the Director of Student Services.

Qualifications

- Ability to learn the operations, procedures, policies, and requirements of the 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

Digital Media Center Technician

Under the assigned supervisor, the Digital Media Center Technician (MCT) manages, schedules, and organizes the activities and operations of the school's Digital Media Library Center (DMLC). Duties may include ordering, processing, and checking out of both physical and digital media. The MCT also performs a variety of clerical support functions related to the media center operations and receives general supervision within a framework of standard policies and procedures.

Qualifications

- Completion of a two-year college degree or combination of education, experience, and training which meets or exceeds the standards of knowledge, skills and abilities listed above.
- Computer and Internet proficiency with the ability to learn new software applications.
- Ability to work independently; initiate and complete tasks in a timely and accurate manner.
- Team-oriented with the ability to build effective working relationships with teachers and colleagues.
- Demonstrate effective oral and written communication skills.
- Ability to service students and staff in a friendly and professional manner.
- Knowledge of correct English usage, spelling, grammar, and punctuation.
- Multilingual skills may be required.
- Knowledge of the general needs and behavior of high school students.
- Ability to prepare routine reports.

Business Management

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

General Employment Requirements and Performance Reviews

Before a final employment offer, UPA requires each employee to submit to criminal background checks as required by Education Code §44237. 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.

Prior to employment, each employee must furnish proof of tuberculosis (“TB”) risk assessment, as well as documents establishing legal employment status. The Executive Director is responsible for monitoring and maintaining documentation of medical and background 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 for organizing 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.

Recruitment and Hiring Plan

UPA seeks to hire a diverse faculty composed of well-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 2.0 FTE counselor positions, a Director of Curriculum and Instruction, a Director of Business and Operations, a Director of Student Services and a Director of Special Programs. Also, the equivalent of 1.6 FTE is invested in release time for the coordination of the following programs:

1. MTSS/At-Risk Intervention Program
2. AVID
3. Beginning Teacher Support/coaching and mentoring of teachers
4. English Learners
5. Professional Development and Training

In addition, the school employs a 1.0 FTE administrative assistant, a 1.0 FTE attendance secretary, a 1.0 FTE registrar, 2.0 FTE campus supervisors, and a technology support manager.

Employing a well-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

ELEMENT 7. HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require:

- a. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
 - b. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
 - c. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*
- 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 risk management experts. These procedures have been incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff is trained annually on health and safety policies.

UPA is committed to establishing a safe school environment and has a School Safety Plan (see Appendix G) that addresses areas of concern such as, earthquakes, fire, floods, shootings, natural disasters, and electricity loss, as addressed in more detail below. 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.

The following is a summary of the health and safety policies of the Charter School:

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, according to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall

monitor compliance with this policy and report to the Charter School Board of Directors regularly. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance before volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually following Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th-grade students must be immunized with pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding the administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Bloodborne Pathogens

UPA has implemented policies relating to preventing contact with blood-borne pathogens. The Director of Operations is responsible for ensuring 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.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students are displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus prevention education to students in grades 7-12, at least once in middle school and at least once in high school, according to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures

- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 3200.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

ELEMENT 8. RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter 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 Santa Clara County, including materials in dominant languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a wide 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 to tailor outreach efforts to a diversity of students/families.

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 also to 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 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 wide variety of community groups and agencies;
- Sponsor outreach to at least ten 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 underrepresented among UPA's student population, using public meetings, and open-house meetings with scheduled school tours.

ELEMENT 9. FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. California Education Code 47605.6(b)(5)(I)

The University Preparatory Academy Governing Board selects an independent auditor each fiscal year to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as required by Education Code Sections 47605.6(b)(5)(I) and 47605(m). 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 the county superintendent of schools. The Charter School's Board will review any audit exceptions or deficiencies 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. 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 by December 15 annually 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 independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10. SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
 - (III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605.6(b)(5)(J)*

Policy

This Student Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students, staff, parents/guardians, and visitors to the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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 available digitally 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.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student 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 students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

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 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 or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, 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 a 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, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
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. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.

13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. 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.
16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, of the person threatened or his or her immediate family.
17. 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 hurt 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.
18. Caused, attempted to cause, threaten to cause, or participated in the 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.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Engaged in the act of bullying, including, but not limited to, bullying committed through an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. 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).
22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

Expellable Offenses

Discretionary Expellable Offenses: Students may be expelled 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 or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, 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 a 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, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
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. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. 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.
16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

17. 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.
18. Caused, attempted to cause, threaten to cause, or participated in the 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.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act.
21. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.

- d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
22. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, video, or image.
23. A post on a social network Internet Web site including, but not limited to:
- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
24. An act of cyber sexual bullying.
- a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - e. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
25. 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 (3)(a)-(b).

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

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:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

The 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 the 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, in accordance with Education Code Section 47605(b)(5)(J)(i).

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 the 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents unless the pupil and the pupil's parents fail to attend the conference. 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.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the

recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for a 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 with a room separate from the hearing room for the complaining witness' use before and during breaks in testimony.
3. At the discretion of the entity 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 entity 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 entity 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 entity 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 entity 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 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 entity 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.

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 or Administrative Panel 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 of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative 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 of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted

findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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 Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during the expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 Charter 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 of Directors following a meeting with the Executive Director or designee and the pupil and parent/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 or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the

Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected of having engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of 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 ("IDEA") 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 IDEA, 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 County

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 County would be deemed to know 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 (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 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 determine that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment before 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 direct 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 others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), 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.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement or the manifestation determination, or if 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, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

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) school 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 Section 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 Section 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 IDEA 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 IDEA-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 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 not to be eligible.

ELEMENT 11. RETIREMENT PROGRAM

Governing Law: The manner by which staff members of the charter school 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, or the State Teachers' Retirement System for certificated staff. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made.

ELEMENT 12. DISPUTE RESOLUTION PROCESS

Governing Law: 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) ensure 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 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 complaint concerning the school, with a procedure to follow to have the complaint 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 decide 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.

The Charter School shall maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

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 5:00 p.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.

ELEMENT 13. ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M)

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 any 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, the inclusion of these expectations on the school web site, orientations, and interviews.

UPA has no requirement for admission and admits any child who wishes to attend. No test or assessment shall be administered to students before acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a random public drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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 (4) completion of forms and admissions application after the lottery, (5) personal interviews of students and parents (for enrolled students), and (6) 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 to better serve the sometimes-transient nature of the local population, if an opening is available.

Timeline for Recruiting and Admissions

Applications for admission are made available in December of the previous year and are due by the first 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 an open house, scheduled for a weekend, where any and all community members can visit the school to learn more about what UPA offers their 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 also to 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 wide variety of community groups and agencies;
- Sponsor outreach to at least ten 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 underrepresented among UPA's student population, using public meetings, and open-house meetings with scheduled school tours.

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 adjust 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.

Lottery – Public Random Drawing

If the number of students seeking admission to any grade or class exceeds capacity, a lottery is held.

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 middle and high schools within Santa Clara County.

All students who are interested in enrolling at the school are required to complete an application for admission. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

No specialized admission assessments are required; however, tests may be administered after admission 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 random public 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 be included in the random public drawing. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a random public drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students admitted to or attending UPA
2. Children of Charter School teachers and staff
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school(s) in which University Preparatory Academy is located for purposes of the SB 740 Charter School Facility Grant Program.
4. Students who are eligible to receive Free or Reduced Price Meals¹, and who reside in the County.
5. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as outlined in Education Code Section 47605(d)(2)(B)(i)-(iv).

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

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the random public drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the waitlist carry over to the following school year.

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. The waitlist does not carry over from one school year to the next.

ELEMENT 14. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: 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)(N).

No student shall be required to attend UPA. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 15. EMPLOYEE RETURN RIGHTS

Governing Law: 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 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)(O).

No person shall be required to work at the Charter School. Individuals 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 unless specifically granted by the County or the school district. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. Employees of UPA who were not previous employees of SCCOE will not become employees of SCCOE and will not have the right to employment within SCCOE.

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 16. CHARTER SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(P).

The following are closing procedures that abide by Cal. Ed. Code §47605.6(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 districts 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 notices, grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements.
- d.** The UPA Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' SCCOE 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 outlined 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.

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 the 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 the 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.

MISCELLANEOUS PROVISIONS AND IMPACT ON COUNTY

Financial Plan

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

A financial plan for the school is submitted with this petition. See Appendix F: Financial Plan. This document is based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Financial Reporting

UPA maintains a contract with EdTec, a back-office service provider for finance, accounting, and payroll services.

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)

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).

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.

Civil Liability

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h)

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.

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, canceled, 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.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2020, and expiring on June 30, 2025. 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 and its implementing regulations.

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 an agreement in writing executed by UPA and SCCOE. Material revisions 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 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



UPA CHARTER PETITION

FOR THE TERM JULY 1, 2020 – JUNE 30, 2025

APPENDICES

List of Appendix Documents

Appendix A: New Legal Requirements 2015-2019

Appendix B: Sample Course Maps and Course Catalogue

Appendix C: WASC Accreditation

Appendix D: UPA English Learner Master Plan

Appendix E: SCCOE/UPA Current MOU

Appendix F: Budget and Financials

Appendix G: School Safety Plan

Appendix A: Charter School Legal Requirements: 2015-2019

Education Code Section 47607 requires a charter renewal petition to include “a reasonably comprehensive description of any new requirement of charter schools enacted after the charter was originally granted or last renewed” (*Ed. Code § 47607(a)(2)*). The California Code of Regulations also state that a charter renewal petition must also include “a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed” (*5 CCR § 11966.4(a)(2)*).

In compliance with these requirements, UPA has prepared the following description of any new requirement of charter schools enacted after UPA’s charter petition was last renewed in 2015.

- *AB 1871: Provision of nutritionally adequate free or reduced-price meal to needy students (2018)*
As described in the charter petition, UPA shall comply with this requirement.
- *AB 2601: Compliance with California Healthy Youth Act (“CHYA”) (2018)*
As described in the charter petition, UPA shall comply with the CHYA and teach sexual health education and human immunodeficiency virus prevention education to students.
- *AB 1747: Comprehensive School Safety Plan (2018)*
As described in the charter petition, UPA shall comply with this requirement by adopting a comprehensive school safety plan that includes all of the legally required components.
- *SB 138: Very high poverty schools required to provide free breakfast and lunch to all students, unless exempt due to fiscal hardship (2018)*
UPA shall comply with these requirements through internal policies and procedures.
- *SB 455: Establishing student residence for children of military parents after transfer or pending transfer on active military duty (2018)*
The Charter School will follow this definition of residency as applicable to its admission lottery, if any.
- *AB 681: Annual report to CDE of visa applications for potential employees (2018)*
As part of our hiring procedures and policies, UPA annually reports to the California Department of Education the number of visa applications for certain nonimmigrant aliens the Charter School applies for on behalf of potential employees, and the number of those visa applications that are granted, consistent with Education Code Section 44275.6.
- *AB 949: Criminal background checks for sole proprietors contracting with charter schools (2018)*
UPA meets this legal requirement as outlined in the Employee Handbook.
- *AB 500: Posting and dissemination requirement for employee code of conduct section on interactions with students (2018)*

UPA meets this legal requirement as outlined in the Student Handbook, which is also posted on the UPA website.

- *AB 1035: Bar on the use of interim assessment results for high-stakes purposes (2018)*
UPA meets this legal requirement as outlined in the Employee Handbook.
- *AB 10: Requires schools with any combination of students in grades 6-12 that meet a 40% student poverty threshold to stock 50% of restrooms with feminine hygiene products (2018)*
UPA meets is requirement by providing students access to feminine hygiene products in our bathrooms.
- *SB 233: Access to foster youth student records for foster family agencies, short-term residential treatment staff and caregivers (2018)*
As part of our administrative procedures and policies, UPA meets all regulations related to access to foster youth student records for family agencies, short-term residential treatment staff and caregivers.
- *SB 250: Prohibition on meal shaming or differential treatment of students (2018)*
As part of our administrative procedures and policies, UPA meets all regulations related to ensuring that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid school meal fees would receive, consistent with Education Code Section 49557.5.
- *AB 841: Prohibition on foods that fail to meet nutritional standards and participation in corporate student incentive programs involving non-compliant food and beverages (2018)*
UPA does not advertise any foods that it is not allowed to sell pursuant to these federal programs.
- *AB 746: Notification of high lead levels in drinking water and provision of safe drinking water (2018)*
UPA's landlord, the Cathedral of Faith coordinates with San Jose Water Company to test for lead in the potable water system of the school site annually.
- *AB 699: Support for immigrant families and bar on assistance with enforcement activities (2018)*
UPA has adopted a policy related to immigrant families as outlined in this provision based on guidelines provided by the Attorney General.
- *AB 81: Long-term English learner notification (2018)*
As described in the charter petition, UPA follows all requirements for notification to families of students classified as a long-term English Learner or English Learner at risk of becoming a long-term English Learner.

- *AB 1360: Admissions preferences and policies and procedures; Suspension and expulsion procedures/parental involvement notification (2018)*
UPA has ensured all admission preferences comply with this legal requirement as described in the charter petition. UPA has adopted a suspension and expulsion policy that meets this legal requirement as described in the charter petition.
- *AB 1639: Cardiac arrest information and acknowledgement for student athletes (2017)*
UPA provides information to athletes regarding sudden cardiac arrest symptoms and warning signs each school year before the student participates in an athletic activity and removes athletes from participation under certain circumstances. UPA complies with these requirements through internal policies and procedures.
- *AB 2028: Restoration of CalPERS benefits for reinstated employees (2017)*
UPA will restore CalPERS benefits and will give credit for service and compensation earnable for an involuntarily terminated PERS-eligible employee, as applicable, consistent with Government Code Section 20969.3.
- *AB 2097: Prohibition on collection of Social Security numbers (2017)*
UPA does not collect social security numbers or the last four digits of social security numbers from pupils or their parents or guardians, unless otherwise required to do so by state or federal law.
- *AB 2246: Suicide prevention policy adoption (2017)*
UPA has adopted a student suicide prevention policy as stated in the charter petition.
- *AB 2845: Provision of resources to certificated employees addressing bias or bullying based on religious affiliation (2017)*
UPA provides all certificated school-site employees who serve pupils in grades 7 and 8 information on existing school-site and community resources related to bias or bullying based on religious affiliation.
- *AB 2615: Authorize charging family fees for ASSET/ASES programs (2017)*
Not applicable. UPA does not receive After School Education and Safety Program (“ASES”) funding.
- *AB 1567: ASES program priority enrollment for homeless and foster youth (2017)*
Not applicable. UPA does not receive ASES funding.
- *SB 1375: Title IX compliance information (2017)*
UPA has designated a Title IX coordinator and lists this information on the school’s website, consistent with Education Code Section 221.61.
- *SB 1436: Prior to final action, requirement to orally report a summary of a recommendation for a final action on salaries or compensation paid as fringe benefits of a local agency executive (2017)*

UPA shall follow this mandate when approving its education executive's contract.

- *SB 1072: Adoption of a transportation safety plan if providing transportation to/from school or a school activity (2017)*
If UPA provides transportation, it will develop a transportation safety plan to comply with this requirement.
- *AB 2536: Expanding definition of “bullying by electronic act” to include “cyber sexual bullying” (2017)*
As indicated in its charter petition, UPA has revised its suspension and expulsion policy to reflect this updated definition.
- *AB 2212: Expanding definition of “bullying by electronic act” to include “video” (2017)*
As indicated in its charter petition, UPA has revised its suspension and expulsion policy to reflect this updated definition.
- *AB 1593: Excused absence for naturalization ceremony (2016)*
UPA has adopted an attendance policy that meets this legal requirement as listed in the Student/Parent Handbook.
- *SB 416: Requirement to prove reason to the superintendent for operating for fewer than 175 days due to fire, flood, earthquake or epidemic days to receive same apportionment of funding (2016)*
UPA will comply with this requirement by direct communication to the Superintendent, if necessary.
- *AB 1058: Required annual training to employees and other persons working on their behalf who are mandated reporters (2016)*
As indicated in its charter petition, UPA provides for mandated reporter training in accordance with Education Code Section 44691.
- *SB 277: Immunization requirements and elimination of personal belief exemption (2016)*
UPA documents immunization records in the Charter School's Student Information System, where it can be tracked, reported on and updated as needed. UPA complies with the Shots for School guidance and accurately reports every year. UPA is currently in 'green' status, indicating that 95-100% of our students have the required immunizations.
- *AB 827: Provision of resources to certificated employees addressing LGBTQ students (2016)*
UPA meets this legal requirement through the adoption of an annual Comprehensive School Safety plan and provides all certificated school-site employees who serve pupils in grades 7 and 8 information on existing school-site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils, as specified.

- *SB 750: Redefinition of English learner and English learner at risk of becoming a long-term English learner (2016)*
UPA conforms with all state definitions of “long-term English Learner” and “English learner at risk of becoming a long-term English learner” consistent with Education Code Section 313.1.
- *SB 445: Services for homeless and foster youth (2016)*
UPA complies with all requirements under Education Code Section 48852.7 through internal policies and procedures.
- *AB 302: Reasonable accommodations for lactating students (2016)*
UPA complies with this requirement through internal policies.
- *AB 1452: Requirements regarding reporting of egregious misconduct, expunging employee personnel files, disclosure of egregious misconduct reports, and false reports (2016)*
UPA complies with this requirement, consistent with Education Code Section 44939.5, through its Employee Handbook.
- *AB 2706 (2015) and AB 2308 (2016): Include information regarding the Affordable Care Act on enrollment forms for public charters, from 2015 until January 1, 2021.*
UPA’s enrollment forms include ACA information, consistent with Education Code Section 49452.9.
- *SB 1349: Data on competitive athletics (2015)*
UPA meets this legal requirement by tracking the required data on competitive athletics and posting this information on the Charter School’s website annually.
- *SB 1266: Required provision of emergency epinephrine auto-injectors (2015)*
UPA provides emergency epinephrine auto-injectors to all trained personnel who have volunteered, as specified, and authorizes school nurses and trained personnel to use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.
- *AB 1432: Annual mandated reporter training and proof of training (2015)*
UPA meets all requirements related to child abuse reporting procedures as outlined in the charter petition and Employee Handbook.
- *AB 1667: Required tuberculosis risk assessment for prospective employees (2015)*
UPA meets all requirements related to tuberculosis risk assessment as listed in the charter petition and Employee Handbook.
- *AB 1442: Notification requirement for program to gather records from social media (2015)*
This program is voluntary. If the Charter School adopts a program for social media, it will comply with the requirements of Education Code Section 49073.6.

- *AB 420: Limits willful defiance expulsions (2015)*
UPA has adopted a suspensions/expulsion policy that meets this legal requirement applicable to traditional public schools, as described in the charter petition.
- *AB 2127: Limitations on public school athletic programs regarding number and length of practices and regarding concussions (2015)*
UPA complies with these requirements, as applicable, through internal policies, consistent with Education Code Sections 35179.5 and 49475.



University Preparatory Academy
2018-19 Course Catalog

Table of Contents

UPA Mission.....	p. 3
UPA Expected School Wide Learning Results.....	p. 3
Student Academic Expectations.....	p. 4
Middle School Promotion Requirements.....	p. 4
High School Graduation Requirements.....	p. 5
Social Studies Course Descriptions (UC “a”).....	p. 6
English Course Descriptions (UC “b”).....	p. 14
Math Course Descriptions (UC “c”).....	p. 21
Science Course Descriptions (UC “d”).....	p. 29
World Language Course Descriptions (UC “e”).....	p. 39
Visual and Performing Arts Course Descriptions (UC “f”).....	p. 44
General Electives (UC “g”).....	p. 54
Non-Departmental Electives.....	p. 58

UPA Mission

The mission of University Preparatory Academy is to prepare a diverse population of 7th–12th grade students in Santa Clara County to enter and excel in the best colleges and universities in the nation.

University Preparatory Academy Charter School Expected School Wide Learning Results

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.

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

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

Expectations for Students

UPA Students Will Be Expected to:

Abide by UPA Common Dress Code

Complete Schoolwork to the Best of Your Ability

Attend School Every day

Arrive Early to School and to All Classes

Be Safe and Use Common Sense

Respect Property of All Persons

Demonstrate Leadership and Intellect

UPA Middle School Promotion / Graduation Requirements

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

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

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

UPA High School Graduation Requirements

UPA Graduation Requirements

Subject Area	UPA Requirement	UC Status
Social Studies	30 Units	All must be UC “a”
English	40 Units	All must be UC “b”
Mathematics	≥ 30 Units including Integrated Math 3	All must be UC “c”
Laboratory Science	≥ 30 Units	All must be UC “d”, and must include Biology and Chemistry
Foreign Language	≥ 30 Units	All must be UC “e”
Visual and Performing Arts	≥ 20 Units	At least one must be UC “f”
AP US Government & Politics / Economics	10 Units (5 Units / 5 Units)	Must be UC “a” / “g”, also required to meet CA high school graduation requirements
Physical Education	≥ 10 Units (or waiver to academic credits)	Not UC required
Seminar (Formerly Advisory)	≥ 15 Units (at 2.5 units/semester)	Not UC required
General Electives	≥ 35 Units	Prefer UC approved “a-g”
Total Units	≥ 250 Units	≥ 180 Units must be UC “a-g”
Advanced Placement	≥ 2 courses	Recommended
Community Service	≥ 30 hours per year, ≥ 120 total hours	Not UC required

UPA’s high school graduation requirements currently emphasize the traditional university preparatory courses of English, Mathematics, Science, Social Science, Foreign Language, and the Visual and Performing Arts. However, these courses will be taught in a real world context that challenges each student to think beyond the subject matter that is being presented and continually place new information in the context of their own knowledge base. University Preparatory Academy’s graduation requirements, subject to further revision and improvement, exceed the minimum California high school graduation requirements and meet or exceed the University of California “a-g” and California State University course content requirements.

Social Sciences Department, UC / CSU Content Area “a”

The Social Sciences Department course offerings are listed in Table 1 and the course descriptions following it.

Table 1 Social Sciences Department Course Offerings (UC “a”)

Course	Course Code	Grade Level
World Civilization	S2000xx	7
American History	S0800xx	8
World Geography “a”	S1000xx	9
World History “a”	S2000xx	10
AP World History “a” / “g”	S2050xx	10
United States History “a”	S3000xx	11
AP United States History “a” / “g”	S3050xx	11
AP United States Government & Politics “a” / “g”	S4050xx	12
Economics “a” / “g”	S4100xx	12
AP Psychology “a” / “g”	S5050XX	12

Course Title:	Ancient Civilizations		
Course Code:	S0700xx	Grade Level(s):	7
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	N/A		
UC / CSU:	N/A	Honors:	No
<p>This is a course that will blend six historical themes of Geography, Culture, Economics, Government, Belief Systems plus Science and Technology to eight units of study. An interactive journey that introduces World History, the Growth of Islam, African Civilizations, Asian Civilizations, Medieval Europe, the Civilizations of the Americas, European Renaissance and Reformation plus Early Modern Europe. Students will connect to four sections of learning throughout the course from reading and critical thinking skills, chronological and spatial thinking skills, research skills, evidence, and point of view skills to historical interpretation skills. Students will be writing about history using primary sources to examine comparisons across cultures. Through the skill builder activities, students will look at stories and legends, maps and legends plus daily life to connect literature and geography. There will be a special section exploring strategies for taking tests that will cover multiple choice responses, charts and graphical information, maps, time lines, short answer, short essay and document-based questions. Students will identify pieces of history predominantly moving from 500 AD to 1800 AD.</p>			

Course Title:	American History		
Course Code:	S0800xx	Grade Level(s):	8
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	N/A		
UC / CSU:	N/A	Honors:	No
<p>The purpose of this course is to provide an understanding of the political, economic, technological, and social development of the United States from Exploration to World War I. Students will examine the connections to the past, and prepare for a future as participating members of a democratic society. Emphasis is placed on technical writing, research, and technology. This course emphasizes critical thinking and application skills. Additionally, students will be expected to complete projects and demonstrations that are consistent with a rigorous, academically oriented course.</p>			

Course Title:	World Geography		
Course Code:	S1000Xxx	Grade Level(s):	9
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	Social Science / Elective		
UC / CSU:	a/g	Honors:	No
<p>Through study of the physical and human geographic elements of the world and a wide survey of the world's history, we will be developing and practicing three main skills; reading, writing, and historical thinking. These skills have essential value in furthering your education and use in a wide range of potential careers. Furthermore, the course will take a “Pre-AP” approach. This means that our learning strategies will almost always be geared towards preparing students to be ready to take the rigorous AP World History and AP US History courses as Sophomores and Juniors.</p>			

Course Title:	World History		
Course Code:	S2000xx	Grade Level(s):	10
Prerequisite(s):	Successful completion of World Geography or equivalent		
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	Social Science / Elective		
UC / CSU:	a	Honors:	No
<p>The first purpose of the course is to teach history in a nontraditional way that looks at the common threads of humanity over time—trade, religion, politics, society, and technology—and investigate how these things have changed and continued over time in different places.</p> <p>The second purpose of the course is to intensively practice historical reading and the practice of writing a historical research paper. Students will be instructed in the methods of how to read and interpret primary and secondary historical sources. Students will also practice the techniques and methods of how to write historical research papers.</p>			

Course Title:	AP World History		
Course Code:	S2050xx	Grade Level(s):	10
Prerequisite(s):	“B” or higher in World Geography AND English 9 OR teacher recommendation		
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	Social Sciences / Elective		
UC / CSU:	a/g	Honors:	Yes (AP)
<p>The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.</p>			

Course Title:	United States History		
Course Code:	S3000xx	Grade Level(s):	11
Prerequisite(s):	“C–” or better in World History		
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	Social Science / Elective		
UC / CSU:	a	Honors:	No
<p>This is a one-year course in U.S. History with primary focus on events of the 20th century but connecting to past learning from Colonial times through Westward expansion.</p>			

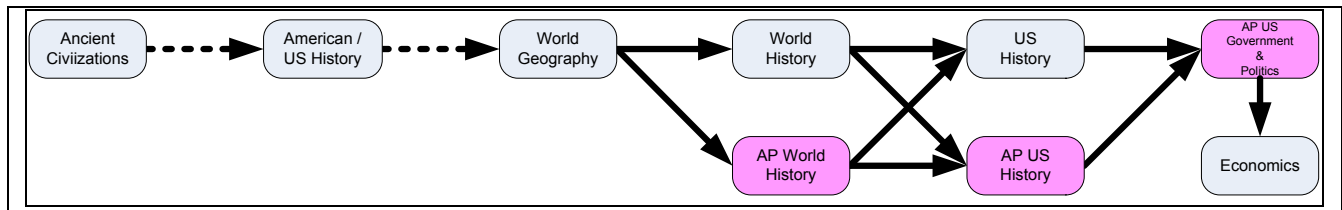
Course Title:	AP United States History		
Course Code:	S3050xx	Grade Level(s):	11 recommended or 12
Prerequisite(s):	“B” or higher in World History or “C” or higher in AP World History recommended AND teacher recommendation		
Course INFO:	2 Semesters / 5 Units per Semester		
HS Graduation Credit:	Social Science / Elective		
UC / CSU:	a/g	Honors:	Yes (AP)
<p>The main purpose of this course is to provide a clear understanding of the political, economic, technological, and social development of the United States from early exploration to the present. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course. This course traces the theme of race over time by focusing on the development of slavery, slave culture and resistance, abolitionist movements, the effects and impact of Reconstruction on African Americans, the development of Jim Crow laws, the Great Migration, as well as the struggles for civil rights in the 19th and 20th centuries. Other themes emphasized in this course include progression of the American identity, the evolution of American culture, economic trends, issues on the environment, reform movements, and the issue of slavery and its impact in North America. The understanding and mastering of these themes is advanced through a combination of selective factual knowledge and appropriate analytical skills such as critical thinking and historical consciousness.</p> <p>The secondary purpose is to prepare students to take an extremely challenging and comprehensive AP Exam at the end of the year. The pace and scope of the course will reflect our common goal of being expertly prepared to take the AP exam.</p>			

Course Title:	AP United States Government and Politics		
Course Code:	S4050xx	Grade Level(s):	12
Prerequisite(s):	Required		
Course INFO:	1 Semester / 5 Units		
HS Graduation Credit:	Social Science / Elective		
UC / CSU:	(a)/g	Honors:	Yes (AP)
<p>There are two major, broad, and complementary goals for this course: to be the capstone of secondary social studies education and to prepare for the AP American Government and Politics exam, and the economics final exam. This course will emphasize topics appropriate for a comprehensive introduction to government and politics and to economics and to serve as a way to connect life to local and global communities. Unlike most history surveys, this course is not organized chronologically and it does not revolve around questions of interpreting the past. This course involves an examination of the rules of the game (i.e. constitutional structures), the players (politicians, political parties, and other elites), how the game is being played (political strategy in elections and within the government) and what the game is all about in the first place (the nature of democracy, the future of our society, a person's place in it).</p>			

Course Title:	Economics		
Course Code:	S4100xx	Grade Level(s):	12
Prerequisite(s):	Required		
HS Graduation Credit:	Social Science / Elective		
Course INFO:	Semester / 5 Units		
UC / CSU:	(a)/g	Honors:	No
<p>In this course, students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other-subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macro economics, international economics, comparative economic systems, measurement, and methods.</p> <p>The goal of this course is to make you a more consistently happy person. To explain: Economics is the study of choices we make. Every time you make a choice, you are unconsciously using economics. The point of this course is to make those choices more thoughtful and manageable, so that you can make better choices and be more happy. Economics is a course that combines a bit of everything: Philosophy, Government, Mathematics, and History. This Economics course is one semester, and it covers issues ranging from personal investment to global economic policy.</p>			

Course Title:	AP Psychology		
Course Code:	S5050XX	Grade Level(s):	12
Prerequisite(s):	Biology, Chemistry		
HS Graduation Credit:	Social Science / Elective		
Course INFO:	Semester		
UC / CSU:	a/g	Honors:	No
<p>The purpose of the AP Psychology course is to teach students to critically analyze incoming information and to expose them to the history of the subject. In order to understand the different perspectives and approaches that are being used by psychologists today, this class will use activities and experiments that highlight the critical aspects of psychological theory and practice. The main objectives of this class are to instill students with a desire for knowledge, the drive to think for themselves, and the ability to influence social change.</p>			

Figure 1 Social Sciences, UC “a” Typical Course Flow Chart



English Language Department, UC / CSU Content Area “b”

The English Department course offerings are listed in Table 2 with the course descriptions following it.

Table 2 English Language Department Course Offerings (UC “b”)

Course	Course Code	Grade Level
English 7	E0700xx	7
English 8	E0800xx	8
English 9 “b”	E1000xx	9
English 10 “b”	E2000xx	10
English 11 “b”	E3000xx	11
AP English Literature and Composition “b” / ”g” if more than 4 years of “b” credits	E3050xx	11 / 12
English 12 “b”	E4000xx	12
AP English Language and Composition “b” / ”g” if more than 4 years of “b” credits	E4050xx	12 / 11
Journalism “b” or “g”	E6000xx	9-12

Course Title:	English 7		
Course Code:	E0700xx	Grade Level(s):	7
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>7th Grade English is a yearlong course designed to develop and support students into becoming lifelong readers and writers. To accomplish this goal, all students will focus their learning and skill development reading, writing, listening, and speaking. Writing portfolios, journals, response to literature applications and daily language are focuses in the area of writing. By the end of 7th grade, students should be able to write in complete sentences, list the parts of the paragraph format that will be used throughout different grade levels, and write a well-developed full paragraph. Independent reading will also be required from 7th grade students at UPA, and the teacher will strive to provide students with the opportunity to read books on their individual reading level and to respond to them appropriately.</p>			

Course Title:	English 8		
Course Code:	E0800xx	Grade Level(s):	8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>One of the main goals in 8th grade English is to build skills in reading comprehension through reading a variety of novels and conducting discussions in class. Later in the year, students will be required to read non-fiction writing, which they will tie into developing their speech and listening skills. Writing is also a huge part of the class and will be included in their daily activity. By the end of 8th grade, students should be able write two well-developed full paragraphs that use text to support ideas and statements.</p>			

Course Title:	English 9		
Course Code:	E1000xx	Grade Level(s):	9
Prerequisite(s):	None		
HS Graduation Credit:	Language Arts		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	b	Honors:	No
<p>English 9 is a combined program involving the study of literature, composition, grammar, mechanics, and vocabulary. Emphasis is placed on building skills in both reading and writing with college preparation driving instruction. Core works of literature are identified in key genres, such as drama, novels, short stories, poetry, and non-fiction so that students may experience reading and interpreting varied styles of literature. The writing domain of response to literature (interpretive essay) is emphasized with the intent that students will show understanding, provide textual support, and address the abstractions, nuances, and complexities in a work of literature.</p>			

Course Title:	English 10		
Course Code:	E2000xx	Grade Level(s):	10
Prerequisite(s):	Successful completion of 9 th grade English.		
HS Graduation Credit:	Language Arts		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	b	Honors:	No
<p>English 10 is a high school sophomore level course that is designed to prepare students for the rigor of preparation for college. Students will read and analyze poetry, short stories, novels, drama, and nonfiction. Students will be asked to analyze and compare works in relation to theme, character, historical influence, and literary devices. Students will develop expository essays that fully support a clear thesis statement using facts, examples, or quotes from literature. Viewing and mimicking various writing styles will be explored and developed. Employing a more precise academic writing vocabulary will be expected of all students. The development of speaking and listening skills to express ideas, to support an argument, and to clarify information will be essential to the full education of the student. Students will concentrate on writing domains of interpretation and persuasion with an emphasis on editing skills.</p>			

Course Title:	English 11		
Course Code:	E3000xx	Grade Level(s):	11
Prerequisite(s):	Successful completion of 10 th grade English.		
HS Graduation Credit:	Language Arts		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	b	Honors:	No
<p>English 11 is a review of American literature from oral tradition through contemporary. The student will study the characteristics of the different eras and genres including non-fiction, short stories, poetry, novels and drama from various American authors. Vocabulary will be developed through the study of words from assigned literature to an outside vocabulary text. The writing process will be integral in this course. Students will continue to develop proficiency in persuasive, narrative, and response to literature essays. The students will write a research paper integrating the time period evident in a novel written by an American author.</p>			

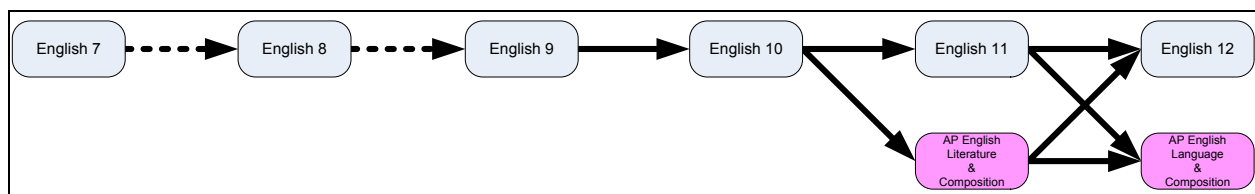
Course Title:	AP Literature and Composition		
Course Code:	E3050xx	Grade Level(s):	11 recommended or 12
Prerequisite(s):	Grade of “B” or higher with completion of 10 th grade English OR teacher recommendation.		
HS Graduation Credit:	Language Arts		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	b	Honors:	Yes (AP)
<p>Students who take this course will read a variety of literature from poetry, short stories, novels, and drama. It is expected that students will enter the class having had exposure to all of these genres before but students will be expected to hone their skills in close reading as well as writing for analysis while understanding diction, style, symbols, tone, and voice to name a few. Students will be responding to questions in the form of timed writing, creative writing assignments in which vocabulary development will be explored, a research paper requiring synthesis of various sources, personal statement for the college application, and interpretation and analysis of various genres. Students will be expected to learn to revise, edit, and proofread their work as well as serve as a peer editor.</p> <p>This course is designed to be a college-level course on a high school campus and will prepare the student for the rigors of a college English class. There will be plenty of writing, reading, questioning, and arguing with the hopes that the students will learn to think for themselves rather than be told the answers.</p>			

Course Title:	English 12 – Film Analysis		
Course Code:	E4000xx	Grade Level(s):	12
Prerequisite(s):	Successful completion of 11 th grade English.		
HS Graduation Credit:	Language Arts		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	B	Honors:	No
<p>This course is designed to teach a wide range of literacy skills through viewing film as a text. The context of the course teaches both the history and cultural significance of cinema in the United states, a range of film genres including: documentary film, animated film, foreign film, and experimental film. The course is also designed to teach the technical aspects of filmmaking and critical approaches to film analysis. Students are then asked to apply these viewing “lenses” to the films watched in class. Technical aspects of filmmaking will include: characterization, lighting, art direction and visual design, cinematography, sound, color, and visual effects. Critical approaches to film will include: symbolism, Auteur theory, multiculturalism in film, gender representations in film, and a psychoanalytical approach to film. In accordance with Common Core States Standards, this course asks students to analyze the purpose of a film, how the film achieves that purpose, why that purpose is significant to the canon of film history, and what further meaning can be extracted from viewing the film. In addition, the students will have the opportunity to apply this knowledge to the writing, storyboarding, filming, and editing of a film they produce themselves. The course will also include ongoing vocabulary work.</p>			

Course Title:	AP Language and Composition		
Course Code:	E4050xx	Grade Level(s):	12 recommended or 11
Prerequisite(s):	Grade of “B” or higher with completion of 11 th grade English OR teacher recommendation.		
HS Graduation Credit:	Language Arts		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	b	Honors:	Yes (AP)
<p>Following the suggested format of AP Central, students who take this course will look at the structure and message of all writing concentrating more on the non-fiction aspect of message. Students will practice these structures specifically in relation to tone, voice, vocabulary usage to name a few. Students will practice synthesizing information in practice for continued work with research-based essays using multiple sources to support their writing. Students will also practice and apply their personal statements for college and scholarship writing.</p> <p>This course is designed to be a college-level course on a high school campus and will prepare the students for the rigors of English post high school. There will be plenty of writing, reading, debating, and questioning.</p>			

Course Title:	Journalism		
Course Code:	E6000xx	Grade Level(s):	9-12
Prerequisite(s):	None.		
HS Graduation Credit:	Language Arts/Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	b	Honors:	No
<p>Students will demonstrate a clear understanding of the legal and ethical issues surrounding journalism and news media in society and at the high school level. Additionally, they will learn how to write in a variety of styles used in newspapers and magazines, including feature writing, news writing, opinion writing, and specialty writing (entertainment, sports, etc.). Students will learn how to generate questions, interview and evaluate sources, and gather reliable information. Students will synthesize information from research and interviews, as well as first-hand observations, and write clear, compelling articles in appropriate formats depending on the objectives.</p> <p>Students will read case laws surrounding student press freedoms, as well as theory surrounding journalism's role in a democratic society. They will also read a variety of journalistic styles, including standard news and feature articles, profiles, and editorials. Reading the articles will serve as a teaching tool for students discern the characteristics of each type, and then attempt to replicate those characteristics in their own writing. Articles about the current state of press freedoms both in America and around the world will be addressed and used as foundations for discussions.</p>			

Figure 2 English, UC "b" Typical Course Flow Chart



Mathematics Department, UC / CSU Content Area “c”

The Mathematics Department course offerings are listed in Table 3 course descriptions following it.

Table 3 Mathematics Department Course Offerings (UC “c”)

Course	Course Code	Grade Level
Math 7	M0750XX	7
Math 8	M0850XX	7-8
Integrated Math 1 “c” / “g”	M1050XX	9
Integrated Math 2 “c” / “g”	M2050XX	10
Integrated Math 3 “c” / “g”	M3050xx	9–11
Pre-Calculus “c” / “g”	M4000XX	11-12
Pre-Calculus Honors “c” / “g”	M4010xx	11–12
Statistics “c” / “g”	M4050xx	11–12
AP Calculus AB “c” / “g”	M5050xx	11–12
AP Calculus BC “c” / “g”	M5060xx	11-12
Introduction to Computer Science “c” / “g”	M6000xx	9-12
AP Computer Science “c” / “g”	M6050xx	11-12

Course Title:	Math 7		
Course Code:	M0750XX	Grade Level(s):	7
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>Students will perform operations on rational numbers and proportional equations. They will manipulate simple algebraic expressions for solve one variable equations. In an introduction to geometric reasoning, they will create 2 and 3 dimensional figures to help determine surface area and volume. And they will begin an exploration of statistical analysis on population data using measures of central tendency and variability.</p>			

Course Title:	Math 8		
Course Code:	M0850XX	Grade Level(s):	8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>Students will begin exploration of irrational numbers, including comparing operations on rational/irrational numbers. They will be exposed to a thorough understanding of linear functions, analyzing these functions algebraically, graphically, numerically and verbally. Students will gain a beginning understanding of transformational isometries by rotating, reflecting and translating polygons, which will ultimately lead to an understanding of congruence and similarity, particularly of triangles. The Pythagorean Theorem of right triangles is presented and used to solve right triangle segment lengths. Using scatter plot of bivariate data, students will make assumptions of patterns of association between data sets.</p>			

Course Title:	Integrated Math 1		
Course Code:	M1050XX	Grade Level(s):	9
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	Pending	Honors:	No
<p>In this first high school math class, students will extend their understanding of functions to include function notation, an initial understanding of domain/range and an elementary exploration of linear and non-linear functions, algebraically, graphically, numerically and verbally. Linear equations and inequalities in one and two variables will be used to solve real world situations. Understanding of transformational geometry will lead to the beginning of the deductive proofs of theorems involving lines, angles, triangles and parallelograms. Students in the course will continue explorations in statistical data, incorporating analyses of correlation to the bivariate data presented.</p>			

Course Title:	Integrated Math 2		
Course Code:	M1060XX	Grade Level(s):	9 or 10
Prerequisite(s):	Successful completion of Integrated Math 1 with a C- or higher		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	c	Honors:	No

Integrated Math 2 is the second of a three year integrated math sequence that will help students see the relationships between algebra, geometry, and statistics. In this course students are introduced to exponential and quadratic functions and learn to compare them to linear functions that were studied in Integrated Math 1. Students see that quadratics can be used to represent conics, like circles and parabolas. Students will understand that writing functions and expressions in different forms can reveal key features that can be used to guide the solving of problems.

Students use the distance formula and the Pythagorean Theorem from Integrated Math 1 to aide in modeling them. Students will be introduced to the complex number system and explore the relationships between the real and complex systems.

Students continue to work with data and probability in this course. They will see the connection between the two by studying conditional probability and use probability models to make informed decisions.

Students will build on prior work with dilations and proportionality to build a formal understanding of similarity. Students will use similar triangles to understand right triangle trigonometry. Students will learn and understand how to construct a formal geometric proof and use the learned techniques to prove many geometric theorems. Students will establish formulas to solve problems involving circles and the volume of cylinders, pyramids, and cones.

Course Title:	Integrated Math 3		
Course Code:	M3050xx	Grade Level(s):	10 th or 11 th
Prerequisite(s):	Successful completion of Integrated Math 1 and 2		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	c	Honors:	No
<p>In this third high school math class, students will focus on a deeper understanding of functions, including linear equations and inequalities, quadratic equations and how these relate to conic sections, polynomial equations in real and complex solutions and rational expressions and equations. Students will be introduced to exponential and logarithmic equations, including the properties of each. Students will continue their exploration of data analysis, particularly as it applies to understanding and evaluating random processes underlying statistical experiments. Geometric principles of similarity in right triangles will extend to an early exploration of trigonometry.</p>			

Course Title:	Integrated Math 3+ with Trigonometry		
Course Code:	M3055xx	Grade Level(s):	10 th or 11 th
Prerequisite(s):	Successful completion of Integrated Math 1 and 2 AND teacher recommendation		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	c	Honors:	No
<p>In this third high school math class, students will focus on a deeper understanding of functions, including linear equations and inequalities, quadratic equations and applications, polynomial equations in real and complex solutions, and rational expressions, equations and functions. Students will be able to explore elementary statistical modeling and will be introduced to exponential and logarithmic equations, including the properties of each as well as applications for these functions in chemistry and physics.</p> <p>Students will have an in-depth exposure to trigonometry including knowing function values of special angles on the unit circle, solving equations using right triangle trigonometry and Law of Sines/Cosines. Students will be able to graph periodic functions and state the amplitude, period and phase shift of the function based upon the equation or the graph. Students will understand the fundamental trigonometric identities, including the reciprocal, Pythagorean, even-odd, double angle, half angle, co-functional, and addition/subtraction identities and use each to solve equations.</p>			

Course Title:	Pre-Calculus		
Course Code:	M4000XX	Grade Level(s):	11 or 12
Prerequisite(s):	Passage of Integrated Math 3 with a C- or higher		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC/CSU:	c	Honors:	No
<p>Pre-calculus is a preparatory course for AP Calculus. This course is offered to students who demonstrate depth of understanding of functions, trigonometry, logarithms, polynomials, rational notation, and probability concepts. The intent of the course is to develop skill and understanding of the language of functions, analytic geometry, sequences and series, complex numbers, vectors, and limits.</p> <p>Through the study and use of Pre-calculus, the learner develops an understanding of the symbolic language of mathematics and the sciences. Pre-calculus develops the skills and concepts to help solve a wide variety of real-life applications in the sciences.</p>			

Course Title:	Statistics and Problem Solving		
Course Code:	M4050xx	Grade Level(s):	11 or 12
Prerequisite(s):	Successful completion of Integrated Math 3 or higher		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	c	Honors:	No
<p>Statistics and Problem Solving is offered to students who are pursuing non-math/non-science college majors. It is designed to develop problem-solving skills and to introduce students to the basic concepts of Statistics and Probability. This course emphasizes developing understanding of statistical concepts and the ability to analyze real data, integrating technology to help achieve both of these goals. Through the study and use of Statistics and Probability, the learner develops an understanding of the symbolic language of mathematics and the sciences. Statistics and Problem Solving develops the skills and concepts to help solve a wide variety of problems.</p>			

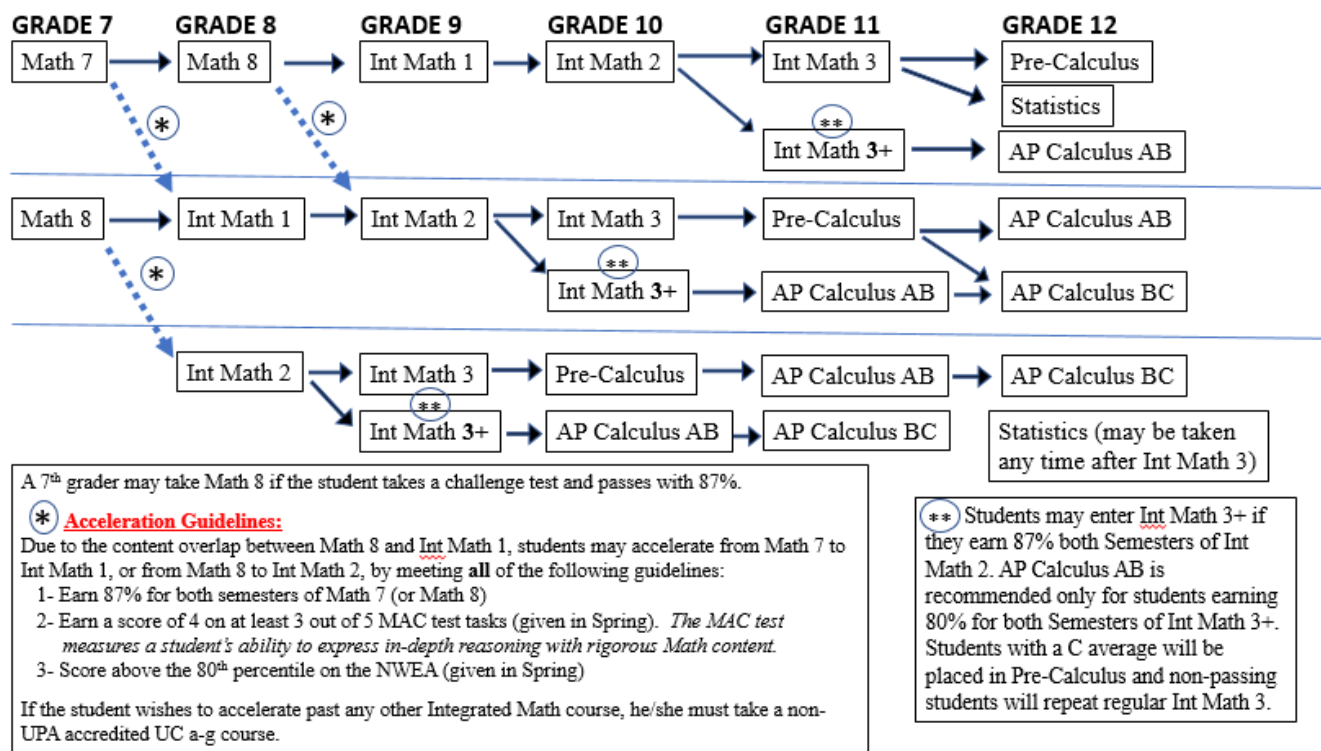
Course Title:	AP Calculus (AB)		
Course Code:	M5050xx	Grade Level(s):	11 or 12 recommended
Prerequisite(s):	“B–“ or higher in Integrated Math 3 and Pre-Calculus Honors or teacher recommendation		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	c	Honors:	Yes (AP)
<p>(All students should download the AP Calculus course description booklet from URL http://www.collegeboard.com). This course provides a comprehensive introduction to calculus comparable to one or more semesters at the college level. The material is challenging and corresponds with the syllabus of the College Board Advanced Placement Program. Calculus is considered a fundamental tool in many fields of study including science, business, and engineering. This course emphasizes the concepts of differential and integral calculus and provides experience in the methods and applications of these concepts. All concepts will be studied graphically, numerically, analytically and verbally. Graphing calculators are used extensively. A detailed list of course topics can be found in the official AP Calculus course.</p>			

Course Title:	AP Calculus (BC)		
Course Code:	M5060xx	Grade Level(s):	11 or 12 recommended
Prerequisite(s):	Pass AP Calculus BC or by teacher recommendation		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	c	Honors:	Yes (AP)
<p>This course covers every topic in the College Board’s AP Calculus BC course description. All AP Calculus AB material is covered and more--all of which is approximately equivalent to one full year of college level calculus. This includes many beginning calculus topics; from the basics of limits, to extensive investigations of differentiation and integration. Additional topics, unique to the BC course, include: calculus of parametric, polar, and vector functions; Euler's Method; integration by parts and partial fractions; improper integrals; logistic differential equations; and an extensive study of infinite series. Special emphasis is given to explorations of topics through four key lenses (the “Rule of Four”): analytic, numerical, graphical and verbal or written.</p>			

Course Title:	Introduction to Computer Science		
Course Code:	M6000XX	Grade Levels:	9-12
Prerequisite(s):	Passage of Integrated Math 1		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	“g”	Honors:	No
<p>This course will introduce students to computer science, with a focus on building algorithms through computer programming. Students will also read and write about issues surrounding the implications of data and information in society. The objectives of this course are that students will a) develop computer programming skills such as abstraction, logic, and algorithmic thinking. b) become prepared for the Computer Programming AP course and c) increase their awareness of computer science as a career and life skill. Students will work with a drag-and-drop visual programming language called SNAP (derived from SCRATCH). This course is modeled after the course CS10: The Beauty and Joy of Computing at UC Berkeley.</p>			

Course Title:	AP Computer Science A		
Course Code:	M6050XX	Grade Levels:	10-12
Prerequisite(s):	Passage of Integrated Math 2 OR teacher recommendation		
HS Graduation Credit:	Mathematics		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	“g”	Honors:	Yes
<p>Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. As the study of computer science is evolving, the careful design of the AP Computer Science A course and exam continues to strive to engage a diverse student population, including female and underrepresented students, with the rigorous and rewarding concepts of computer science. Students who take the AP Computer Science A course and exam are well prepared to continue their study of computer science and its integration into a wide array of computing and STEM-related fields.</p>			

Figure 3 Mathematics, UC “c” Course Flow Chart



Default placements for students transferring from a traditional Math sequence.*

Previous school course	UPA course
Pre-Algebra	Int Math 1
Algebra 1	Int Math 2
Geometry	Int Math 3
Algebra 2	Pre-Calculus or Statistics

* If a student has struggled with his/her previous Math courses, we may recommend taking a lower Math course at UPA. For example, if a student received a C in Algebra 1, we would recommend the student take Int Math 1 upon entering UPA.

Science Department, UC / CSU Content Area “d”

The Science Department course offerings are listed in Table 4 with course descriptions following it.

Table 4 Science Department Course Offerings (UC “d”)

Type	Course	Course Code	Grade Level
Life Sciences	Life Science	Q0700xx	7
	Biology “d” / “g”	Q1000xx	9–10
	AP Biology / Lab (2 class periods) “d” / “g”	Q1050xx / Q1055xx	11–12
	Marine Biology “d” / “g”	Q6000xx	11–12
Physical Sciences	Physical Science	Q0800xx	8
	Chemistry “d” / “g”	Q2000xx	10–11
	Chemistry Honors “d” / “g”	Q2010xx	10–11
	AP Chemistry / Lab (2 class periods) “d” / “g”	Q2020xx	11-12
	Physics “d” / “g”	Q3000xx	11–12
	AP Environmental Sciences “d” / “g”	Q4000xx	11-12
Project Lead The Way (Science, Technology, Engineering, and Math Courses)	Gateway To Technology	Y1000X8	7–8
	Principles of Biomedical Sciences “d” / “g”	Q1150XX	9–12
	Introduction to Engineering Design “g”	Y1000XX	9-12
	Principles of Engineering “g”	Y1200XX	9-12
	Digital Electronics “g”	Y1600XX	9-12
	Human Body Systems “d” / “g”	Q1170XX	9-12
	Medical Interventions “d” / “g”	Q5400XX	11-12
	Biomedical Innovations “d” / “g”	Q5500XX	12

Life Sciences

Course Title:	Life Science		
Course Code:	Q0700xx	Grade Level(s):	7
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>Life Science is a fundamental biology class designed to provide a broad understanding of the living world in which we exist and the world within our bodies. It examines the fundamental principles of cell biology, Mendelian genetics, classification, evolution, the basic anatomy and physiology of organisms, and human body systems. Connections to physical and earth sciences are also explored. The curriculum for this course aligns with the California State Content Standards. Coursework includes hands on laboratory activities and investigations, class lectures and discussions, reading and writing assignments, and several individual and group projects. This course offers a setting for the student to learn more about the self and our place in the amazing miracle of life.</p>			

Course Title:	Biology		
Course Code:	Q1000xx	Grade Level(s):	9 recommended or 10
Prerequisite(s):	Recommended "C-" or higher in Integrated Math 1		
HS Graduation Credit:	Science		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	d/g	Honors:	No
<p>Biology isn't just a subject in school; it's the science of life itself! This course will take students through a study of the human body, cells, DNA, RNA, genetics, evolution, ecology, and the brain. It will consist of both individual and group work, as well as have heavy focus on laboratory experimentation. Students will use their knowledge of the scientific method to work through problems and observations made throughout the year, as well as to create their own experiments.</p>			

Course Title:	Advanced Placement Biology		
Course Code:	Q1050xx	Grade Level(s):	11 or 12
Prerequisite(s):	“B” in Chemistry or “B–“ in Chemistry Honors and “B” in Biology and concurrent standing in Integrated Math 3.		
HS Graduation Credit:	Science		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	d/g	Honors:	Yes (AP)
<p>AP Biology is the equivalent of an introductory level college biology course. The emphasis of this curriculum is to prepare students for the AP Biology exam. Students will be engaged in materials that will prepare them for the rigor and material load of a college level course. The ability to cover material and make overarching connections is a critical skill at the college level. Students will be required to manage their time and focus of study to apply the material to problem solving and understanding the connections of functionality of biological concepts. The student will need to practice communicative skills through free-response questions that will show their understanding of complex problems in Biology. Along with written practice students will need to be able to answer high-level inquiry-based multiple choice questions based on the concepts of the major biological themes. Students will perform required labs that will allow them to practice the use and technique, of applicable inquiry-based technology. Students will be required to critically think about the setup and function of the equipment and materials as to best obtain a meaningful result from their application.</p> <p><i>*Requires a zero period lab.</i></p>			

Course Title:	Marine Biology		
Course Code:	Q6000xx	Grade Level(s):	11 or 12
Prerequisite(s):	Successful completion of Biology, Chemistry, and Integrated Math 1. Completion of Biology, Chemistry and Integrated Math 1 with a “B” or better recommended.		
HS Graduation Credit:	Science		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	d/g (pending)	Honors:	No
<p>This is an in depth study of marine life, physical oceanography, and the impact of human activity on the oceans. This course is designed for students with an interest in marine biology and oceanography. This course provides an excellent background for students who are interested in further study of the oceans and the organisms that inhabit it. Major concepts include the study of: the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge. The course text is Marine Biology by Castro and Huber. The Marine Biology Coloring Book is also used as a course text. Both textbooks are written for introductory level college courses. Outside reading and independent fieldwork are REQUIRED parts of the class. Science communication work using readings, writing, computer presentation, labs, and scientific illustrations is also required. Field work at the Monterey Bay Aquarium and/or Año Nuevo State Park is a required part of the curriculum. Students will have additional opportunities such as the Inter-tidal Monitoring Project, and Sand Crab Monitoring. Students are expected to be self- motivated and interested in learning about marine environments. This course satisfies a life science lab class requirement for entrance into the University of California.</p>			

Physical Sciences

Course Title:	Physical Science		
Course Code:	Q0800xx	Grade Level(s):	8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>Physical science is the area of focus in eighth grade. Students study topics in physics such as motion, forces, and the structure of matter. Earth, the Solar System, chemical reactions, chemistry of biological processes, The Periodic Table, and density and buoyancy are also topics that eighth grade students should learn. Students should begin to grasp four concepts that help to unify physical science: force and energy; the laws of conservation; atoms, molecules and the atomic theory; and kinetic theory. Mastery of the eighth grade physical science content will greatly enhance the ability of students to succeed in high school science classes.</p>			

Course Title:	Chemistry		
Course Code:	Q2000xx	Grade Level(s):	10 recommended or 11
Prerequisite(s):	Successful completion of Biology and Integrated Math 1. Concurrent enrollment in Integrated Math 2 or higher-level Mathematics.		
HS Graduation Credit:	Science		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	d/g	Honors:	No
<p>In this course students learn and apply the fundamental concepts and principles of chemistry. Areas of study include: changes in matter and energy, atomic theory and molecular structure, chemical bonding, chemical reactions, conservation of matter and stoichiometry, states of matter, gases and their properties, solutions, acids and bases, reaction rates and chemical equilibrium, organic chemistry and nuclear processes. The course utilizes a guided inquiry approach where students ask questions, predict outcomes, develop experiments and develop evidence-based conclusions. Students develop skills for using scientific tools, techniques and the investigative processes of science.</p>			

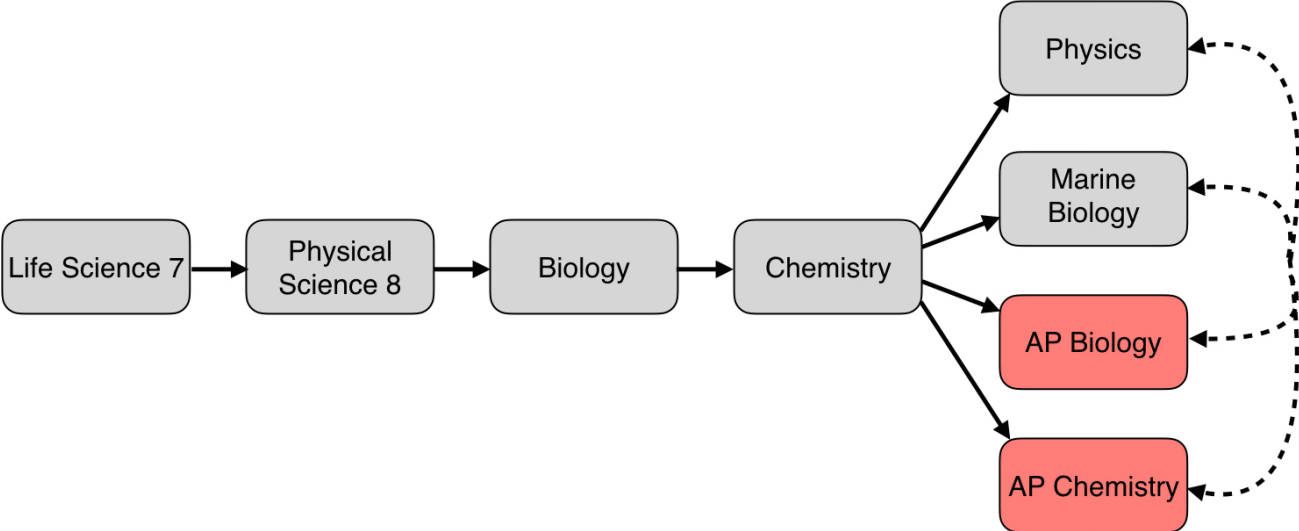
Course Title:	AP Chemistry		
Course Code:	Q2010xx	Grade Level(s):	10 recommended or 11
Prerequisite(s):	Successful completion of Chemistry with a “B” or better. Concurrent enrollment in higher-level Mathematics; Integrated Math 3 strongly recommended.		
HS Graduation Credit:	Science		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	d/g	Honors:	Yes
<p>AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This course is structured around the big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. AP Chemistry is open to all students that have completed a year of chemistry who wish to take part in a rigorous and academically challenging course, have completed with at least a “B” Algebra II, and concurrent pre-calculus enrolled. This course required a zero period twice per week. The Big Ideas covered are 1: Structure of matter, 2: Properties of matter-characteristics, states, and forces of attraction , 3: Chemical reactions, 4: Rates of chemical reactions, 5: Thermodynamics, 6: Equilibrium, and 7 Electrochemistry.</p> <p><i>*Requires a zero period lab.</i></p>			

Course Title:	Physics		
Course Code:	Q3000xx	Grade Level(s):	11 or 12
Prerequisite(s):	Recommended successful completion of Integrated Math 3 with a C or better.		
HS Graduation Credit:	Science		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	d/g	Honors:	No
<p>The purpose of the Physics class is to: engage students in the practice of inquiry and discourse we call science; to promote a better understanding of the nature of science; to cultivate habits of mind that promote effective problem solving and critical thinking; and to equip students with a deep understanding of physics concepts in a way that is relevant and meaningful. Students should walk away from this course able to independently design and conduct their own experiments, and see science as more than just a body of knowledge, but a way of engaging with the world.</p>			

Project Lead the Way Curriculum – Science, Technology, Engineering and Math (STEM)

<p>Project Lead The Way (Science, Technology, Engineering, and Math Courses)</p>	<p>Principles of Biomedical Sciences “d” / “g”</p> <p>Course Description:</p> <p>Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.</p>
	<p>Human Body Systems “d” / “g”</p> <p>Course Description:</p> <p>Pre-Requisite: Successful completion of Principles of Biomedical Science</p> <p>Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.</p>
	<p>Medical Interventions “d” / “g”</p> <p>Course Description:</p> <p>Pre-Requisite: Successful completion of Human Body Systems</p> <p>Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p>

Figure 4 Sciences, UC “d” Typical Course Flow Chart



World Language Department, UC / CSU Content Area “e”

The Foreign Language Department course offerings are listed in Table 5 with the course descriptions following it.

Table 5 World Language Department Course Offerings (UC “e”)

Course	Course Code	Grade Level
Spanish 1 “e”	F1000xx	8–10
Spanish 2 “e”	F2000xx	8–11
Spanish 3 “e” / “g”	F3000xx	9–12
Spanish Immersion “e” / “g”	F4000xx	10–12
AP Spanish Literature and Culture “e” / ”g”	F4050XX	11-12

Course Title:	Spanish 1		
Course Code:	F1000xx	Grade Level(s):	8 through 10
Prerequisite(s):	None		
HS Graduation Credit:	Foreign Language		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	e	Honors:	No
<p>This course is designed for beginning language students and students who have had less than one year of prior language study. It provides the basis for continuing study and use of Spanish throughout high school and college. With emphasis on conversation and practical application, the student is taught to understand, speak, read, and write the language. A working vocabulary is developed in context, as are the basic grammatical structures of the language. In addition to listening and oral drills, there are readings, written grammatical exercises, creative writing opportunities, and original dialogue performances. Students are introduced to culture and customs through skits, music, videos, food, and magazines.</p>			

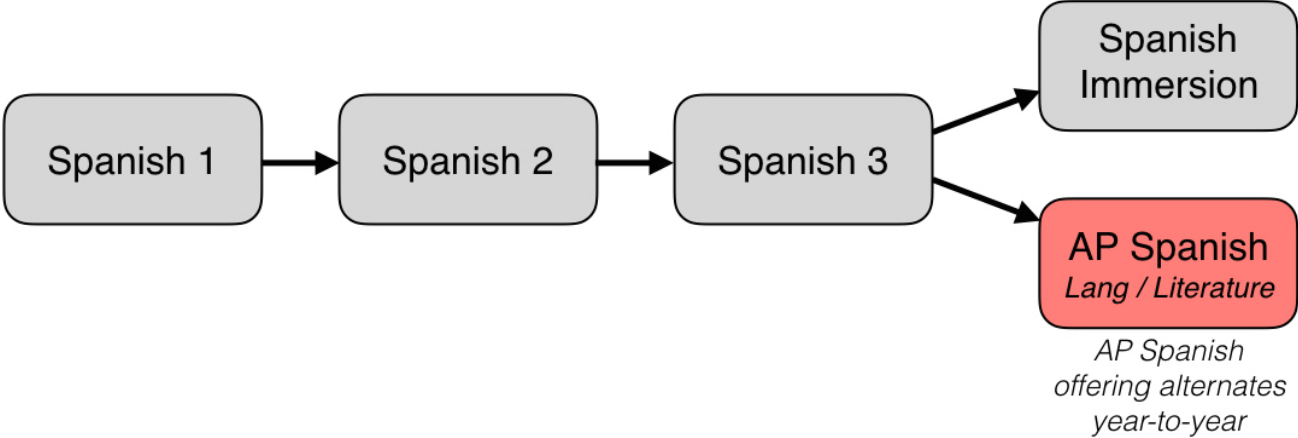
Course Title:	Spanish 2		
Course Code:	F2000xx	Grade Level(s):	8 through 11
Prerequisite(s):	Spanish I		
HS Graduation Credit:	Foreign Language		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	e	Honors:	No
<p>This course continues the work of the first year in all four-language skills: speaking, comprehending, reading, and writing. The goal of the second year is to give students a working knowledge of Spanish. Contemporary topics, vocabulary, and culture are stressed. A variety of activities, including skits, food days, and videos, are included to enhance students' understanding of life in foreign countries and their use of the language.</p>			

Course Title:	Spanish 3		
Course Code:	E3000xx	Grade Level(s):	9 through 12
Prerequisite(s):	Spanish II		
HS Graduation Credit:	Foreign Language		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	e/g	Honors:	No
<p>At this level, students use more sophisticated language structure than in the first two years. Class work is conducted mostly in Spanish. Students are exposed to a wider range of vocabulary, to conversation, and to more in-depth original expression (impromptu and prepared) in both oral and written form. They continue their study of culture reinforced by reading original works, seeing films and videos, creating skits, and interacting with native speakers.</p>			

Course Title:	Spanish Immersion		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	F4000xx	Grade Level(s):	10 through 12
Prerequisite(s):	Spanish 3 or teacher recommendation		
HS Graduation Credit:	Foreign Language		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	e/g	Honors:	No
<p>Spanish Immersion is a course designed to improve and further language for native or near native speakers of Spanish. Using a variety of materials, activities, and evaluations the course will allow students to develop their oral and written language skills. In addition, it will strengthen reading comprehension. We will be focusing on “Standard Spanish” and exploring the variations in the dialect throughout Latin America. Special attention will be given to spelling, accents, grammar, and vocabulary building.</p>			

Course Title:	AP Spanish Literature and Culture		
Course Code:	F4060XX	Grade Level(s):	11-12
Prerequisite(s):	Successful completion of Spanish 3 Required		
HS Graduation Credit:	Foreign Language		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	e/g	Honors:	Yes (AP)
<p>The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.</p>			

Figure 5 World Language, UC “e” Course Flow Chart



Visual and Performing Arts Department, UC / CSU Content Area “F”

The nation’s arts standards specify “an education in the arts is for ALL students, regardless of their background, talent, or disabilities.” UPA believes in the importance of the arts not only as a means to enrich a student’s understanding of the past and present, but also as an advanced form of communication and expression, and an academic tool to broaden a student’s ability to approach a problem or situation. Indeed, Leonardo da Vinci, perhaps the greatest inventor of modern times, used the blending of art and science in his works to communicate his learning and discoveries in a manner that would be commonly understandable. Scientists and physicians today are just now realizing the tangible benefits of da Vinci’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.

The Visual and Performing Arts Department (Visual and Performing Arts) course offerings are listed in Table 6 with course descriptions following it.

Table 6 Visual and Performing Arts Department Course Offerings (UC “f”)

Course Type	Course	Course Code	Grade Level
Visual Arts	Art 7/8	A1050XX	7–8
	Art 1 “f”	A1000xx	9–10
	Drawing and Painting (I & II) “f” / “g”	A2000xx	10–11
	3–Dimensional Design “f” / “g”	A3000xx	11–12
	Multi Media Arts 7/8		7-8
	Multi Media Arts (Digital Arts)	A9050xx	10-12
Performing Arts	Drama 7/8	T5000x7 / T5000x8	7–8
	Acting “f” / “g”	T5050xx	10–12
	Dance 7/8	T6000x7 / T6000x8	7–8
	Dance “f”	T6000xx	9–12
	Beginning Band	T1200x7 / T1200x8	7–12
	Band 1 (1–4) “f”	T1250x8	9–12
	Intermediate Band (7-9) “f”	T1210xx	7-9
	Advanced Band “f” / “g”	T1250xx	9-12

Visual Arts

Course Title:	Art 7/8		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	A1050XX	Grade Level(s):	7 or 8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>Students in this course will study many two and three-dimensional art forms such as drawing, painting, perspective, sculpture and clay relief. Emphasis will be placed on the elements and principles of art and design throughout this course. A variety of materials and processes are explored together with the appropriate reading, writing and vocabulary.</p>			

Course Title:	Art 1		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	A1000xx	Grade Level(s):	9 or 10
Prerequisite(s):	None		
HS Graduation Credit:	VPA / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f	Honors:	No
<p>Students are offered the opportunity to explore various visual art forms and techniques in an introductory level course through the elements and principles of art and design. Students will be introduced to a variety of media through two-dimensional and three-dimensional approaches to creating and responding to visual arts.</p>			

Course Title:	Drawing and Painting (I & II)		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	A2000xx	Grade Level(s):	10 or 11 recommended, or 9–12
Prerequisite(s):	Art 1A/1B		
HS Graduation Credit:	VPA / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f/g	Honors:	No
<p>Students will explore different approaches to drawing and painting while applying the elements and principles of design to develop skills with an emphasis on line, shape, color, value, texture and composition. A variety of mixed media will be explored. Students will be expected to develop technical skills and their own personal styles of drawing and painting. A variety of subject matter will be explored.</p>			

Course Title:	3–Dimensional Design		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	A3000xx	Grade Level(s):	11 or 12 recommended, 10–12
Prerequisite(s):	Art 1A/B and Drawing and Painting I&II		
HS Graduation Credit:	VPA / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f/g	Honors:	No
<p>This course will introduce techniques of three-dimensional form through the exploration of line, plane and volume. Student work will include sculpture, found object art, relief sculpture, environmental / earth art. A variety of materials and techniques will help students create three-dimensional projects through the use of creative problem solving. The technical use and application of materials and tools will be stressed.</p>			

Course Title:	Multi Media Arts 7/8		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	A	Grade Level(s):	7-8
Prerequisite(s):	N/A		
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>Multimedia is a class where we combine art and tech. We will use the latest Adobe software to revitalize age-old art techniques. This class is great for anyone who wants to learn about, and use the newest tech for photography, video, animation, graphic design, and audio. We will spend time exploring different Adobe Creative Suite software such as Photoshop, Illustrator, After Effects and Premiere Pro.</p>			

Course Title:	Multi Media Arts (Digital Arts)		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	A9050xx	Grade Level(s):	10–12
Prerequisite(s):	N/A		
HS Graduation Credit:	VPA / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f/g	Honors:	No
<p>Multimedia is an introductory course that will introduce students to cutting edge digital media techniques, emerging technology, and the environment of a creative professional. Film, video and digital media productions will be researched and critiqued, examining the historical, cultural and technological interactions that make for compelling media. Ambitious students will pitch their ideas for major projects, and guide their teams through concept to final product. We will explore creative career paths such as videography, photography, animation and design. Programs used: Photoshop, Premiere Pro, After Effects, Illustrator, Animate and Audition. This foundation will prepare them for entry into the video production class.</p>			

Performing Arts

Course Title:	Drama 7/8		
Course INFO:	2 Semesters / 5 Units per Semester		
Course Code:	T5000x7 / T5000x8	Grade Level(s):	7 or 8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>Drama 7/8 introduces students to the world of improvisation and theater. Students learn how to audition, create an acting resume, develop a character, and perform in scenes from plays, melodramas, musicals, and other genres. We begin the fundamentals of improvisation, with exercises designed to increase confidence and creativity. On the technical side, students get to write their own scripts and begin directing. Students have the opportunity to watch and review live performances, and perform in-class scenes and a class-produced one-act play. No experience necessary.</p>			

Course Title:	Acting		
Course Code:	T5000xx	Grade Level(s):	9 through 12
Prerequisite(s):	N/A		
HS Graduation Credit:	VPA		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f	Honors:	No
<p>Acting focuses on the study of building a character, improvisation, and performing and script writing for onstage and film performances. Students build upon improvisational skills and use them in improvised scene work. Actors deepen their understanding of character development (voice, posture, mentality) in performance scenes for live theater and create/film their own scenes. No experience necessary, Drama 7/8 recommended.</p>			

Course Title:	Dance 7/8		
Course Code:	T6000x7 / T6000x8	Grade Level(s):	7–8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>This course provides an introduction to a variety of dance styles, including Contemporary, Lyrical, Jazz, Hip-Hop, Swing/Partner, Musical Theater, Tap, and Dance Fitness. Dancers develop fundamental Ballet-Jazz technique through extended daily warm-up routine. Dancers receive an introduction to choreographic elements and techniques. Students perform in a Dance Department Showcase at the end of the year. No experience necessary.</p>			

Course Title:	Dance		
Course Code:	T6000xx	Grade Level(s):	9 through 12
Prerequisite(s):	None		
HS Graduation Credit:	Fine Arts AND Physical Education (PE) / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f	Honors:	No
<p>This course builds upon the styles and technique training from Dance 7/8. Students receive individualized technique corrections for improvement. Students study dance styles in more depth and learn how to clean dances as a Dance Captain, create dances as a Choreographer, and create and perform a flash mob as a class. Strength building and flexibility training are provided, and students perform outside of class in end of the year Dance Department Showcase.</p>			

Course Title:	Beginning Band		
Course Code:	T1201X7 T1201X8 T1200XX	Grade Level(s):	7 8 9-12
Prerequisite(s):	None		
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
Beginning Band will work on basic music fundamentals. It is a class geared toward expanding the student's musical ability and knowledge.			

Course Title:	Intermediate Band		
Course Code:	T1230x7 / T1230x8 / T1230xx	Grade Level(s):	7 through 9
Prerequisite(s):	None		
HS Graduation Credit:	VPA / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f	Honors:	No
Intermediate Band presents second and third year instrumental players the opportunity to continue to build on a first year of instrumental music development that is crucial for continued musical achievement.			

Course Title:	Advanced Band		
Course Code:	T1250xx	Grade Level(s):	9 through 12
Prerequisite(s):	Band 1 or teacher recommendation		
HS Graduation Credit:	VPA / Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	f/g - pending	Honors:	No
<p>The advanced band is a main focus of the music program at University Preparatory Academy. This class is composed of 9th–12th grade students. This ensemble will work on high quality concert band literature, and will perform at festivals and concerts. It is highly recommended that students in advanced band consider studying privately. The director can make recommendations for private study.</p>			

General Elective “g”

UPA currently offers limited specific UC general college preparatory elective category “g” offering. However, many of the courses in the “a–f” categories can be utilized to meet the “g” category requirement. **Error! Reference source not found.** lists the “a–f” courses offered at UPA that can be utilized for “g” credits. However, many such courses are available for “g” credit only after a minimum number of credits for the course’s primary category have been fulfilled. The courses, categories, and minimum category credits are detailed in this table.

UPA Approved Course	UPA Category	When Available for “g” Use
World Geography	“a”	> 2 “a” courses
World History	“a”	> 2 “a” courses
AP World History	“a”	> 2 “a” courses
AP United States History	“a”	> 2 “a” courses and US History
AP United States Government and Politics (semester)	“a” / “g”	always “g”
Economics (semester)	“a” / “g”	always “g”
AP Literature and Composition	“b”	> 4 “b” courses
AP Language and Composition	“b”	> 4 “b” courses
Statistics	“c”	> 3 “c” courses
Pre-Calculus	“c”	> 3 “c” courses
AP Calculus (AB)	“c”	> 3 “c” courses
AP Calculus (BC)	“c”	> 3 “c” courses
Introduction to Computer Science	“c”	a-g approval pending
Chemistry	“d”	> 2 “d” courses and Biology and Physics
Physics	“d”	> 2 “d” courses and Biology and Chemistry
Biology	“d”	> 2 “d” courses and Biology and Chemistry
AP Biology	“d”	> 2 “d” courses
AP Chemistry	“d”	> 2 “d” courses
AP Environmental Science	“d”	> 2 “d” courses
AP Psychology	“a”	> 2 “a” courses

Spanish 3	“e”	> 2 “e” courses
Spanish Immersion	“e”	> 2 “e” courses
AP Spanish Literature and Culture	“e”	> 2 “e” courses
Drawing and Painting I&II	“f”	> 1 “f” course
3–Dimensional Design	“f”	> 1 “f” course
Advanced Band	“f”	> 1 “f” course
Advanced Dance	“f”	> 1 “f” course
Theatre Technology	“f”	> 1 “f” course
Journalism	“b” / “g”	> 4 “b” courses
Principles of Engineering	“g”	always “g”
Introduction to Engineering Design	“g”	always “g”
Principles of Biomedical Engineering	“d” / “g”	> 2 “d” lab courses
Human Body Systems	“d” / “g”	> 2 “d” lab courses
Medical Interventions	“d” / “g”	> 2 “d” lab courses
AVID 9	“g”	always “g”
AVID 10	“g”	always “g”

Course Title:	Introduction to Engineering Design		
Course Code:	Y1000XX	Grade Level(s):	9 through 12
Prerequisite(s):	None		
HS Graduation Credit:	Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	g	Honors:	No
<p>This survey course exposes students to major concepts they’ll encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.</p>			

Course Title:	Principles of Engineering		
Course Code:	Y1200XX	Grade Level(s):	9 through 12
Prerequisite(s):	Successful completion of Introduction to Engineering Design		
HS Graduation Credit:	Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	g	Honors:	No
<p>POE is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.</p>			

Course Title:	AVID 9, AVID 10		
Course Code:	Y1730XX – 9 Y1740XX – 10	Grade Level(s):	9, 10
Prerequisite:	Application process		
HS Graduation Credit:	Elective / Replaces PE		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	‘g’	Honors:	No
<p>The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities. AVID is designed to be a program of study that students may follow for the entirety of their schooling and each grade level is distinct and builds upon the skills learned in the previous year. Students must apply to be a part of the AVID program and maintain a 2.5 or higher to remain in the program.</p>			

Non Departmental Other Elective (non UC / CSU)

Table 4 Non-Departmental Elective Course Offerings

Course	Course Code	Grade Level
Seminar (7–8)	Y1100xx	7–8
Seminar (1–4)	Y1130xx	7–12
AVID 7	Y1710XX	7
AVID 8	Y1720XX	8
Technology in Society	Y9010x7/8	7–8
Gateway to Technology	Y1000x7/8	7-8
AP Capstone – Seminar	Y3000xx	11
AP Capstone – Research	Y4000xx	12

Course Title:	Seminar 7–8		
Course Code:	Y1100xx	Grade Level(s):	7–8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 2.5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>Seminar is designed to foster each student’s personal best at UPA. It is meant to help students better understand their personal learning styles and challenges, be proactive about their studies, and extend their knowledge of college and career options. All support UPA’s mission to prepare students to enter and excel in universities after high school. The class provides a safe space for students to connect with their classmates on a regular basis and build camaraderie within the UPA family as they explore ways to give back to the community together. During class, students participate in lessons related to college and career readiness and social-emotional health and life skills, as outlined by school counselors and Seminar teachers. Lessons are developed through Naviance and College Board, and differ by grade level. In order to take an active part in improving and maintaining good mental health, strong character and a positive team environment, students participate in stress relief exercises and learn various strategies to evaluate and manage their mental health. In addition, students participate in class bonding activities. Students are also provided opportunities to identify and resolve academic areas of concern in any of their courses. Time is provided for students to complete assignments, study for a quiz/test, receive extra help from a teacher, or collaborate on a group project.</p>			

Course Title:	Seminar (1–4)		
Course Code:	Y1130xx – 1 Y1140xx – 2 Y1150xx – 3 Y1160xx – 4	Grade Level(s):	9-12
HS Graduation Credit:	Advisory		
Course INFO:	2 Semesters / 2.5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>Seminar is designed to foster each student’s personal best at UPA. It is meant to help students better understand their personal learning styles and challenges, be proactive about their studies, and extend their knowledge of college and career options. All support UPA’s mission to prepare students to enter and excel in universities after high school. The class provides a safe space for students to connect with their classmates on a regular basis and build camaraderie within the UPA family as they explore ways to give back to the community together. During class, students participate in lessons related to college and career readiness and social-emotional health and life skills, as outlined by school counselors and Seminar teachers. Lessons are developed through Naviance and College Board, and differ by grade level. In order to take an active part in improving and maintaining good mental health, strong character and a positive team environment, students participate in stress relief exercises and learn various strategies to evaluate and manage their mental health. In addition, students participate in class bonding activities. Students are also provided opportunities to identify and resolve academic areas of concern in any of their courses. Time is provided for students to complete assignments, study for a quiz/test, receive extra help from a teacher, or collaborate on a group project.</p>			

Course Title:	AVID 7, AVID 8		
Course Code:	Y1710XX – 7 Y1720XX – 8	Grade Level(s):	7, 8
Prerequisite:	Application process		
HS Graduation Credit:	Elective		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration and reading (WICR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities. AVID is designed to be a program of study that students may follow for the entirety of their schooling and each grade level is distinct and builds upon the skills learned in the previous year. Students must apply to be a part of the AVID program and maintain a 2.5 or higher to remain in the program.</p>			

Course Title:	Technology in Society (formerly Introduction to Technology)		
Course Code:	Y9010x7/8	Grade Level(s):	7–8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>Technology in Society is a course focused on developing research, analysis, and presentation skills, via social studies content and various technologies. The course is a project-based course that is intended to develop students’ abilities to find, evaluate, and present information in a manner that displays college and career readiness, as appropriate for middle-school students.</p>			

Course Title:	Gateway to Technology (PLTW)		
Course Code:	Y1000X8	Grade Level(s):	8
Prerequisite(s):	None		
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	No
<p>The PLTW Gateway To Technology (GTT) program features a project-based curriculum designed to challenge and engage the natural curiosity and imagination of middle school students. They envision, design and test their ideas with the same advanced modeling software used by companies like Lockheed Martin, Intel and Sprint. They study mechanical and computer control systems; think robotics and animation. Students also explore the importance of energy, including innovative ways to reduce, conserve and produce it using solar, thermal and wind power. The knowledge that students gain and the skills they build from GTT create a strong foundation for further STEM learning in high school and beyond.</p> <p>Throughout GTT, students acquire knowledge and skills in problem solving, teamwork and innovation as well as explore STEM careers. Taught in conjunction with a rigorous academic curriculum, the program is divided into six, nine-week independent units, assuming a 45-minute class period. Schools implement both foundation units and may add any combination of the specialization units.</p>			

Course Title:	AP Capstone - Seminar		
Course Code:	Y3000XX	Grade Level(s):	11
HS Graduation Credit:	Elective		
Course INFO:	2 Semesters / 2.5 Units per Semester		
UC / CSU:	“g”	Honors:	Yes
<p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.</p>			

Course Title:	AP Capstone - Research		
Course Code:	Y4000XX	Grade Level(s):	12
HS Graduation Credit:	Elective		
Course INFO:	2 Semesters / 2.5 Units per Semester		
UC / CSU:	“g”	Honors:	Yes
<p>AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.</p> <p>In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.</p>			

Physical Education (non UC / CSU)

Table 5 Physical Education Department Course Offerings (UC “f”)

Course	Course Code	Grade Level
Physical Education (7–8)	PO700x7/8	7–8
Physical Education (1–4)	P1000xx	9–12

Course Title:	Physical Education (7–8)		
Course Code:	P1000xx	Grade Level(s):	7 and 8
HS Graduation Credit:	N/A		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>Physical Education at UPA offers a wide variety of experiences related to athletics, fitness, nutrition, and anatomy. Students will learn that individual skill development and personalized statistical analysis can parallel self improvement strategies related to timing, strength, and endurance. Group project development and teamwork settings will also be used as a means to develop confidence and instill a desire for lifelong physical fitness.</p>			

Course Title:	Physical Education (1–4)		
Course Code:	P1000xx	Grade Level(s):	9 recommended, 10–12, 1 year required, 2 years recommended
HS Graduation Credit:	Physical Education		
Course INFO:	2 Semesters / 5 Units per Semester		
UC / CSU:	N/A	Honors:	N/A
<p>The major emphasis of study for this course will be to guide students through a wide variety of movement patterns associated with sport. As a parallel to this absorption of knowledge, concepts such as nutrition, health, anatomy, and physiology will be implemented as a means to further student awareness and lifelong commitment to being physically active. Students will perform a wide variety of movement patterns as a means to develop and maintain a level of fitness appropriate for their individual grade level. Through such aspects as plyometric training, static and active stretching, endurance running, and active recording, each student will be able to biomechanically improve motor function and record efficient data to support this development.</p>			

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 1: Mythology as Cultural Capital			
Students will examine Greek Mythology through their reading of Edith Hamilton’s <i>Mythology</i> and through individual research. Students will gain understanding of literary allusions used in other texts to deepen their understanding of literature and the ways Greek Mythology influences modern culture. Additionally, students will examine the Hero’s Journey as described by Joseph Campbell by applying it to Greek myths as well as modern films. Individual and shared research activities will be incorporated, as well as opportunities to hone their narrative writing skills. This unit will also give students necessary background information to understand their next unit on <i>The Odyssey</i> .			
CCSS ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
RL 9-10.2 RL 9-10.6 RL 9-10.9, RL 9-10.10 W 9-10.3 W 9-10.4 W 9-10.6 W 9-10.10 SL 9-10.1 L 9-10.4	<ul style="list-style-type: none"> • Determine how the theme/central idea is refined • Identify the influence of cultural experiences on point of view • Read independently and comprehend complex texts • Prepare for discussion by reading and researching topic • Make reference to the evidence discovered during reading and researching • Trace the etymology of words • Convey an experience or event • Organize a logical/natural event sequence • Identify and understand the writing task • Use technology proficiently for production, publication, and collaboration • cite sources • Access and use the Internet • Communicate information effectively 	Edith Hamilton’s <i>Mythology</i> , 1942 Internet Access, Computer, Word Processing Program	Greek God/Goddess Facebook Mini Research Project Write your own Greek Myth using the Hero’s journey Business letter from the perspective of a character in Greek Mythology Classical Vocabulary Research Project

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 2: Epic Poetry--Odyssey			
Students will read and respond to the Robert Fitzgerald translation of <i>The Odyssey</i> by Homer. Through their study of <i>The Odyssey</i> , students will learn the concept of the epic hero and the hero's journey. In addition, students will supplement their understanding of the cultural context through research of Greek cultural values. Students will also examine modern day concepts of heroism to argue whether Odysseus is still heroic by student's own interpretation of what they consider a hero.			
CA ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
RL 9-10.1 RL 9-10.2 RL 9-10.3 R L 9-10.5 RL 9-10.6 RL 9-10.7 RL 9-10.10 W 9-10.7 SL 9-10.1 SL 9-10.4 SL 9-10.6	<ul style="list-style-type: none"> • Identify and cite explicit textual evidence • Draw inferences and Support inference using several pieces from the text • Prepare for discussion by reading and researching topic • Make reference to the evidence discovered during reading and researching • Pose questions designed to move the discussion forward • Understand character traits or aspects • Identify multiple/conflicting character motivations • Understand and analyze how text structure contributes to the meaning of a text 	<i>The Odyssey</i> translated by Robert Fitzgerald (1998) Internet Access, Computer, Word Processing Program	Socratic Seminar related to these questions Odysseus was an ideal Greek hero – the exemplar of what the Greeks valued in a man. Would he be seen as a hero today? How have our criteria for heroism changed since the time of Homer? Explain what you believe to be the qualities of a modern hero, and support your explanation through comparison to Odysseus. Use references to the text, as well as to modern culture and events.

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 4: Holocaust Narratives—<i>Maus, Night</i>			
<p>This unit studies two very different Holocaust Narratives giving students the opportunity to examine how author’s use different mediums to express a similar experience. <i>Maus</i>, as a graphic novel, depicts the holocaust through a visual and symbolic medium personifying Jews as rats and Nazis as cats. Not only do students learn how to analyze and interpret the graphic novel medium, they also learn to analyze symbolic representation in literature. To supplement their understanding of the Jewish Holocaust, students will work in groups to research and present their findings on several genocides from the 20th. As an extension of the unit, students will reflect on the injustices of their world and collaborate on how to spread awareness of a human rights issue.</p>			
CA ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
RL 9-10.1 RL 9-10.2 RL 9-10.3 R L 9-10.5 RL 9-10.6 RI 9-10.1 RI 9-10.2 RI 9-10.6 RI 9-10.7 R I 9-10.9 W 9-10.2 W 9-10.4 W 9-10.5 W 9-10.6 W 9-10.7 W 9-10.8 W 9-10.10 SL 9-10.2 SL 9-10.5 L 9-10.5	<ul style="list-style-type: none"> • Identify and cite explicit textual evidence • Draw inferences and Support inference using several pieces from the text • Understand figurative language (simile, metaphor personification, euphemism, oxymoron) • Paraphrase correctly • Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements) • Write informative text • Understand and use domain-specific vocabulary • Synthesize and summarize information • Cite a variety of sources • Create shared writing products • Display information flexibly and dynamically • Compare the presentation of a subject in one or more mediums/Evaluate the effectiveness of using different mediums /Determine which details are emphasized in each account (medium) • Understand text structures and their forms/Understand and analyze how text structure contributes to the meaning of a text • Recognize and understand time manipulation techniques • Understand and identify literary effects 	<i>Night</i> , Elie Wiesel, 2006 <i>Maus</i> , Art Spiegelman, 1980 “A Special Presentation Oprah and Elie Weisel at Auschwitz Death Camp” Documentary, 2006. Internet Access, Computer, Word Processing Program	Essay analyzing Wiesel’s use of imagery to reveal theme In-class essay analyzing Speigelman’s use of form to portray the philological effects of the Holocaust. Group Research Project on Genocide Human Rights Awareness Project

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 5: Novel Study--The House on Mango Street			
Students will examine how an author uses figurative language and syntax to reveal theme. Thematic discussions in Socratic Seminars will explore the experience of being Latina in the United States, the formation of identity, and issues regarding traditional gender roles. Students will engage in creative writing by completing an autobiographical vignette/poetry project emulating Cisneros style and experimenting with their own style.			
CA ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
RL 9-10.1 RL 9-10.2 RL 9-10.4 R L 9-10.5 RL 9-10.6 W 9-10.2 W 9-10.3 W 9-10.4 W 9-10.5 W 9-10. 9 W 9-10.10 SL 9-10.1 SL 9-10.6 L 9-10.1 L 9-10.2 L 9-10.3 L 9-10.5 L 9-10.6	<ul style="list-style-type: none"> • Draw inferences using several pieces from the text • Identify, understand, and use domain-specific terms - Understand figurative language (simile, metaphor personification, euphemism, oxymoron) - Understand denotation and connotations • Know standard English grammar, punctuation, and capitalization conventions • Understand how sentence variety (use of clauses and phrases) affects meaning and interest • Recognize and understand organizational structures of literature • Prepare for discussion by reading and researching topic- Make reference to the evidence discovered during reading and researching -Pose questions designed to move the discussion forward -Include everyone in the discussion and build on their ideas as well as challenging them - Consider & respond to diverse perspectives-Justify your views and make new connections, if necessary, when presented with new evidence • Convey an experience or event in writing -Understand narrative (vs. expository) techniques-Establish context and narrator/characters-Organize a logical/natural event sequence -Use descriptive/sensory language -Utilize transitional expressions to convey sequence and signal shifts-Provide an effective conclusion • Understand and use various organizational structures in writing • Understand and use domain-specific vocabulary • Identify the influence of cultural experiences on point of view • Understand and explain the development of the narrator/ speaker’s point of view <ul style="list-style-type: none"> • Understand and analyze how text structure contributes to the meaning of a text • Understand how word choice impacts meaning and tone • Analyze theme /central idea development 	<i>The House on Mango Street</i> , Sandra Cisneros, 1984 Internet Access, Computer, Word Processing Program	Essay analyzing Cisneros’ use of Figurative Language/Syntax to reveal theme. Socratic Seminar on Identity and social issues related to being Latino in America Vignette/Poetry Project

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 6: The Art of Persuasion/Rhetoric in Shakespeare's <i>Julius Caesar</i> .			
Students examine the art of persuasion, including rhetorical appeals and devices, through analyzing various American speeches and those found in Shakespeare's <i>Julius Caesar</i> . Students examine expert techniques of speeches and practice using these techniques in their own speeches for a variety of purposes and audiences. Students will also write an argumentative essay in which they defend which character, Brutus or Anthony, is more honorable/loyal to Caesar in the play.			
CA ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
RL 9-10.1 RL 9-10.4 RL 9-10.6 RL 9-10.7 RL 9-10.9 RL 9-10.10 RI 9-10.1 RI 9-10.3 RI 9-10.6 RI 9-10.7 RI 9-10.8 R I 9-10.9 RI 9-10.10 W 9-10.1 W 9-10.4 W 9-10.5 W 9-10.9 SL 9-10.1 SL 9-10.3 L 9-10.2 L 9-10.3 L 9-10.6	<ul style="list-style-type: none"> Understand and focus on purpose and audience Identify, understand, and use domain-specific terms Identify the speakers point of view and Determine if the speaker's reasoning is sound Know rhetorical devices (i.e.; parallelism, restatement, analogy Identify faulty logic, or reasoning based on misleading statements- Identify distorted or exaggerated reasoning Assess soundness of reasoning and relevance of evidence Understand various writing text types and their organizational structures - Identify and understand the writing task, purpose, audience, and style. Understand the rhetoric of argument Analyze a substantive topic or text Introduce a precise claim - Provide reasons and evidence from substantive topics or texts to support claims - Identify and distinguish counterclaims Develop claims and counterclaims objectively Organize reasons and evidence in a logical manner Analyze and address audience knowledge level/concerns Identify logical and emotional appeals Identify false or misleading reasoning (fallacious reasoning) Compare the presentation of a subject in one or more mediums Evaluate the effectiveness of using different mediums Determine which details are emphasized in each account (medium) Demonstrate comprehension of various forms of literary text Understand, identify, and analyze the use of rhetorical devices (i.e. repetition, parallelism, slogan, rhetorical question). Identify transformed source material 	<p>“Three Ways to Persuade” Dr. John R. Edlund.</p> <p><i>The Tragedy of Julius Caesar</i> by William Shakespeare (Folger Shakespeare Library edition)</p> <p>Various speeches from <i>American Rhetoric.com</i></p> <p>Internet Access, Computer, Word Processing Program</p>	<p>Speech analysis from <i>American Rhetoric.com</i> and the play, <i>Julius Caesar</i>.</p> <p>Creative Speech taking on the role of a character in <i>Julius Caesar</i> to persuade an angry mob to spare their lives. Inspired by Act III sc. ii of the play. (RAFT activity)</p> <p>Persuasive Speech using a real world scenario of students' choosing (options include persuading parents to buy him or a her a car, convincing a government official to act on a social issue, etc)</p> <p>Argumentative Essay exploring the following prompt: Anthony and Brutus both claim to act out of loyalty and honor. Which one is more loyal and honorable? Provide evidence from throughout the play to support your answer.</p> <p>Socratic Seminar discussing questions of honor, loyalty, and whether or not the murder of Caesar was justified.</p>

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 7: Novel Study--Things Fall Apart			
<p>This is a whole-fiction unit in which students read independently and save analysis of the novel for after completion of the reading. As students read independently, class time focuses on group research and oral presentation of background information relating to the novel <i>Things Fall Apart</i> by Chinua Achebe, as well as examining stereotypes of Africa. Students will read satirical essay, “How to Write about Africa” by <i>Binyavanga Wainaina</i>, view TEDTalk “Danger of a Single Story” by Chimamanda Adichie, and analyze excerpts of <i>Heart of Darkness</i> by Joseph Conrad—these texts will establish the attitudes and stereotypes related to Chinua Achebe’s purpose for writing the novel and allow students to critically analyze whether Achebe met his purpose for the novel. Once students finish the novel, they will examine it critically in it’s entirety and use multi-model strategies for analyzing the text including Socratic Seminars, shorter written assignments, etc. As a final assessment, students will create their own prompt/essential question for an analytical essay.</p>			
CA ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
RL 9-10.1 RL 9-10.2 RL 9-10.3 RL 9-10.4 R L 9-10.5 RL 9-10.6 RL 9-10.9 RL 9-10.10 RI 9-10.1 RI 9-10.2 RI 9-10.3 RI 9-10. 4 RI 9-10.6 RI 9-10.10 W 9-10.2 W 9-10.4 W 9-10.5 W 9-10.6 W 9-10.7 W 9-10.8 W 9-10. 9 W 9-10.10 SL 9-10.1 SL 9-10.2 SL 9-10.3 SL 9-10.4 SL 9-10.5	<ul style="list-style-type: none"> • Identify multiple/conflicting character motivations • Analyze character interactions • Understand and use various organizational structures • Utilize formatting, graphics, and multimedia • Use facts, concrete details, quotations, examples to develop the topic • Understand various writing text types and their organizational structures • Identify and understand the writing task, purpose, audience, and style. • Present information clearly, concisely, and logically • Use correct eye contact, Adequate volume, Clear pronunciation • Organize speech logically • Know and use a variety of digital media formats (i.e.; textual, graphical, audio, visual, and interactive elements) • Strategically use digital media to emphasize key points, or findings • Integrate multiple sources of information including visual, quantitative and oral • Evaluate the credibility and accuracy of each source • Utilize evidence to support analysis/research • Gather print and digital information (research) • Paraphrase correctly • Cite sources/bibliography • Develop an inquiry question • Use technology proficiently for production, publication, and collaboration/Create shared writing products • Identify the emergence and refinement of the central idea in a text • Make an effort to independently read texts of increasing complexity. • Determine tone and meaning of text. • Identify the influence of cultural experiences on point of view 	<p><i>Things Fall Apart</i>, Chinua Achebe, 1958.</p> <p>“How to Write about Africa,” Binyavanga Wainaina, 2008</p> <p><i>Heart of Darkness</i>, Joseph Conrad. 1899 (exerpts).</p> <p>“Danger of a Single Story” Chimamanda Adichie, 2009</p> <p>“The Second Coming” W. B. Yeats, 1920</p> <p>Internet Access, Computer, Word Processing Program</p>	<p>Socratic Seminar on themes of the novel.</p> <p>Essay on a student created prompt/essential question.</p> <p>Group Research project and oral presentation on background information related to Colonialism of Africa, Chinua Achebe, Nigeria, and the Igbo people.</p>

English 10 PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Ongoing Unit – Vocabulary Acquisition and Sentence Pattern Practice.			
<p>Students will use Sadlier-Oxford’s Vocabulary Workshop Level F to acquire vocabulary, while learning and practicing different sentence patterns for each unit. Beginning with compound/complex sentences, students will use the vocabulary words to demonstrate the meaning of the word to fit in a particular sentence pattern. Students will learn about the effect of using advanced vocabulary as well as the effect of using a variety of sentences. Students will use conjunctive adverbs, infinitives, parallel structures, appositives, and a variety of clauses (adverbial, prepositional, subordinating, independent, etc.). Additionally, students will explore the effects of a variety of punctuation styles including semicolons, dashes, colons, etc.</p>			
CA ELA 9-10 Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
L 9-10.1 L 9-10.2 L 9-10.6	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) • Understand the differences between a phrase and a clause • Identify and use various types of phrases and clauses • Know sentence variety patterns • Understand how sentence variety (use of clauses and phrases) affects meaning and interest • Correctly use semicolons, colons, dashes • Understand and correctly use/punctuate multiple independent clauses • Identify and use conjunctive adverbs 	Sadlier-Oxford’s Vocabulary Workshop Level F, 2005 Internet Access, Computer, Word Processing Program	Vocabulary quizzes Vocabulary Sentences A variety of writing assessments throughout the year demonstrate student’s independent choice to use vocabulary/sentence patterns in their own writing.

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 1: Colonial America (4 weeks)			
Discussion/Lecture/Topics/Themes: Native American cultures & the effects of European contact; mercantilism & the economics of colonialism; characteristics of Spanish, French, and English colonies and their interactions with Native Americans; early slavery and colonial attitudes to race and gender; geography and economical development of the colonies; economic development in colonial America; development of representative legislative bodies in the English colonies; salutary neglect & growth of colonial identity.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced*	Materials	Assessment
<p>11.1.1</p> <p>11.3.2</p>	<p>Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p> <p>Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>Students relate current events to the physical and human characteristics of places and regions.</p> <p>Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>	<p>Divine, <u>America Past and Present</u> Chapters 1,2,3,4</p> <p>“Were the First Colonists in the Chesapeake Region Ignorant, Lazy, and Unambitious?” Edmund S. Morgan & Russell R. Menard, in <u>Taking Sides, vol.1</u></p> <p>In-class DBQ & post-essay discussion: 1993 DBQ on New England and the Chesapeake</p>	<p>End of unit test: 80 Multiple Choice Questions Test</p> <p>13 Colonies Map Quiz</p> <p>Compare and Contrast Social/Economic/Religious differences in the New England, Chesapeake, and Southern colonies.</p> <p>In-class DBQ & post-essay discussion: 1993 DBQ on New England and the Chesapeake</p> <p>Chapter Notes</p> <p>Ch.1-4 Quizzes</p>

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 2: From Colony to Country: Evolution or Revolution? (3 weeks)			
Discussion/Lecture/Topics/Themes: French & Indian War & colonial response; from 1763 to 1765—the decade of decision; changes in British imperial policy toward the colonies; what was “radical” and what was “conservative” about the American Revolution; the Articles of Confederation; American diplomacy under the Articles; the Constitutional Convention—balancing power with power; the bank & assumption issues in the Washington administration; enumerated v. implied powers; the development of formal “factions” and the first two-party system—Federalist and Republicans.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
<p>11.1.1</p> <p>11.1.2</p> <p>11.1.3</p> <p>11.3.2</p>	<p>Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p> <p>Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</p> <p>Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect</p>	<p>Divine, <u>America Past and Present</u> Chapters 5,6,7</p> <p>“Was the American Revolution a Conservative Movement?” Carl Degler & Gordon S. Wood from <u>Taking Sides, vol.1</u></p> <p>“Thomas Jefferson: The Aristocrat as Democrat,” in <u>The American Political Tradition</u></p> <p>Partial list of documents used for in-class discussion & essay preparation: “Join or Die” cartoon; Albany Plan of Union; excerpt from “Common Sense”; Virginia Declaration of Rights; Declaration of Independence; Articles of Confederation; Hamilton and Jefferson on the creation of a Bank of the United States from <u>The American Spirit, vol. 1</u>; letters from John Jay and George Washington on the “crisis” of the 1780s; U. S. Constitution; Sedition Act of 1798; Virginia & Kentucky Resolutions.</p>	<p>End of Unit test: 80 Multiple Choice Questions Test</p> <p>In-class DBQ & post-essay discussion & post-essay discussion: the 1985 on the effectiveness of Articles of Confederation DBQ.</p> <p>Chapter Notes</p> <p>Ch.5-7 Quizzes</p>

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 3: Jeffersonian Republicanism to the Age of the “Common Man” (4 weeks)			
Discussion/Lecture/Topics/Themes: The beginnings of political parties—enumerated v. implied powers, centralizers v. states’ rights advocates; nationalism; the beginning of American identity in foreign policy as regards Britain, France, and Spain (Warhawks); change in the power of the Supreme Court; 2nd Great Awakening; America grows geographically complicated—northeast, south, west (great triumvirate as representative); the growth of slavery & states’ rights as defining & dividing issues.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
<p>11.1.2</p> <p>11.1.3</p>	<p>Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</p> <p>Students distinguish valid arguments from fallacious arguments in historical interpretations.</p> <p>Students identify bias and prejudice in historical interpretations.</p> <p>Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments</p> <p>Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>	<p>Divine, <u>America Past and Present</u> Chapters 8,9,10</p> <p>Partial list of documents used for in-class discussion & essay preparation: Jefferson’s first inaugural address: excerpts from several Marshall court decisions as examples of “judicial nationalism”; Resolutions of the Hartford Convention; Monroe Doctrine; Jackson’s Proclamation on Nullification; John L. O’Sullivan on Manifest Destiny.</p>	<p>End of Unit test: 80 Multiple Choice Questions Test</p> <p>Marbury v. Madison case discussion & in-class debate. Students are divided into groups in which they study the role of the federal judiciary as described by Hamilton in Federalist 78. They then examine excerpts from the Marbury decision and reactions to it, especially those by Jefferson. The point being that the students begin seeing Page 3 of 92/10/07 the significant changes in the function of the federal judicial power and can make some predictions about the changing role of the Supreme Court. [Documents for this activity are from http://www.landmarkcases.org/marbury/home.html .]</p> <p>In-class DBQ & post-essay discussion & post-essay discussion: Strict v. Loose construction of the Constitution 1801-1817.</p> <p>Chapter Notes</p> <p>Ch.8-10 Quizzes</p>

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 4: Slavery, Social Reform, Expansionism (3 Weeks)			
Discussion/Lecture/Topics/Themes: Lowell, Waltham & changes in the nature of work; changes in the American family; growth of American literature; changing roles for women; abolition—gradualism and absolutism; reforms in education; the second two-party system, Democrats & Whigs; the increasing power of the west; the Great Triumvirate; slavery post-1820 as defining political problem; effect of technology on American society.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.1.4	<p>Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>Students relate current events to the physical and human characteristics of places and regions. Students identify bias and prejudice in historical interpretations. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p> <p>Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect</p> <p>Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p>	<p>Divine, <u>America Past and Present</u> Chapters 11,12,13</p> <p>Partial list of documents used for in-class discussion & essay preparation: Declaration of Sentiments (American Anti-Slavery Society); "Self Reliance," Emerson; Memorial to the Massachusetts Legislature, Dix; On Manifest Destiny, O'Sullivan; Thomas Dew on slavery; Seneca Falls Declaration; Jackson's Nullification Proclamation.</p> <p>Readings: "The Trail of Tears," Dee Brown, and "Women and their Families on the Overland Trails," Johnny Faragher & Christine Stansell, in Portrait of America, vol. 1.</p>	<p>End of Unit test: 80 Multiple Choice Questions Test</p> <p>Continuation of the universal theme: Was it the "ghost" of Jefferson or of Hamilton guiding the period of Jackson. Students are asked to make a line down the middle of a piece of paper rank several Jackson-era actions as "Hamiltonian" or "Jeffersonian" as to whether they were based on implied or enumerated powers interpretations of the Constitution.</p> <p>In-class DBQ & post-essay discussion: Jacksonian Democrats viewing themselves as guardians of the Constitution.</p> <p>Chapter Notes</p> <p>Ch.11-13 Quizzes</p>

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 5: The Political Collapse of the 1850's, The Civil War, and Reconstruction (4 Weeks)			
Discussion/Lecture/Topics/Themes: Triumph of sectionalism over nationalism; the failure of compromise; economics of slavery; collapse of political party unity; Manifest Destiny—Texas, Oregon, California, Mexico; is America “indivisible” discussion; race in the post-slavery South; the good and the bad of Reconstruction.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.1.4	<p>Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</p> <p>Students relate current events to the physical and human characteristics of places and regions. Students identify bias and prejudice in historical interpretations. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</p> <p>Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect</p> <p>Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p>	<p>Divine, <u>America Past and Present</u> Chapters 14,15,16</p> <p>Partial list of documents used for in-class discussion & essay preparation: “War on the Horizon,” political cartoon, Daniel Webster’s reply to Hayne; Calhoun on slavery & concurrent majorities; Lincoln’s House Divided speech; Dred Scott v. Sanford; “Reconstruction & Carpetbaggers” political cartoon; 13th, 14th, & 15th Amendments.</p> <p>“Have Historians Overemphasized the Slavery Issue as a Cause of the Civil War?” in <u>Taking Sides, vol. 1</u></p> <p>Readings: “Abraham Lincoln and the Self-Made Myth,” in <u>The American Political Tradition</u>. And Eric Foner & Michael Perman on “Reconstruction in the Postwar South,” in <u>Perspectives on the American Past, vol. 1</u>.</p> <p>Excerpts from Uncle Tom’s Cabin, Harriet Beecher Stowe.</p>	<p>End of Unit test: 80 Multiple Choice Questions Test</p> <p>In-class debate based on “Have Historians Overemphasized the Slavery Issue as a Cause of the Civil War?” in <u>Taking Sides, vol. 1</u>. Students are divided into two groups. Each is given one of the two articles: the “Yes” article by Joel H. Silbey, and the “No” article by Michael F. Holt. Students are given the chance to read and mark the documents over the weekend, then discuss them in class. Occasionally, groups will want to make presentations on their findings and the reasons behind them. This all feeds into a general class discussion of what might be causes of Civil War <i>other</i> than or in addition to slavery as a cause of the Civil War.</p> <p>In-class DBQ & post-essay discussion: the 1987 DBQ on the constitution becoming a source of sectional tension.</p> <p>Chapter Notes</p> <p>Ch.14-16 Quizzes</p>

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 6: The West, The Growth of Industrial America, Urbanization (3 Weeks)			
Discussion/Lecture/Topics/Themes: Economics of industrialization; state and national efforts to keep up with industrialization; immigration and the issue of assimilation; the growth of cities; organized labor and the reaction of state and national governments to it; growth of corporate America; the ethnic neighborhood and the boss system; the change in the power of the Presidency in the post-Civil War period.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.2.1	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	Divine, <u>America Past and Present</u> Chapters 17,18,19	End of Unit test: 80 Multiple Choice Questions Test
11.2.2	Students relate current events to the physical and human characteristics of places and regions.	Partial list of documents used for in-class discussion & essay preparation: “The Gospel of Wealth,” Carnegie; “The Significance of the Frontier in American History,” Turner; the Populist Party Platform; the “Cross of Gold” speech, Bryant; excerpt from “How the Other Half Lives,” Riis; excerpt from “Hull House,” Adams “A Nation of Immigrants” political cartoon. Readings: “Did the Industrial Revolution Disrupt the American Family,” from Taking Sides, vol. 2, the “Yes” article by Elaine Tyler May, the “No” article by Jacquelyn Down Hall, Robert Korstad, and James Leloudis.	Poster Project: Robber Barons or Captains of industry
11.2.3	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.		In-class DBQ & post-essay discussion: DBQ on the success or failure of organized labor in improving the position of workers between 1875 to 1900.
11.2.4	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.		Chapter Notes
11.2.5	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy		Ch.17-19 Quizzes
11.2.6	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.		
11.2.7			
11.2.8			
11.2.9			

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 7: The Politics of the 1890s, America gains an Empire, The Progressive Era (3 Weeks)			
Discussion/Lecture/Topics/Themes: From Republic to Empire; America’s hegemony in the Western Hemisphere; America as an international military power; the Progressives as a re-emergence of the spirit of Hamiltonian use of power; depression and economic response by business and the federal government.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.3.1	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	Divine, <u>America Past and Present</u> Chapters 20,21,22	End of Unit test: 80 Multiple Choice Questions Test
11.3.2			
11.3.3	Students relate current events to the physical and human characteristics of places and regions.	Partial list of documents used for in-class discussion & essay preparation: “Our Country,” Josiah Strong; “The United States Looking Outwards,” Alfred Thayer Mahan; “The War Prayer,” Mark Twain; Plessy v. Ferguson and Justice Harlan’s dissent; excerpt from <u>The Souls of Black People</u> , W. E. B. DuBois, the Atlanta Compromise, B. T. Washington; “Urban Corruption” political cartoon, “The New Nationalism,” Theodore Roosevelt, “Battle Against the Trusts,” political cartoon.	The Wonderful Wizard of Oz—could it be . . . ? This is a small group discussion about whether or not the Frank Baum novel is actually a populist parable. After a discussion of populism and its demands (Hamilton or Jefferson again), students draw copies of the Henry Littlefield essay interpreting Baum’s book as a populist parable or a rebuttal to the Littlefield perspective by David B. Parker. Students read the material over a weekend, meet during class to clarify and solidify their position, then make a case in a short presentation in class arguing for or against the contention. They have to reference the text and several other documents in making their case.
11.3.4			
11.3.5	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	Readings: “Theodore Roosevelt: The Conservative as Progressive” and “Woodrow Wilson: The Conservative as Liberal” from <u>The American Political Tradition</u> .	In-class DBQ & post-essay discussion: Economic and political developments and their effects on American women in the period 1890-1925.
11.4.1			
11.4.2	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments	Excerpts from <u>The Jungle</u> , Upton Sinclair	Chapter Notes Ch.20-22 Quizzes
11.4.3			
11.5.2	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy		

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 8: Roosevelt to Wilson, World War 1, Adjusting to the 20th Century (3 Weeks)			
Discussion/Lecture/Topics/Themes: America as world “policeman”; return of the Hamiltonian Republicans (Roosevelt & Taft); the first of the Hamiltonian Democrats (Wilson); changing attitude toward the use of Federal power—WIB, organized labor, federal reserve act, revised military organization; progressive concept of management and reliance on science; growth of “professionalism”; changing roles for women; the Harlem Renaissance; nativism and xenophobia.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.4.4	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	Divine, <u>America Past and Present</u> Chapters 23,24,25	End of Unit test: 80 Multiple Choice Questions Test
11.4.5			
11.5.1	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	Partial list of documents used for in-class discussion & essay preparation: excerpt, The Shame of the Cities, Steffens; Lochner v. New York & dissent by Justice Oliver Wendell Holmes; Woodrow Wilson’s war message to Congress; Pueblo, Colorado, speech on the League of Nations, “A League Not of Our Own,” political cartoon, Woodrow Wilson; “Rugged Individualism,” Herbert Hoover.	Political perspective review: This is a timeline exercise where students begin with the Jeffersonian Republicans and the Federalists and chart the political parties to the present period marking them as “Jeffersonian” or “Hamiltonian” as regards their positions on the scope and use of Federal government power.
11.5.2			
11.5.3	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	Readings: The Twenties: articles by Roderick Nash, “Henry Ford: Symbol of an Age,” and “Flappers, Freudians, and All That Jazz,” by Sara M. Evans, in Portrait of America, vol. 2. Or Progressivism: “Progressivism: A contemporary Reassessment,” by Richard L. McCormick, and “Hull House in the 1890s: A community of Women Reformers,” by Kathryn Kish Sklar, in Perspectives on the American Past, vol. 2.	All That Jazz: The Harlem Renaissance. Each student will make a “concept cube,” a three-dimensional, six-sided cube with a title side and five cause sides. The sides of the cubes must be illustrated with pictures, graphs, and text in such a way that a student from another group could read the title then trace the five causes in summary. Instructions and pattern for the cube are available on the class web site.
11.5.4			
11.5.5	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.		In-class DBQ & post-essay discussion: Evaluate the effectiveness of the Progressive Era reformers and the federal government in bringing about reform at the national level.
11.5.6			
11.5.7	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.		Chapter Notes
11.5.8			
11.8.8	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.		Ch.23-25 Quizzes

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 9: From Depression to the Cold War (3 Weeks)			
Discussion/Lecture/Topics/Themes: Isolationism, pacifism, neutrality; foreign policy in Europe, Asia, Latin America; from the League of Nations to the United Nations; differences between the post-World War 1 period and the post-World War 2 period; nativism; differences between Hoover and FDR in approach to the depression; the successes and failures of the New Deal; neutrality; the creation and decision to drop the atomic bomb; war mobilization and its effect on the American family.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.5.3	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	Divine, <u>America Past and Present</u> Chapters 26,27,28	End of Unit test: 80 Multiple Choice Questions Test
11.6.1			
11.6.2			
11.6.3	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	Partial list of documents used for in-class discussion & essay preparation: 1st inaugural address, FDR; “The Great Depression” political cartoon; Atlantic Charter; “Four Freedoms” speech, FDR; the Marshall Plan	Crossword puzzle review of the New Deal. Using a computer program named Word Cross that allows me to enter words and clues from the three chapters in the unit. Generally, each puzzle contains about 45 across/down clues. Students are given time, usually an hour, to use their textbooks to find the words in the puzzle. After the students can do what they can do, we use the clue lists as a review of the major concepts in the unit.
11.6.4			
11.6.5	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	Readings: Did Communism Threaten America’s Internal Security After World War 2?	
11.7.1			
11.7.2	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	“Yes” article by John Earl Haynes & Harvey Klehr, “No” article by Richard M. Fried, in Taking Sides, vol. 2.	In-class DBQ & post-essay discussion: Discuss the developments between 1941 to 1949 that increased suspicion and tension between the U. S. and the USSR.
11.7.3			
11.7.4	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.		Chapter Notes
11.7.5			
11.7.6	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.		Ch.26-28 Quizzes
11.7.7			
11.7.8			
11.8.1			
11.8.2			
11.8.3			
11.8.4			

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 10: Transitions: Post-World War 2 America (2 Weeks)			
Discussion/Lecture/Topics/Themes: The legacy of FDR and Truman on the power of the presidency; new political alignments; the G-I Bill and changing roles for education; nuclear diplomacy, Sputnik; post-war internationalism—the U. N. and NATO; us against them—“better dead than red”; containment (Marshall Plan, NATO, Truman Doctrine); Berlin; dominoes dropping—Europe and Asia (China, Korea, Vietnam); Suez U the beginning of American involvement in the Middle East; Cuba & the threat of Soviet influence into the Western Hemisphere; Latin America; from the New Deal to the Great Society; 1968, the most significant year since World War 2.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.8.5	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	Divine, <u>America Past and Present</u> Chapters 29,30	End of Unit test: 80 Multiple Choice Questions Test
11.8.6			
11.8.7	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	Partial list of documents used for in-class discussion & essay preparation: Containment, George Kennan; Letter to President Truman, Ho Chi Minh; “Joseph McCarthy & the Red Scare” political cartoon; Brown v. Board of Education of Topeka, Kansas; Letter from the Birmingham Jail, Martin Luther King, Jr.; Declaration of 96 Southern Congressman or The Southern Manifesto on Integration; Civil Rights speech, JFK; Civil Rights Act; Voting Rights Act; Great Society Speech, LBJ.	In-class DBQ & post-essay discussion: Discuss the Cold War fears of the American people and how the Eisenhower administration addressed those fears.
11.8.8			
11.9.1	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.		Chapter Notes
11.9.2			
11.9.3			Ch.29-30 Quizzes
11.9.4			
11.9.5			
11.9.6			
11.9.7		Readings: Perils of the Cold War: “Harry Truman: “One Tough Son-of-a-Bitch of a Man,” by David McCullough; “Eisenhower and Kennedy:; Contrasting Presidencies in a Fearful World,” by Michael Beschloss; and “Trapped: ; Lyndon Johnson and the Nightmare of Vietnam,” by Larry L. King.	
11.10.1			
11.10.2			
11.10.3			
11.10.4			
11.10.5			
11.10.6			
11.10.7			

US History PACING GUIDE – UNIVERSITY PREPARATORY ACADEMY

Unit 11: The 1980's to the "Present" (2 Weeks)			
Discussion/Lecture/Topics/Themes: The dilemma of Vietnam; revolt of the middle class or the "silent" majority; the Republican transformation on the American South; the rise of the "new right"; personal freedom movements—gay rights, women's rights, reproductive rights (Griswold v. Connecticut & privacy and Roe v. Wade); morality as politics; immigration; technology and its impact on American Society; terrorism and America's reaction and its impact on Constitutional rights.			
CA 11 SS Content Standards	Prerequisite Skills/Skills Reinforced	Materials	Assessment
11.11.1	<p>Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p> <p>Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</p> <p>Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</p>	<p>Divine, <u>America Past and Present</u> Chapters 31,32</p>	<p>End of Unit test: 80 Multiple Choice Questions Test</p>
11.11.2		<p>Partial list of documents used for in-class discussion & essay preparation: Barry Goldwater on Conservatism, Religion and Politics, 1981 (in Heffner); excerpts from Ronald Reagan's inaugural addresses 1981 & 1985; "Piercing the Reagan Doctrine" political cartoon; "A Case for the Democrats 1984: A Tale of Two Cities," Keynote address at the Democratic National Convention, Governor Mario Cuomo, 1984.</p> <p>Readings: Did President Reagan Win the Cold War: "Yes" article by John Lewis Gaddis, "No" article by Daniel Deudney and G. John Ikenberry, in Taking Sides, vol. 2.</p> <p>Readings: Should America Remain a Nation of Immigrants? "Yes" article by Tamar Jacoby, "No" article by Patrick J. Buchanan, in Taking Sides, vol. 2.</p>	<p>Chapter Notes</p>
11.11.3			<p>Ch.31-32 Quizzes</p>
11.11.4			
11.11.5			
11.11.6			
11.11.7			

Grade 9 Curriculum – University Preparatory Academy

Last Revised: January 10, 2014

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>Introductory Unit</i>		5 days	

Notes: ★ Means that the standard should be accompanied by a modeling activity.

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>A1: Modeling with Functions</i> <i>Quantities</i>	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (N-Q 1)		Algebra 1
<i>Quantities</i>	2. Define appropriate quantities for the purpose of descriptive modeling. (N-Q 2)		Algebra 1
<i>Quantities</i>	3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (N-Q 3)		Algebra 1
<i>Interpreting Functions</i>	4. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. (F-IF 1)		Algebra 1
<i>Interpreting Functions</i>	5. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (F-IF 2)		Algebra 1
<i>Interpreting Functions</i>	6. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (F-IF 3)		Algebra 2
<i>Interpreting Functions</i>	7. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. ★ (F-IF 4)		Algebra 1
<i>Interpreting Functions</i>	8. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. ★ (F-IF 5)		Algebra 1
<i>Interpreting Functions</i>	9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). ★ (F-IF 9)		Algebra 1

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>Linear, Quadratic & Exponential Models</i>	<p>10. Distinguish between situations that can be modeled with linear functions and with exponential functions. (F-LE 1)</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p>		Algebra 1
<i>Linear, Quadratic & Exponential Models</i>	11. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. (F-LE 3)		Algebra 1
<i>Linear, Quadratic & Exponential Models</i>	12. Interpret the parameters in a linear or exponential function in terms of a context. (F-LE 5)		Algebra 1 & Algebra 2
Total Unit Time		15 Days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>A2: Linear Functions</i> <i>Interpreting Functions</i>	1. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★ (F-IF 6)		Algebra 1
<i>Interpreting Functions</i>	2. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★ (F-IF 7) a. Graph linear and quadratic functions and show intercepts, maxima, and minima.		Algebra 1 (Linear) and Algebra 2 (Quadratic)
<i>Interpreting Functions</i>	3. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (F-IF 9)		Also included in A1 Algebra 1
<i>Building Functions</i>	4. Write a function that describes a relationship between two quantities.★ (F-BF 1) (a) Determine an explicit expression, a recursive process, or steps for calculation from a context.		Algebra 1
<i>Building Functions</i>	5. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★ (F-BF 2)		Algebra 1 & Algebra 2
<i>Building Functions</i>	6. Find inverse functions. (F-BF 4) a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.		Algebra 2
<i>Linear, Quadratic & Exponential Functions</i>	7. Distinguish between situations that can be modeled with linear functions and with exponential functions. (F-LE 1) a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.		Also included in A1 Algebra 1
Total Unit Time		15 days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<p><i>A3: Linear Equations & Inequalities in One Variable</i></p> <p><i>Reasoning with Equations & Inequalities</i></p>	<p>1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (A-REI 1)</p>		<p>Algebra 1 & Geometry</p>
<p><i>Reasoning with Equations & Inequalities</i></p>	<p>2. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A-REI 3)</p> <p><i>a. Solve equations and inequalities involving absolute value. (CA)</i></p>		<p>Algebra 1</p>
<p><i>Reasoning with Equations & Inequalities</i></p>	<p>3. Explain why the <i>x-coordinates</i> of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★ (A-REI 11)</p>		<p>Algebra 1</p>
<p><i>Creating Equations</i></p>	<p>4. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions. (A-CED 1)</p> <p><i>a. Judge the validity of an argument according to whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. (CA)</i></p>		<p>Algebra 1</p>
<p><i>Creating Equations</i></p>	<p>5. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. (A-CED 3)</p>		<p>Algebra 1</p>
<p><i>Creating Equations</i></p>	<p>6. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (A-CED 4)</p>		<p>Algebra 1</p>
<p>Total Time</p>		<p>15 days</p>	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>A4: Linear Equations & Inequalities in Two Variables</i> <i>Creating Equations</i>	1. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A-CED 2)		Algebra 1
<i>Creating Equations</i>	2. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. (A-CED 3)		Also included in A3 Algebra 1
<i>Creating Equations</i>	3. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (A-CED 4)		Also included in A3 Algebra 1
<i>Reasoning with Equations & Inequalities</i>	4. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. (A-REI 5)		Algebra 1
<i>Reasoning with Equations & Inequalities</i>	5. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (A-REI 6)		Algebra 1
<i>Reasoning with Equations & Inequalities</i>	6. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (A-REI 10)		Algebra 1
<i>Reasoning with Equations & Inequalities</i>	7. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. (A-REI 12)		Algebra 1
Total Unit Time		15 days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>Modeling Unit</i>		4 days	
<i>PROJECT</i>		5 days	
<i>G0: Tools & Construction</i> <i>Congruence</i>	1. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). (G-CO 12)		Geometry
<i>Congruence</i>	2. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. (G-CO 13)		Geometry
Total Unit Time		10 days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>G1: Basic Definitions & Rigid Motions</i> <i>Congruence</i>	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. (G-CO 1)		Geometry
<i>Congruence</i>	2. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. (G-CO 3)		Geometry
<i>Congruence</i>	3. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). (G-CO 2)		Geometry
<i>Congruence</i>	4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. (G-CO 4)		Geometry
<i>Congruence</i>	5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. (G-CO 5)		Geometry
<i>Congruence</i>	6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. (G-CO 6)		Geometry
<i>Congruence</i>	7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. (G-CO 7)		Geometry
<i>Congruence</i>	8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (G-CO 8)		Geometry
Total Unit Time		20 days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>G2: Geometric Relationships & Properties</i> <i>Congruence</i>	1. Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i> (G-CO 9)		Geometry
<i>Congruence</i>	2. Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i> (G-CO 10) a. <i>Know and use the triangle inequality theorem.</i> (CA)		Geometry
<i>Congruence</i>	3. Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i> (G-CO 11)		Geometry
<i>Circles</i>	4. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. (G-C 3)		Geometry
Total Unit Time		15 days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>MODELING UNIT</i>		4 Days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>S1: Statistics</i> <i>Interpreting Categorical & Quantitative Data</i>	1. Represent data with plots on the real number line (dot plots, histograms, and box plots). (S-ID 1)		PreAlgebra
<i>Interpreting Categorical & Quantitative Data</i>	2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. (S-ID 2)		PreAlgebra
<i>Interpreting Categorical & Quantitative Data</i>	3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (S-ID 3)		PreAlgebra
<i>Interpreting Categorical & Quantitative Data</i>	4. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. (S-ID 5)		PreAlgebra
<i>Interpreting Categorical & Quantitative Data</i>	5. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. (S-ID 6) a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i> b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association.		PreAlgebra
<i>Interpreting Categorical & Quantitative Data</i>	6. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (S-ID 7)		PreAlgebra
<i>Interpreting Categorical & Quantitative Data</i>	7. Compute (using technology) and interpret the correlation coefficient of a linear fit. (S-ID 8)		Statistics (Algebra 2?)
<i>Interpreting Categorical & Quantitative Data</i>	8. Distinguish between correlation and causation. (S-ID 9)		Statistics
Total Unit Time		30 days	

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<i>Using Probability to Make Decisions</i>	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; Graph the corresponding probability distribution using the same graphical displays as for data distributions. (S-MD 1)		Statistics
<i>Using Probability to Make Decisions</i>	(+) Calculate the expected value of a random variable; Interpret it as the mean of the probability distribution. (S-MD 2)		Statistics
<i>Using Probability to Make Decisions</i>	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; Find the expected value. (S-MD 3)		Statistics
<i>Using Probability to Make Decisions</i>	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; Find the expected value. (S-MD 4)		Statistics
<i>Using Probability to Make Decisions</i>	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. (S-MD 5) a. Find the expected payoff for a game of chance. b. Evaluate and compare strategies on the basis of expected value.		Statistics
<i>Using Probability to Make Decisions</i>	(+) Use the probabilities to make fair decisions. (S-MD 6)		Statistics
<i>Using Probability to Make Decisions</i>	(+) Analyze decisions and strategies using probability concepts (e.g. product testing, medical testing, pulling a hockey goalie at the end of the game) (S-MD 7)		Statistics

Domain	Integrated I Standards	# Days Needed	Where Previously Taught
<u>PROJECT</u>		5 Days	

Throughout each unit, students will be assessed on their understanding of material by taking online assessments provided by http://math1forschool.com/home_school.htm. (>90%). These assessments are common core aligned and can be retaken by the student up to three times so that students can improve their cognitive understanding of the concepts being tested. The frequent administration of this assessment allows teachers to use these online sources to assess understanding of material and to reteach challenging concepts as necessary.

Students will also participate in MARS (Mathematical Assessment Resource Service) formative assessments provided by the Silicon Valley Math Initiative. (about 10%). Teachers will participate in monthly professional development sessions to learn how to effectively administer these assessments in the classroom.

Pacing Guide for 8th Grade Physics
University Preparatory Academy

Unit 1 Engineering Design		Time \cong 4 weeks
Instructional Goals		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> - Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows— within and between systems at different scales. (HS-ETS1-4) - New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1) (HS-ETS1-3) 	<p>Overarching Essential Questions (OEQ):</p> <p>OEQ4: What are some of your mental models and how have you used them to explain/understand patterns of events in your life?</p> <p>OEQ9: Have the effects of STEM ultimately been beneficial for humanity?</p>	
<p>Students know...</p> <ul style="list-style-type: none"> - Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS-ETS1-1) - Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1) - When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ETS1-3) - Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4) - Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-ETS1-2) 	<p>Students should be able to...</p> <ul style="list-style-type: none"> - HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. - HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. - HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. - HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. 	
Evidence of Learning		
<p>Major Performance Assessments:</p> <ol style="list-style-type: none"> 1. Instant Design Challenges: <ol style="list-style-type: none"> a. Paper Bridge Design Challenge 	<p>Materials Needed:</p> <ol style="list-style-type: none"> 1. See ‘Student Handouts’ folder <ol style="list-style-type: none"> a. Scissors, manila envelopes, .75”x.75” wooden cubes. 	

b. Marshmallow Design Challenge

2. Global Challenges Report/Presentation pt1: Pick a global challenge; define the problem by specifying the criteria and constraints that would result in a successful solution to the problem based on societal needs and wants. (HS-ETS1-1)
3. Project: Design an Earthquake-Proof Building (HS-ETS1-2)
4. Global Challenges Report/Presentation pt2: Use the criteria and constraints defined in pt1 to evaluate existing solutions to the global challenge you selected in pt1. (HS-ETS1-3)
5. Cornell notes on Brainstorming, Decision Matrix, and Design Process.

b. Computer, projector, speakers, [link](#). Marshmallows, electrical or duct tape, string, spaghetti.

2. Computers with internet access.
3. See [link](#) for lesson plans and materials.
4. Computers with internet access.
5. Computer w/projector for presentations.

Unit 2 Forces and Interactions

Topical Essential Questions: How can one explain and predict interactions between objects and within systems of objects?

Time \approx 6 weeks

Instructional Goals

Enduring Understandings:

1. Patterns: Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS2-4)
2. Cause and Effect: Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS2-1,5) Systems can be designed to cause a desired effect. (HS-PS2-3)
4. Systems and Models: When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (HS-PS2-2)

Overarching Essential Questions (OEQ):

- OEQ1: How have you used patterns and what effect has pattern-recognition had on your life?**
- OEQ2: How can we harness the power of patterns to solve problems and understand the world around us?**
- OEQ4: What are some of your mental models and how have you used them to explain/understand patterns of events in your life?**

Students know...

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2),(HS-PS2-3)
- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (HS-PS2- 4),(HS-PS2-5)
- "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (secondary to HS-PS2-5)
- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to HS-PS2-3)
- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed. (secondary to HS-PS2-3)

Students should be able to...

- HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

Evidence of Learning

Major Performance Assessments:

1. Patient Safety System Design Challenge (HS-PS2-3)
2. Force and Motion Simulations (HS-PS2-1)
3. Momentum and Collisions Simulations (HS-PS2-2)
4. Inquiry: Universal Law of Gravity. Research Question: How does the force of gravity between two objects depend on (1) their masses and (2) the distance between them? (HS-PS2-4)
5. Inquiry: Coulomb Force. Research Question: How does the force between two charged objects depend on (1) their charges and (2) the distance between the charges? (HS-PS2-4)
6. Investigation: Magnetic Fields and Moving Charges

Materials Needed:

1. See [link](#) for lesson plans and materials list.
2. Computers (not Chromebooks) with internet access (1/group). See '2 Force and Motion_alldocs.pdf' in teacher documents folder for student directions, clicker questions, lesson plans, etc. [sim](#)
3. Computers (not Chromebooks) with internet access (1/group). '2 Momentum and Collisions.pdf' student handout, [sim link](#).
4. Computers with internet access and LoggerPro. In-Lab Worksheet (in binder), whiteboards, [sim link](#).
5. Computers with internet access and LoggerPro. In-Lab Worksheet (in binder), whiteboards, [sim link](#).
6. No lesson plans yet.

Unit 3 Energy

Topical Essential Questions: How is energy transferred and conserved?

Time \cong 6 weeks

Instructional Goals

Enduring Understandings:

5. Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS3-3) Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (HS-PS3-2)

9. Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3)

Students know...

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1,2)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2,3)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS-PS3-2)
- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1,4)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1)
- The availability of energy limits what can occur in any system. (HS-PS3-1)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (HS-PS3-4)

Overarching Essential Questions (OEQ):

OEQ5: What is energy, and how can energy be used to do work?

OEQ9: Have the effects of STEM ultimately been beneficial for humanity?

Students should be able to...

- **HS-PS3-1.** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- **HS-PS3-2.** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
- **HS-PS3-3.** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- **HS-PS3-4.** Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- **HS-PS3-5.** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

- When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5)
- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (HS-PS3-3,4)

Evidence of Learning

Major Performance Assessments:

1. Inquiry. Research Questions: How does (a) the initial height and (b) the mass of a cart at the top of a ramp relate to the kinetic energy of the cart at the bottom of the ramp? (HS-PS3-1)
2. Energy Skate Park PhET Simulation ([link](#)) (HS-PS3-1,2,4)
3. Masses and Springs PhET Simulation ([link](#)) (HS-PS3-1,2)
4. DIY Medieval Siege Project (HS-PS3-4)
5. Electric Potential Energy and Electric Potential PhET Simulation ([link](#)) (HS-PS3-5)

Materials Needed:

1. In-Lab Worksheet, computers with LoggerPro, motion sensor and/or photogate, ramp, cart, meter stick, triple-beam balance or digital scale.
2. Computers with internet access.
3. Computers with internet access.
4. Students will need a variety of random stuff including tape, string, popsicle sticks, straws, rubber bands, etc.
5. Computers with internet access.

Unit 4 Waves and Electromagnetic Radiation

Topical Essential Questions: How are waves used to transfer energy and send and store information?

Time \cong 6 weeks

Instructional Goals

Enduring Understandings:

2. Cause and Effect:

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS4-1)
- Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS4-4)
- Systems can be designed to cause a desired effect. (HS-PS4-5)

7. Stability and Change: Systems can be designed for greater or lesser stability. (HS-PS4-2)

8. Interdependence of STEM: Science and engineering complement each other in the cycle known as research and development (R&D). (HS-PS4-5)

9. Influence of STEM:

- Modern civilization depends on major technological systems. (HS-PS4-2),(HS-PS4-5)
- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS4-2)

Overarching Essential Questions:

OEQ2: How can we harness the power of patterns to solve problems and understand the world around us?

EQ7: Can individuals and/or societies ever really change?

OEQ8: How are science and engineering connected and similar? How are they different and unique?

OEQ9: Have the effects of STEM ultimately been beneficial for humanity?

Students know...

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2),(HS-PS4-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (HS-PS4-3)
- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (HS-PS4-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4)

Students should be able to...

- HS-PS4-1.** Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
- HS-PS4-2.** Evaluate questions about the advantages of using a digital transmission and storage of information.
- HS-PS4-3.** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
- HS-PS4-4.** Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
- HS-PS4-5.** Communicate technical information about how some technological devices use the principles of

<ul style="list-style-type: none"> - Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (HS-PS4-5) - Multiple technologies based on the understanding of waves and their interactions with matter are part of every day experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5) 	<p>wave behavior and wave interactions with matter to transmit and capture information and energy.</p>
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Evidence of Learning

Major Performance Assessments:

6. Inquiry. Design experiments to collect data to construct a mathematical model for the period of a pendulum and a mass spring system. (links [1](#) [2](#))
7. Inquiry. Research Question: How does (a) the frequency and (b) the wavelength of a wave (on a string, EM, or sound) affect the speed of a wave in a given medium? (c) How is the frequency of a light wave related to its wavelength in a given medium?
8. Radio Waves and Electromagnetic Fields PhET Sim (HS-PS4-2)
9. Double Slit Experiment PhET Simulation (HS-PS4-3)
10. Report/Presentation
 - a. Digital vs Analog? (HS-PS4-2)
 - b. Describe a device that transmits/captures info via EM waves? (HS-PS4-5)
 - c. Are EM waves harmful to our health? (HS-PS4-4)

Materials Needed:

6. Computers with internet access. In-Lab worksheets.
7. Computers with internet access. In-Lab worksheets.
8. Computers (not chromebooks). ([link](#))
9. Computers (not chromebooks).
10. Computers with internet access. ([link](#))

Mini - Unit 5 Properties and Structure of Matter

Topical Essential Questions: How can one explain the structure and properties of matter?

Time ≈ 1 week

Instructional Goals

Enduring Understandings:

5. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-8)

Overarching Essential Questions (OEQ):

OEQ5: What is energy, and how can energy be used to do work?

Students know...

Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HS-PS1-8)

Students should be able to...

HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

Evidence of Learning

Assessment:

1. [Beta Decay](#), [Alpha Decay](#), and [Nuclear Fission](#) PhET Simulations.

Materials Needed:

6. Mac or PC computer cart for 2 days.

<p style="text-align: center;">Unit 6 Earth’s Place in the Universe</p> <p>Topical Essential Questions: What is the universe, and what is Earth’s place in it?</p>		<p style="text-align: center;">Time ≈ 6 weeks</p>
Instructional Goals		
<p>Enduring Understandings:</p> <p>3. Scale, Proportion, and Quantity: The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (HS-ESS1-1) Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth v s. exponential growth). (HS-ESS1-4)</p> <p>5. Energy and Matter: Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (HS -ESS1-2) In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS -ESS1-3)</p> <p>8. Interdependence of STEM: Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS1-2,4)</p>	<p>Overarching Essential Questions:</p> <p>OEQ3: From short-term to long-term, microscopic to macroscopic, how do patterns change when you change your perspective?</p> <p>OEQ5: What is energy, and how can energy be used to do work?</p> <p>OEQ8: How are science and engineering connected and similar? How are they different and unique?</p>	
<p>Students know...</p> <ul style="list-style-type: none"> - The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1) - The study of stars’ light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2,3) - The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HS-ESS1-2) - Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2,3) 	<p>Students should be able to...</p> <ul style="list-style-type: none"> - HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation. - HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. - HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements. - HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. 	
Evidence of Learning		
<p>Assessment:</p> <ol style="list-style-type: none"> 1. A Star is Born Investigation and Report/Presentation (HS-ESS1-1) 2. Exploring How Stars are Classified (HS-ESS1-1) 3. Review Spectroscopy, essential to understanding redshift and classification of stars and original creation of HR diagrams. (HS-ESS1-1,2) 	<p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Reference materials on stellar evolution, if possible, Hubble images. Computers with internet access. Link to lesson plan. Links to informational videos. 2. Assorted sized and colored stars containing star names, temperature, relative luminosity, HR diagrams (link lesson plan) 	

4. Exploring Evidence for the Big Bang (HS-ESS1-2)
5. Stellar Nucleosynthesis and the Periodic Table (HS-ESS1-3)

3. Computers with internet access, [Models of the Hydrogen Atom](#) PhET Simulation, Cosmos: A Space Time Odyssey ep. 8 Sisters of the Sun.
4. See '6 Exploring Evidence for the Big Bang' for extensive lesson plans.
5. Cotton balls, dye or markers, glue, poster board. See [link](#) for extensive lesson plans, presentations, and worksheets.

Additional Resources: [Hyperphysics' Stellar Nucleosynthesis diagrams](#) and explanations, PhysicsClassroom '[Interactives](#)' on Circular and Satellite Motion.



Accrediting Commission for Schools Western Association of Schools and Colleges

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May 3, 2018

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

Dear Mr. Ordaz:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2018 Commission Meeting. The ACS WASC Commissioners have determined University Preparatory Academy Charter School (7 - 12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle One-day Visit through June 30, 2024.

University Preparatory Academy Charter School is required to prepare a Mid-cycle Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up through the schoolwide action plan;
- Made appropriate progress on the implementation of the schoolwide action plan; and
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon University Preparatory Academy Charter School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

May 3, 2018
University Preparatory Academy Charter School
Page 2

The Commission looks forward to University Preparatory Academy Charter School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen Cathers". The signature is fluid and cursive, with a long horizontal stroke at the end.

Stephen Cathers
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

University Preparatory Academy

UPA ELL MASTER PLAN

Overview

University Prep Academy's core mission is to prepare a diverse population of 7th - 12th grade students 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 ELD Program seeks to enable EL (English Learners) 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. EL students 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 and appropriate support services will be provided to students as needed.

Program Aspects

University Preparatory Academy Charter 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 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 ELD for all students whose Home Language Survey (HLS) indicates a language other than English on lines 1, 2 or 3. Registrar will contact the previous school/district to request test results (e.g., state-approved English Language assessments, standardized test scores, student number, etc.) while sites proceed with testing as described above.

If previous English language assessment 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 ELD Coordinator.

If the student has not yet been tested, the ELD coordinator will notify the parent to inform them that placement testing will be taking place. Parents will be notified of the scores received on the ELPAC 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 English Language Proficiency Assessment for California (ELPAC) 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): Students ELPAC overall proficiency scores are Level 1, Level 2 or Level 3 with a scale score in the Emerging or Expanding ELD proficiency range.

Re-designated Fluent English Proficient (R-FEP): Students ELPAC score is Level 3 or Level 4 with a scale score in the Bridging ELD proficiency range, and is performing well in academics tasks, as determined by grades and a third test of academic achievement, such as the NWEA MAP or SBAC.

Initially Fluent English Proficient (I-FEP): A student who initially enrolls in the school and scores a Level 4 with a scale score in the Bridging ELD proficiency range. This student does not receive EL services.

ELPAC LEVELS OF ENGLISH LANGUAGE PROFICIENCY

Level 1 (EL)	Students at this level are at a beginning stage of developing English skills. They usually need substantial help using English to learn new things at school and to interact in social situations. They may know some English words and phrases.
Level 2 (EL)	Students at this level have somewhat developed English skills. They usually need help using English to learn new things at school and to interact in social situations. They can often use English for simple communication.

Level 3 (EL or Possible R-FEP)	Students at this level have moderately developed English skills. They can sometimes use English to learn new things in school and to interact in social situations. They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
Early Advanced 4 (EL or Possible R-FEP)	Students at this level have well developed English skills. They can usually use English to learn new things in school and to interact in social situations. They may occasionally need help using English.

Instructional Reasoning

University Preparatory Academy Charter recognizes its responsibility to help students overcome language barriers that impede equal participation by ELLs in the district’s core instructional programs.

Our educational theory is designed to promote rapid acquisition of the English language through a strong ELD curricular program and mainstream curriculum embedded program with primary language pull-out support for those students who need it. Students access mainstream content classes, where curriculum modifications and adaptations are provided for students who scored below level 3 in the ELPAC.

For students who cannot be effectively served in these configurations because of special needs, alternative options are available through Special Education, Intervention/At-Risk, AVID and other alternative programs. Services will be clearly documented in students’ Individual Language Learner Plans (ILLPs) 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 ELPAC Initial Assessment. 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 ELLs 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 State Standards and California’s ELD Framework 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.

To enable beginning language learners to have access to the core curriculum, students may receive some instructional support from their ELD 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, 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, and 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, which 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 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 ELA 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 one throughout the pull-out program, where the ELD specialist may work with ELL's in their own classrooms and acts as a resource to their regular classroom teachers.

Intermediate and Advanced students receive academic support when necessary. Students receive academic support for their mainstream classes while further developing and refining their English language skills or they may continue intensive language development at an advanced level. ELD instruction is provided by authorized ELD teachers. 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 schedule of a Beginning or Intermediate student would look like this:

ELPAC Level	ELD 1 (ELPAC 1,2,3)	ELD 2 (ELPAC 3 or 4)	ELD 3 (ELPAC 4)
EL Classes	1 Period ELD	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		Possible 1 Period	If needed (2 yrs follow-up)

Each EL student, from EL1-RFEP, has an ILLP created by the ELD Coordinator based on test scores, teacher, student, and parent input regarding student needs. This ILLP is used as a monitoring and intervention tool to track the EL's progress and ability to access the core curriculum. Teachers and students are asked to reflect on the student's performance regularly throughout the year, in order to provide feedback and guidance for the individualized instruction the ELD Coordinator provides to the EL.

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 teachers may be assisted where appropriate, by a bilingual instructional assistant. 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 district. There is a campus-wide commitment among staff to teach students academic vocabulary as a means for them to have equitable access the core curriculum.

Through the use of Specially Designed Academic Instruction in English (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 school which include state designated performance levels on the ELPAC. Primarily, student movement is dictated by teacher recommendation and proficiency test scores achieved on the ELPAC Summative Assessment. 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 ELD coordinator meets regularly with the mainstream teachers to discuss individual student progress and to review students for promotion to the next level. Students who are recommended for re-designation are reviewed by a team of teachers and staff. Students may however, be re-designated at any time when they can demonstrate that they have met the re-designation criteria established by the school.

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 and an ELD coordinator who works exclusively with students and families who require additional support to navigate the education system.

Parents are invited and encouraged to attend regular ELAC 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, Parent-Teacher conferences, College Bound informational night, PTSO Kick-off BBQ, UPA Nest, Student Awards Ceremonies, Intervention Program, UPA Success Day, AVID program and for the past two years, the school held a series of workshops for parent outreach through SCCOE.

Master Plan for English Learners

University Prep Academy

Proficiency Assessment and placement procedures

- A home language survey is used at the time of initial enrollment to determine the student's primary language. Within 60 days of initial enrollment, each of these students is assessed for English Proficiency by means of the English Language Proficiency Assessment for California (ELPAC).
- Parents/guardians of ELs are notified of their child's initial English language proficiency assessment results, program placement and exit criteria within 30 days from testing.
- Each EL is annually assessed for English language proficiency and academic progress.
- Transfers from other California schools students transferring to UPA from other schools in California should have records of a Home Language Survey, and initial language designation (EO/EL), and scores on mandated assessments. Transfer students with this information do not need to go through the initial identification process.

Program Structure

English Language Development (ELD) is a component of all program options for English Learners and is based on the California English Language Development standards. The purpose of ELD is to build a strong social and academic language foundation by clearly and deliberately teaching English to ELs. ELD standards correlate with ELA standards to build literacy skills and academic proficiency in English. ELD instruction occurs daily for ELs.

Each of the program options for ELs contains the following required components:

- Well-articulated, standards-based, differentiated English Language Development (ELD) instruction, specifically designed for English language learners.
- Well-articulated, standards-based, differentiated instruction in the core curriculum, and/or Specially Designed Academic Instruction in English (SDAIE).
- Structured activities designed to develop multicultural proficiency & positive self-esteem.

Each EL student is expected to make progress in English and in grade level academics. An ELD mentor will provide guided support and teaching opportunities for develop growth and support for students with limited/moderate English skills. There will be a goal setting chart for each EL student to be kept in their files, where continuous progress will be documented.

All identified students will be provided with an instruction in English but with the appropriate language support in order to meet the requirements to be reclassified as fluent English proficient (FEP).

Teachers work in Professional Learning Communities to use assessment data to inform classroom instruction. Assessment data is used in conjunction with student work samples to determine need and effectiveness of interventions.

Depending in students needs and proficiency scores UPA will accommodate two different programs: a heterogeneous class with groups divided according to proficiency level within the classroom or a pull out system also arranged by proficiency levels twice a week, each group of students will have the opportunity to meet with mentor for 50 minutes each time in order to help develop and/or improve listening, speaking, reading, writing and understanding.

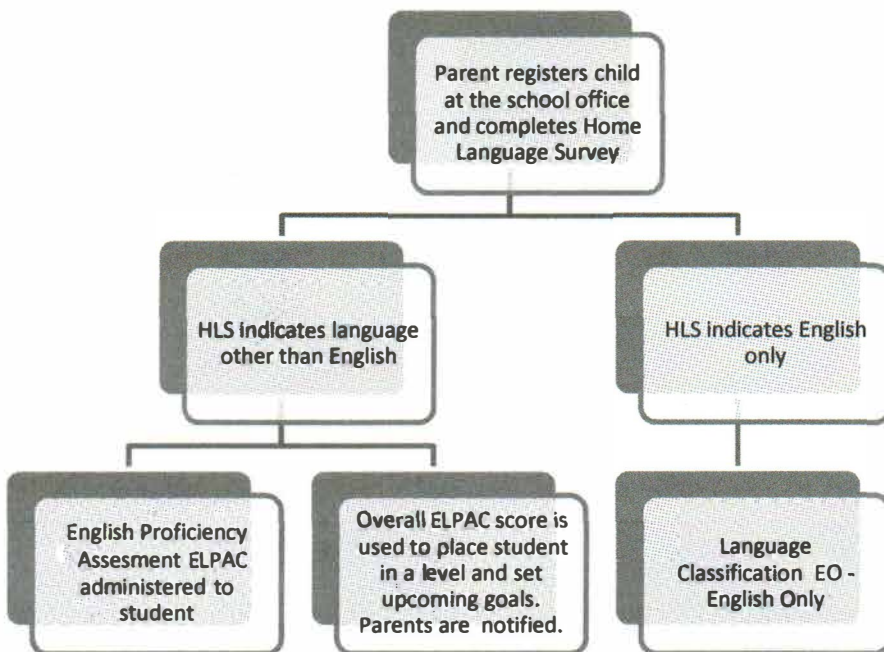
Reclassification Criteria

In order to discuss thoroughly the strengths and weaknesses of a student with the unique background of an English learner, it is necessary to gather information from a variety of sources. To assist in developing a complete picture of the student’s performance, school history, classroom environment, and home environments, the following may be performed:

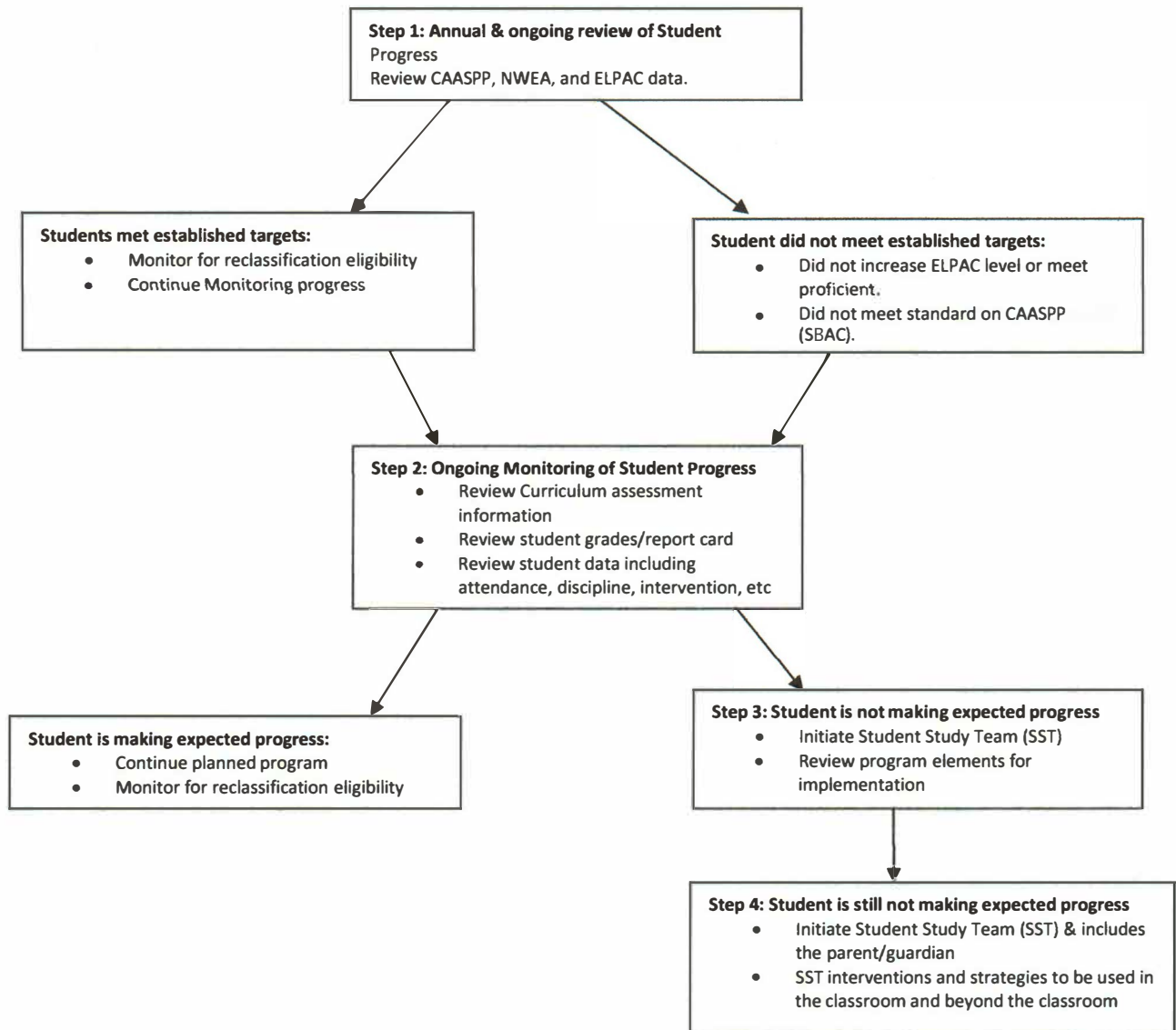
- Review records and test data
- Interview student, teachers and parent/guardian
- Conduct observation in a variety of settings
- Review classroom performance
- Conduct behavior inventories

Once all the necessary information has been collected and analyzed, adequate interventions can be recommended based on the individual student needs. Interventions may include, but are not limited to, modifications in instructional strategies, change of classes and/or materials used in the classroom.

Initial Language Proficient Assessment, Identification & Placement Procedures



Ongoing Student Monitoring & Catch-Up Plan



University Preparatory Academy - Reclassification Form

School Year



Student Name:

Grade:

Language:

ID:

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

Criteria 1: English Language Proficiency Assessment of California (ELPAC)

OVERALL LEVEL		SCALE SCORE		DISTANCE FROM LEVEL 3	
ORAL LANGUAGE LEVEL		LISTENING		SPEAKING	
WRITTEN LANGUAGE LEVEL		READING		WRITING	

Criteria 2: Basic Skills

Standardized Test Scores at or above grade level proficiency on Language Arts tests.

Smarter Balanced Exam		Date:	Level	SCALE SCORE
Date of Exam:	NWEA Measures of Academic Progress	RIT	Percentile:	Grade Level Norm:
	NWEA Language Usage			
	NWEA Reading			

Criteria 3: Teacher Evaluation

Teacher-issued grade of C or better in Math and English. Teacher recommendation in favor of reclassification.

English Course		Teacher	Math Course		Teacher
S1 Grade			S1 Grade		
S2 Grade			S2 Grade		
Teacher Input/Comments			Teacher Input/Comments		

Criteria 4: Parent Notification

_____ **Parent Signature** _____ **Date**

Description of other contact, if no signature: _____

Criteria 5: School's Recommendation

_____ Student has met all 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**

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 Charter School acknowledges that it is required pursuant to the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act, the American with Disabilities Act and other laws and regulations to provide special education services to its students.*
- *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 first granted a charter to **University Preparatory Academy** on 11/5/2014 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 **6/30/2020**. 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. *Supervisory 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*

For purposes of the provision of special education services, the Charter School is deemed a public school of SCCOE. Any change in the Charter School's status (from a school of a local educational agency to a local educational agency SELPA member) for purposes of special education shall require written notification to the SCCOE by the first of February the school year preceding the change (SELPA Policy 14.1).

The Charter School shall comply with all applicable requirements of federal and state laws concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities Education Act, (IDEA), (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 pursuant to Section 504 and IDEA.

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 February 1st, the Charter School shall be designated as a local educational agency within that SELPA for the coming school year. Otherwise, the Charter School shall be designated as a public school of the SCCOE. Any change in the Charter School's status (from a school of a local educational agency to a local educational agency SELPA member) for purposes of special education during the period of this CONTRACT shall constitute a material change to this CONTRACT 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 Charter School shall send written or electronic (email) notice to the SCCOE at least ten (10) calendar days prior to each upcoming IEP meeting (or when the parent is notified for emergency meetings).

The Charter School is designated a public school of the SCCOE for the purposes of special education services and funding, and 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 students with exceptional needs.
- b. In accordance with California Education Code Section 47646(a), the SCCOE shall provide special education services to all students with exceptional needs of the Charter School consistent with the services it provides to students with exceptional needs of local educational agency members of the SELPA and consistent with this MOU. The special education services will be limited to those defined in Attachment A, attached hereto, unless otherwise specifically agreed to in writing. Rates for said special education services shall be in accordance with rates set by the Board of Trustees of the SCCOE and/or contractor rates in accordance with duly executed contracts between the SCCOE and the contractor.
- c. In accordance with California Education Code Section 47646(b)(2), the SCCOE shall ensure that the Charter School receives an equitable share of funding and services consisting of any necessary special education services, including administrative and support services and itinerant services, that are provided by the SCCOE on behalf of students with exceptional needs enrolled in the Charter School.
- d. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA.
- e. The Charter School shall be responsible for all costs incurred in the provision of special education services in excess of special education funding allocated for Charter School student through the SELPA. These costs may include, but are not limited to, assessments, placements, (including placements in SCCOE operated programs and nonpublic school placements), related services as defined by the IDEA, complaints, due process hearings, and attorney's fees.
- f. Pursuant to California Education Code Section 47646(c), the Charter School shall contribute an equitable share of resources for SELPA-wide special education expenditures.
- g. The SCCOE shall convene IEP team meetings, and shall ensure that IEP teams are informed of the Charter School's instructional design, mission, and charter in the development of IEPs. IEP teams shall include a representative of the Charter School and a general education teacher of the student with exceptional needs, in accordance with the IDEA. The Charter School shall be responsible for having the designated representatives in attendance at IEP meetings in addition to any representatives who are knowledgeable about the regular education program at the Charter 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, services, 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 as well as Attachment A to this MOU. Any services required by the student's IEP but not provided by the SCCOE shall be provided by the Charter School.

- h. The SCCOE may initiate due process hearings if the SCCOE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. Both the SCCOE and the Charter School shall be named in due process proceedings and any appeals. If a parent or guardian initiates a due process hearing but fails to name both agencies, the SCCOE and the Charter School, the named agency will join the other without objection. If the parent or guardian fails to name the Charter School and the administrative law judge fails to join the Charter School, any liability of the SCCOE, (programmatic as well as financial) shall be discharged in accordance with obligations defined by this MOU in the IEP process, including the provisions regarding funding. Thus, if the SCCOE is ordered to provide compensatory education, it shall be provided in accordance with Attachment A to this MOU and the terms of this MOU, including the responsibility for cost of any such service. The SCCOE and the Charter School will work in good faith to attempt to resolve the matter at an early stage. If the SCCOE determines that legal counsel representation is needed during due process proceedings and any other legal proceedings or actions involving special education, the SCCOE's legal counsel may jointly represent the SCCOE and the Charter School unless it is determined that there is a conflict of interest. In this case, the cost of said legal counsel shall be equally shared by the SCCOE and the Charter School. If the Charter School objects to the joint representation and retains its own legal representation for a due process proceeding or action, the Charter School will be responsible for the cost of such legal representation. Any attorney's fees due to the prevailing parent or guardian in case of loss by the SCCOE and the Charter School shall be shared equally by the two agencies.
- i. 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 Charter School commits to attend at least three trainings per year presented by the SCCOE to review special education fundamentals, legal requirements, and best practices. The SCCOE shall provide the 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 the SCCOE site staff.
- j. The Charter School shall identify and refer students who have or may be suspecting of having exceptional needs that qualify them to receive special education services to meet its Child Find Obligation under the IDEA. The Charter School shall follow the SCCOE policies and procedures to ensure identification and referral of students who have, or may be suspecting of having, such exceptional needs. These policies and procedures will accord with applicable state and federal laws and regulations. The SCCOE shall-determine which special education assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the SCCOE's general practices and procedures, and applicable laws and regulations. The Charter School shall provide any information requested by the SCCOE to make this determination. The Charter School shall not conduct assessments without prior written approval of the SCCOE.

- k. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information for any student enrolling from a non-SCCOE operated program. The SCCOE shall ensure that the Charter School receives notification and relevant files of all students with an existing IEP who transfer to the Charter School from an SCCOE operated program..
- l. 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 students with exceptional needs 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/sc/qa/documents/pseng.doc>

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 and 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 30 th of prior fiscal year
Interim (July 1 thru October 31)	On or before December 15 th
2 nd Interim (July 1 thru January 31)	On or before March 15 th
Unaudited Actuals	On or before September 15 th 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:
County Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, California 95131

To the Charter School at:
Daniel Ordaz, Executive Director
University Preparatory Academy
2315 Canoas Garden Avenue
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: 10/10/15
Authorized SCCOE signature

 Date: 10/19/15
Daniel Ordaz, Executive Director for University Preparatory Academy

University Preparatory Academy
Multi-year Projection

	Current Year 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
SUMMARY				
Revenue				
LCFF Entitlement	6,416,802	6,591,883	6,794,738	7,009,240
Federal Revenue	-	-	-	-
Other State Revenues	870,701	867,957	888,378	909,505
Local Revenues	122,016	125,676	129,447	133,330
Fundraising and Grants	151,890	156,447	161,140	165,974
Total Revenue	7,561,409	7,741,963	7,973,703	8,218,049
Expenses				
Compensation and Benefits	4,788,852	4,986,951	5,136,838	5,302,695
Books and Supplies	611,887	568,443	585,497	603,061
Services and Other Operating Expenditures	1,962,555	1,929,083	1,982,551	2,037,679
Depreciation	-	-	-	-
Other Outflows	-	-	-	-
Total Expenses	7,363,294	7,484,477	7,704,885	7,943,436
Operating Income	198,115	257,487	268,818	274,614
Fund Balance				
Beginning Balance (Unaudited)	3,687,100	3,885,215	4,142,702	4,411,520
Audit Adjustment				
Beginning Balance (Audited)	3,687,100	3,885,215	4,142,702	4,411,520
Operating Income	198,115	257,487	268,818	274,614
Ending Fund Balance	3,885,215	4,142,702	4,411,520	4,686,134
Total Revenue Per ADA	11,136	11,402	11,743	12,103
Total Expenses Per ADA	10,844	11,023	11,347	11,699
Operating Income Per ADA	292	379	396	404
Fund Balance as a % of Expenses	53%	55%	57%	59%

**University Preparatory Academy
Multi-year Projection**

	Current Year 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
Key Assumptions				
Enrollment Breakdown				
7	120	120	120	120
8	120	120	120	120
9	120	120	120	120
10	120	120	120	120
11	110	110	110	110
12	110	110	110	110
Total Enrolled	700	700	700	700
ADA %				
7-8	97.0%	97.0%	97.0%	97.0%
9-12	97.0%	97.0%	97.0%	97.0%
Average ADA %	97.0%	97.0%	97.0%	97.0%
ADA				
7-8	233	233	233	233
9-12	446	446	446	446
Total ADA	679	679	679	679

University Preparatory Academy
Multi-year Projection

	Current Year 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	4,720,759	4,895,840	5,098,695	5,313,197
8012 Education Protection Account Entitlement	1,219,456	1,219,456	1,219,456	1,219,456
8096 Charter Schools in Lieu of Property Taxes	476,587	476,587	476,587	476,587
SUBTOTAL - LCFF Entitlement	6,416,802	6,591,883	6,794,738	7,009,240
Federal Revenue				
SUBTOTAL - Federal Revenue	-	-	-	-
Other State Revenue				
8381 State SPED (SCCOE)	45,000	45,000	45,000	45,000
8545 School Facilities Apportionments	660,938	656,818	676,523	696,818
8550 Mandated Cost Reimbursements	24,211	25,586	26,303	27,134
8560 State Lottery Revenue	140,553	140,553	140,553	140,553
SUBTOTAL - Other State Revenue	870,701	867,957	888,378	909,505
Local Revenue				
8632 Sale of Publications	12,968	13,357	13,758	14,171
8634 Food Service Sales	46,149	47,534	48,960	50,428
8639 All Other Sales	10,000	10,300	10,609	10,927
8693 Field Trips	39,012	40,183	41,388	42,630
8699 All Other Local Revenue	13,886	14,302	14,732	15,173
SUBTOTAL - Local Revenue	122,016	125,676	129,447	133,330
Fundraising and Grants				
8801 Donations - Parents	74,263	76,491	78,786	81,149
8802 Donations - Private	13,956	14,375	14,806	15,250
8803 Fundraising	63,671	65,581	67,549	69,575
SUBTOTAL - Fundraising and Grants	151,890	156,447	161,140	165,974
TOTAL REVENUE	7,561,409	7,741,963	7,973,703	8,218,049

**University Preparatory Academy
Multi-year Projection**

	Current Year 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries	2,830,370	2,915,281	3,002,739	3,092,821
1103 Teacher - Substitute Pay	4,377	4,508	4,644	4,783
1300 Certificated Supervisor & Administrator Salaries	460,643	474,462	488,696	503,357
1920 Other Cert - Summer	23,300	23,999	24,719	25,461
SUBTOTAL - Certificated Salaries	3,318,690	3,418,251	3,520,798	3,626,422
Classified Salaries				
2100 Classified Instructional Aide Salaries	6,695	6,896	7,103	7,316
2200 Classified Support Salaries	55,072	56,724	58,426	60,178
2300 Classified Supervisor & Administrator Salaries	182,488	187,963	193,602	199,410
2400 Classified Clerical & Office Salaries	211,948	218,307	224,856	231,602
2900 Classified Other Salaries	66,248	68,236	70,283	72,391
2935 Other Classified - Substitute	15,319	15,779	16,252	16,740
SUBTOTAL - Classified Salaries	537,771	553,904	570,521	587,637
Employee Benefits				
3100 STRS	567,496	628,958	637,265	656,382
3300 OASDI-Medicare-Alternative	89,260	91,938	94,696	97,537
3400 Health & Welfare Benefits	212,500	229,500	247,860	267,689
3500 Unemployment Insurance	21,587	21,606	21,619	21,627
3600 Workers Comp Insurance	38,565	39,722	40,913	42,141
3900 Other Employee Benefits	2,983	3,072	3,165	3,259
SUBTOTAL - Employee Benefits	932,391	1,014,796	1,045,518	1,088,636
Books & Supplies				
4100 Approved Textbooks & Core Curricula Materials	123,321	127,020	130,831	134,756
4200 Books & Other Reference Materials	48,826	50,291	51,800	53,354
4320 Educational Software	31,151	32,086	33,048	34,040
4325 Instructional Materials & Supplies	45,848	47,224	48,641	50,100
4326 Art & Music Supplies	18,172	18,717	19,279	19,857
4330 Office Supplies	32,568	33,545	34,551	35,588

University Preparatory Academy
Multi-year Projection

	Current Year	Year 1	Year 2	Year 3
	2019-20	2020-21	2021-22	2022-23
4350 Uniforms	2,000	2,060	2,122	2,185
4351 Yearbook	15,000	15,450	15,914	16,391
4410 Classroom Furniture, Equipment & Supplies	35,000	36,050	37,132	38,245
4420 Computers (individual items less than \$5k	120,000	123,600	127,308	131,127
4423 Science Upgrades	60,000	-	-	-
4430 Non Classroom Related Furniture, Equipment & Supplies	10,000	10,300	10,609	10,927
4710 Student Food Services	65,000	66,950	68,959	71,027
4720 Other Food	5,000	5,150	5,305	5,464
SUBTOTAL - Books and Supplies	611,887	568,443	585,497	603,061
Services & Other Operating Expenses				
5210 Conference Fees	8,000	8,240	8,487	8,742
5220 Travel and Lodging	12,000	12,360	12,731	13,113
5305 Dues & Membership - Professional	8,610	8,868	9,134	9,408
5450 Insurance - Other	43,522	44,828	46,173	47,558
5520 Security	5,000	5,150	5,305	5,464
5610 Rent	895,000	921,850	949,506	977,991
5615 Repairs and Maintenance - Building	40,000	40,000	41,200	42,436
5631 Fence Project (One Time)	84,000	-	-	-
5699 Other Rentals, Leases and Repairs 6	10,300	10,609	10,927	11,255
5803 Accounting Fees	13,076	13,468	13,872	14,288
5804 Drama	11,000	11,330	11,670	12,020
5809 Banking Fees	1,520	1,566	1,613	1,661
5812 Business Services	148,500	148,500	148,500	148,500
5824 District Oversight Fees	64,168	65,919	67,947	70,092
5830 Field Trips Expenses	65,000	66,950	68,959	71,027
5836 Fingerprinting	1,845	1,900	1,957	2,016
5839 Fundraising Expenses	2,832	2,916	3,004	3,094
5845 Legal Fees	31,982	32,941	33,929	34,947
5848 Licenses and Other Fees	25,011	25,761	26,534	27,330
5851 Marketing and Student Recruiting	12,000	12,360	12,731	13,113
5854 Consultants - Other 1	12,000	12,360	12,731	13,113
5857 Payroll Fees	3,690	3,801	3,915	4,032
5860 Printing and Reproduction	31,827	32,782	33,765	34,778
5863 Professional Development	40,000	41,200	42,436	43,709
5869 Special Education Contract Instructors	18,566	19,123	19,696	20,287
5874 Sports	50,000	51,500	53,045	54,636

**University Preparatory Academy
Multi-year Projection**

	Current Year 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23
5875 Staff Recruiting	2,500	2,575	2,652	2,732
5877 Student Activities	100,000	103,000	106,090	109,273
5878 Student Assessment	85,000	87,550	90,177	92,882
5880 Student Health Services	30,000	30,900	31,827	32,782
5881 Student Information System	52,139	53,703	55,314	56,973
5884 Substitutes	30,000	30,900	31,827	32,782
5887 Technology Services	1,452	1,496	1,541	1,587
5910 Communications - Internet / Website Fees	15,500	15,965	16,444	16,937
5915 Postage and Delivery	6,516	6,712	6,913	7,120
SUBTOTAL - Services & Other Operating Exp.	1,962,555	1,929,083	1,982,551	2,037,679
Depreciation Expense				
SUBTOTAL - Depreciation Expense	-	-	-	-
Other Outflows				
SUBTOTAL - Other Outflows	-	-	-	-
TOTAL EXPENSES	7,363,294	7,484,477	7,704,885	7,943,436

University Preparatory Academy
Monthly Cash Forecast

	2020-21													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	2,866,208	2,839,575	2,474,802	2,381,218	2,252,492	2,209,485	2,835,210	2,981,010	2,839,492	2,962,362	2,823,724	2,893,131			
REVENUE															
LCFF Entitlement	-	244,792	549,656	440,626	440,626	745,490	440,626	440,626	745,490	440,626	440,626	745,490	6,591,883	917,213	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	25,586	328,409	35,138	-	-	199,343	45,000	867,957	234,481	
Other Local Revenue	-	-	12,568	12,568	12,568	12,568	12,568	12,568	12,568	12,568	12,568	12,568	125,676	-	
Fundraising & Grants	5,465	5,482	8,905	8,734	8,375	5,772	9,106	9,193	6,975	40,805	38,307	9,329	156,447	-	
TOTAL REVENUE	5,465	250,274	571,128	461,927	461,568	789,416	790,708	497,524	765,032	493,998	690,843	812,386	7,741,963	1,151,694	
EXPENSES															
Certificated Salaries	34,767	298,351	308,513	308,513	308,513	308,513	308,513	308,513	308,513	308,513	308,513	308,513	3,418,251	-	
Classified Salaries	25,388	47,420	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	48,110	553,904	-	
Employee Benefits	58,360	87,036	95,587	89,105	88,025	88,025	96,668	89,105	89,105	84,301	84,301	65,176	1,014,796	-	
Books & Supplies	68,105	83,263	59,715	28,415	60,553	42,842	38,831	24,925	43,647	24,966	31,927	61,255	568,443	-	
Services & Other Operating Expenses	194,713	110,888	164,699	164,699	176,521	164,699	164,699	180,299	164,699	178,657	160,496	104,012	1,929,083	-	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	381,333	626,958	676,624	638,842	681,722	652,189	656,821	650,953	654,074	644,548	633,347	587,065	7,484,477	-	
Operating Cash inflow (Outflow)	(375,868)	(376,685)	(105,496)	(176,915)	(220,154)	137,227	133,887	(153,429)	110,958	(150,550)	57,496	225,321	257,487	1,151,694	
Revenues - Prior Year Accruals	476,448	-	-	36,278	165,234	476,587	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(127,212)	11,912	11,912	11,912	11,912	11,912	11,912	11,912	11,912	11,912	11,912	11,912	-	-	
Ending Cash	2,839,575	2,474,802	2,381,218	2,252,492	2,209,485	2,835,210	2,981,010	2,839,492	2,962,362	2,823,724	2,893,131	3,130,364			

University Preparatory Academy
Budget Assumptions: 2020/21 – 2022/23

Enrollment

University Preparatory Academy (UPA) is projecting an enrollment of 700 students for all years in the budget with an attendance percentage of 97%. This would produce an ADA of 679 for all years.

The unduplicated count is projected at 155 (22%), which is an average based on the percentage of unduplicated over the past two years.

Revenue

LCFF Revenue, including State Aid, Property Tax and EPA funding for all years utilizes the assumptions from the FCMAT LCFF Calculator v20.2c. With LCFF at full implementation UPA is only assuming COLA growth in funding, which is currently projected at 3%, 2.8% and 3.16% over the next three fiscal years.

Mandate Block Grant and Lottery revenue have been projected using the School Services of California Financial Projection Dartboard. For FY 21 Mandate Block Grant that amount is \$17.37 per K-8 and \$48.28 per 9-12 based on prior year ADA. For FY 21 Lottery that amount is \$207 per ADA.

UPA expects to continue to receive reimbursement through the SB-740 Facilities Grant at 75% of rent expense. To be conservative, the school is not anticipating reimbursement for additional costs beyond rent even though that has been received in the past.

UPA has projected Special Education Reimbursement revenue of \$45,000 per year based on the reimbursement from the past two fiscal years and the anticipation that the school will continue to have the same expenses that have qualified for reimbursement.

Local revenues and fundraising are projected to continue at similar rates as the school's historical actuals as the school will continue the same efforts and programs that have generated those revenues.

Expenses

Expenses are largely based on prior year expenditures for UPA. Given the success of UPA to date, the school leadership believes these are reasonable assumptions to make in ensuring that the school will continue to be able to deliver a successful program while maintaining financial stability. Most expense assumptions have been increased 3% per year for inflation. Below is a summary of the major expense categories and the underlying assumptions.

University Preparatory Academy
Budget Assumptions: 2020/21 – 2022/23

Staffing

UPA is planning to continue with the same staffing model that it has for the current year. With no plan to increase student enrollment, staffing is projected to remain static. This consists of:

Teachers: 36

Certificated Administrators: 4

Counselor: 1

Classified Administrators: 2

Classified Office Staff: 4

Campus Supervisors: 3

A 3% increase to staff salaries each year is included in the budget. Health insurance coverage is available to eligible employees and is assumed to be an average of \$9,180 in 2020-21, growing by 8% per year.

The school is using the STRS rates below, that are from the SSC Dartboard:

	2019-20	2020-21	2021-22	2022-23
STRS	17.1%	18.4%	18.1%	18.1%

Books & Supplies

As mentioned above, due to UPA's prior strong fiscal management, Books & Supplies expenses are now primarily budgeted based on historic expenditures. The school has/will spend ~\$60K in both FY 19 and FY 20 to make upgrades to the science facilities, which is a one-time expense.

UPA's food service expenses are based on a student food store, which is used to provide refreshments to students before and after school, as well as the school's new food program that will provide breakfast to all students that qualify for free or reduced-price meals.

Services & Other Operating Expenses

As mentioned above, due to UPA's prior strong fiscal management, Services & Other Operating Expenses are also now primarily budgeted based on historic expenditures.

Rent for UPA is assumed to grow by 3% per year, beginning with the current rent of \$895,000 in 2019-20. Included in the rent cost are all utilities and janitorial service. The school has budgeted \$40,000 for routine repairs and maintenance, as well as an \$84,000 one-time project in FY 20 to build a fence

University Preparatory Academy
Budget Assumptions: 2020/21 – 2022/23

around the campus. The school will continue insurance coverage through CharterSafe with rates projected on historical actual amounts.

UPA will continue to maintain a strong relationship with EdTec, our back-office service provider, for the purposes of external budget, transactional processing and fiscal accountability and to maintain the most up-to-date financial information as a charter in the state of California. UPA recently approved a three-year contract with EdTec with no increase in fees over that time.

Legal fees are budgeted at ~\$33K per year. This is significantly more than the school has spent on average, but a good place to be conservative since it can be unpredictable.

Cash Flow

The cash flow forecast assumes that LCFF revenue is received the month after it is distributed, EPA arrives quarterly and property taxes are accrued at the end of the year. Other revenues and expenses are based on state schedules and previous year experience.

No expenses are expected to accrue, and revenue will be accrued based on amounts owed according to CDE exhibits. Accrued revenue will be reflected in the cash forecast in the year after it was earned, according to reasonable and historic assumptions regarding disbursement/collection.

COMPREHENSIVE SCHOOL HEALTH AND SAFETY PLAN 2019-2020

UNIVERSITY PREPARATORY ACADEMY CHARTER SCHOOL

David Porter, Executive Director
2315 Canoas Garden Ave.
San Jose, CA 95125-2005
dporter@upatoday.com
(408) 723-1839

*A meeting for public input was held on: 09/26/19
at University Preparatory Academy Charter School*

Reviewed by Law Enforcement on: TBD

Board Approval: 09/26/19

Please insert Governing Board Resolution Adopting this Comprehensive School Health and Safety Plan or Statement Letter from Executive Director

Certification

Local Law Enforcement

Reviewed and certified by:

Name:	Agency	Badge #
(print)		
(signed)		
date		

University Preparatory Academy

Reviewed and certified by:

Name:	Title:	Date:
	Executive Director	
	Director of Student Services	
	Director of Operations	

School 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 a Comprehensive School Safety Plan 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.

School Crime Assessment

University Preparatory Academy provides compiled school crime information for the California Safe School Assessment as mandated by the state of California. This information is forwarded to the Santa Clara County Office of Education, which collects such information from all school sites. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime. Data sources reviewed

- Local law enforcement crime data
- Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- Attendance rates
- LCAP
- LEA Plan

Strategies and Programs to Maintain School Safety

In analyzing local law enforcement crime data, as well as on-campus suspension, expulsion, and attendance reports, we identified the following strategies and programs to maintain a high level of school safety:

- A. To ensure our campus is secure from outside criminal activity we will continue to have gated entrances that require outside visitors to contact our front office for access.
- B. To ensure a low suspension/expulsion rate we will continue our positive behavior support system and also maintain proactive and strong supervision during all transition times.
- C. To ensure a high daily attendance rate, we will call home on the day of school that is missed by the student. After 3 unexcused absences, the school and family will meet to discuss attendance concerns and support will be provided. Ongoing support and meetings will take place thereafter to help families find solutions to cut down on absenteeism. Meetings with the family are documented by the Executive Director.

Workplace Safety and Violence Prevention

Safe-Haven: 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 or School-related social media.. You should report any act or threat of violence immediately to the School's Executive Director or designee.

Situational Awareness: 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.

School Violence Threat Assessment and Response:

Administrator Quick Reference

The following steps will guide you in responding to and assessing a threat of violence at your school.

Legality of a threat assessment procedure in a school setting

A School Violence Threat Assessment Response should not go forward unless you have

1. At least the existence of reasonable suspicion that a student, campus visitor, or trespasser has committed, is threatening to commit, or is attempting to commit an act that places one or more lives in danger. For example:
 - a. School Violence
 - b. Threats
 - c. Bullying
 - d. Harm to themselves and/or others
 - e. Hate Violence.

School Violence Threat Glossary

Threat: A threat is an expression of intent to do harm or act violently against someone or something. It can be spoken, written, emailed, and symbolic or expressed in some other way, such as through gestures. It can be direct, indirect, veiled, or conditional. Threats could be made directly to the intended victim, communicated to third parties, or expressed in private writings. Possession of a weapon such as a firearm or knife on school grounds would be presumed to indicate a threat, unless subsequent investigation found otherwise. How student used or threatened to use a weapon is important (O'Toole, 2000).

Direct: Identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: “I am going to place a bomb in the school’s gym.”

Indirect: Tends to be vague, unclear, and ambiguous. The Plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: “If I wanted to, I could kill everyone at this school!” While the violence is implied, the threat is phrased tentatively. “If I wanted to” suggests that a violent act COULD occur, not that it WILL occur.

Veiled: is one that strongly implies but does not explicitly threaten violence. “We would be better off without you around anymore” clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

Conditional: is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: “If you don’t pay me one million dollars, I will place a bomb in the school.”

There are three response stages

1. Pre-Incident
2. During an Active Incident
3. Post-Incident

Pre-Incident

Before a Threat of Violence is reported:

1. Be familiar with the process
2. Situational Awareness
3. Establish clear guidelines for student behavior and an inclusive environment
4. Establish a Conflict Resolution process
5. Train Staff on Response Procedure

During Threat

1. Administrator is to identify Threat Level and Type of Threat

Threat Level: (Refer to *Estimated Levels of Risk (O’Toole, 2000)*)

- Low
- Medium
- High

Threat Type: (Refer to *School Violence Threat Glossary*)

- Direct
- Indirect
- Veiled
- Conditional

2. Administrator is to Secure Campus by either a CODE BLUE or CODE RED or by simply making staff aware that an assessment is currently underway. Inform the Executive Director and Board Member.

3. Next SELECT ONE: [A] OR [B]

Option A	Option B
<ul style="list-style-type: none">• Contact law enforcement and/or dial 911• Follow Emergency Communication Protocol• Initiate CODE RED response• Evacuate Campus• Notify Parents as necessary• Initiate Parent-Student Reunification	<ul style="list-style-type: none">• Administrator continues with investigation• Follow Emergency Communication Protocol• Gather Necessary Evidence/Statements• Consultation with Executive team:• Follow recommended course of action• Notify Parents as Necessary

4. Administrator is to consult a Threat Prevention Assessment & Response Team. This multidisciplinary team may include but is not limited to:

- a. Administrator
- b. Clinical counselor
- c. School psychologist
- d. Behavior Intervention Support team member
- e. SPED department
- f. Inclusion teacher
- g. General Education teacher
- h. and/or other mental health professional

Review the following information:

- student info
- emergency info
- attendance records
- cumulative records
- review health info
- review school computer/property
- statements from witness(es)
- family situation info
- triggered behaviors
- access to weapons
- other pertinent info (written material, drawings, emails, pictures, and/or social network postings)

5. Administrator makes final risk assessment decisions that may include

- a. Temporary School Closure
- b. Increased security

- c. Filing of restraining orders
- d. Filing a Trespassing Warning
- e. Refer matter to law enforcement
- f. Plan for Teacher and Parent informational and/or support sessions

Post Threat

1. Administrator will Continue/Conclude Investigation

- Interview all witnesses separately
- collect evidence and take pictures of physical evidence
- Administrator will issue Notification and Action Plan
- Document all actions in Student Information Management System

2. Administrator will issue a Compliance Report and/or Additional Actions

- Suspected child abuse
- Criminal threat
- Disciplinary action
- Mental Health Evaluation for possible suicidal or homicidal ideation
- Set up IEP/504 meeting

3. Administrator will create Post-Incident Support Action Plan for student

- Interventions based on the potential risks
- Provide resources for Family Support
- Student re-entry guidelines: Administrator works with Executive Team and Counseling
- If necessary, set up IEP meeting

Drug and Smoke Free Workplace

All School buildings and facilities are non-smoking facilities.

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.

Criminal Background Checks

As a condition of employment, the School requires all applicants for employment to submit (via SCCOE) 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

Child Abuse Reporting Procedures

Reporting child abuse is mandated by the California Penal Code (The Child Neglect and Abuse Reporting Act, pursuant to penal codes 11164 – 11174.3. This law requires school employees to report any reasonable suspicion of child abuse or neglect to the local police department, sheriff's department, or county welfare office. All University Preparatory Academy staff must report any suspected case of child abuse or child neglect. Teachers and classified employees are asked to make the report and notify an administrator or ask an administrator to assist in making a report. University Preparatory Academy administration will review the reporting procedures at the beginning of the year. All school employees will receive annual training on the mandated reporting requirements within eight weeks of the first day of each school year or their first day of employment.

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 Department of Family and Children's Services (DFCS). 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 DFCS.

Mandated Reporting Protocol

Teachers are the front lines of advising students who come to them 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.

A. 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. 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

B. 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 law enforcement or DFCS.
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 his or her story, you may want to secure the student in a safe place as necessary. You should notify the appropriate grade level counselor and the Executive Director, or the Student Services, of the situation, and you will need to call law enforcement and/or DFCS. The Executive Director or designee, 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 law enforcement/DFCS requires.
5. Following the phone call to law enforcement/DFCS, you will need to fill out and mail an incident 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 will need to be contacted, and what next steps are necessary for the student.

7. When checking back with the student after making a DFCS call, the student should not be asked how the DFCS 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 that he or she needs 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 DFCS will provide school officials or the mandated reporter any information related to the investigation.

C. 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 (such as depression)
- Bullying
- Drug, alcohol, weapons or other behavioral concerns involving other students' actions
- Social issues
- Academic issues

D. 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.

E. 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 with 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, or if 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.

The counselor shall report to the Director of Student Services each mental health referral made. Determination of need for a 504 Plan may be considered.

Emergency Management Disaster Response Section

2019-2020

Disaster Response Procedures Overview

These disaster response procedures were created to assist UPA's administration and staff members when a disaster occurs. The first and foremost objective is safety of the site's students and personnel. Teachers are required to inform their students about the safety procedures and practice frequently.

The Standardized Emergency Management System (SEMS) provides a fully integrated and coordinated multiple level response to multi-agency, multi-jurisdictional emergencies. SEMS is based on the Incident Command System (ICS).

ICS has five primary functions:

1. command/management
2. operations
3. planning/intelligence
4. logistics and
5. finance/administration

At the SEMS Field Level, the ICS organization develops around the five major functions that are required on any incident whether it is large or small. For some incidents and in some applications, only a few of the organization's functional elements may require the filling of a specific position. In these cases, where a specific position is not filled, duties remain the responsibility of the next higher position in the chain of command. However, if there is a need to expand the organization, additional positions exist within the standard ICS framework to meet virtually any need. Specific discipline applications may require specialized positions to meet functional needs.

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.
5. To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Incident Command System

Command Section

Incident Commander			
1. David Porter	Executive Director	dporter@upatoday.com	408-460-5912
2. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575
Public Information Officer (PIO)			
1. James Romero	Board President		
2. David Porter	Executive Director	dporter@upatoday.com	408-460-5912
Safety Officer			
1. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575
2. Dan Ordaz	Director of Operations	dordazjr@upatoday.com	408-568-0704
Liaison			
1. Jess Torres	Campus Supervisor Lead	jesstorres@upatoday.com	408-772-7252
2. Jan Rogers	Operations Admin Asst	jrogers@upatoday.com	408-921-3430

Operations Section

Operations Section Chief			
1. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575
2. David Porter	Executive Director	dporter@upatoday.com	408-460-5912
Site Coordinator			
1. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575
2. Jess Torres	Campus Supervisor Lead	jesstorres@upatoday.com	
First -Aid Coordinator			
1. Tom McMahon	Teacher	tmcmahon@upatoday.com	408-499-6398
2. Tom Guevara	Director of Technology	tguevara@upatoday.com	408-375-4955
3.			
Police/Fire/Medical Coordinator			
1. Dorene McClung	Attendance Clerk	dmcllung@upatoday.com	408-499-2874
2. Jan Rogers	Operations Admin Asst	jrogers@upatoday.com	408-921-3430

3. Jess Torres	Campus Supervisor Lead	jesstorres@upatoday.com	408-772-7252
Site Facility Check/Security			
1. Jess Torres	Campus Supervisor Lead	jesstorres@upatoday.com	408-772-7252
2. Elliott Boesch	Campus Supervisor	eboesch@upatoday.com	408-518-9743
Search Team Coordinator			
1. Matt Daugherty (Team One)	Director of Instruction	mداugherty@upatoday.com	619-887-0398
2. Ed Voss (Team One)	Instructional Aide	evoss@upatoday.com	408-332-8852
3. Jean Mastrogiacomo (Team Two)	Director of Special Services	jmastrogiacomo@upatoday.com	408-966-9613
4. Laura Reska (Team Two)	Teacher	lreska@upatoday.com	714-305-4927
Parent Coordinator			
1. Dorene McClung	Attendance Clerk	dmcllung@upatoday.com	408-499-2874
2. Jan Rogers	Operations Admin Asst	jrogers@upatoday.com	408-921-3430
Student Supervision Team			
1. Teachers with each Class			
2. Teachers Utilize Buddy System @ Evacuation Site			
3. Any Volunteers or Parents on-Site			
Student Release Team			
1. Dorene McClung	Attendance Clerk	dmcllung@upatoday.com	408-499-2874
2. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575

Planning Section

Planning Section Chief			
1. David Porter	Executive Director	dporter@upatoday.com	408-460-5912
2. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575

Logistics Section

Logistics Section Chief			
1. Dan Ordaz	Director of Operations	dordazjr@upatoday.com	408-568-0704
2. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575

Administration & Finance Section

Finance and Administrative Section Chief			
1. Dan Ordaz	Director of Operations	dordazjr@upatoday.com	408-568-0704
2. Andrew Yau	Director of Student Services	ayau@upatoday.com	408-455-0575
3. David Porter	Executive Director	dporter@upatoday.com	408-460-5912
Secretary			
1. Jan Rogers	Operations Admin Assistant	jrogers@upatoday.com	408-921-3430
2. Dorene McClung	Attendance Clerk	dmclung@upatoday.com	408-499-2874
Recorder			
1. Edie Kern	Registrar	ekern@upatoday.com	408-640-9992
2.			

Additional Information

Medication Trained Staff			
Edie Kern	Registrar	ekern@upatoday.com	408-640-9992
Dorene McClung	Attendance Clerk	dmclung@upatoday.com	408-499-2874
Staff Trained in First Aid/CPR			
Tom McMahon	Teacher	tcmahon@upatoday.com	408-499-6398
Tom Guevara	Director of Technology	tguevara@upatoday.com	408-375-4955
Staff Trained in Physical Restraint			
Jess Torres	Campus Supervisor	jesstorres@upatoday.com	408-772-7252
Elliott Boesch	Campus Supervisor	eboesch@upatoday.com	408-518-9743

Individuals who need assistance during a crisis (physical or mental handicap)			
Jess Torres	Campus Supervisor	jesstorres@upatoday.com	408-772-7252
Elliott Boesch	Campus Supervisor	eboesch@upatoday.com	408-518-9743

In the event of a serious incident when the Executive Director is not available, the following occurs:

1. The Office Manager contacts Executive Director (408-460-5912), then calls “Chain of Command” to attend to the emergency.
2. The Office Manager or Director of Curriculum and Instruction will inform at least one of the Board Members -- beginning with the first name on the list—as soon as time permits

UNIVERSITY PREPARATORY ACADEMY

CHARTER SCHOOL

Emergency Practice Drill Schedule 2019-2020

Date	Day	Period	Time	Drill Type	Evacuation
8/15/19	Thursday	4	10:11AM	Fire	Yes
9/18/19	Wednesday	1	8:25AM	Earthquake	Yes
11/22/19	Friday	6	2:00PM	Code Blue	No
12/2/19	Monday	3	10:11AM	Fire	Yes
1/15/20	Wednesday	5	1:20PM	Earthquake	No
2/25/20	Tuesday	Seminar	12:30PM	Run, Hide, Defend	Yes
3/26/20	Thursday	Lunch	11:35AM	Fire	Yes
4/20/20	Monday	7	3:20PM	Earthquake	No
5/19/20	Tuesday	2	9:10AM	Code Blue to Run, Hide, Defend	No

UNIVERSITY PREPARATORY ACADEMY

CHARTER SCHOOL

Staff Training Schedule

2019-2020

Date	Drill Type
August: 08/08/19	Basic Emergency Procedures and Response to Signals
September 2019	Training in Fire Evacuation Routes, Assembly Area, and Student Count
October 2019	Training in Earthquake Procedures (DROP, COVER, HOLD-ON) The CA Great Shakeout
November 2019	Training in CODE RED Procedures (RUN, HIDE, FIGHT)
January 2020	-Training in Student-Parent Reunification procedures in an emergency -Training in Search and Rescue Procedures
February 2020	CODE BLUE Training in Lock Down,
March 2020	Training in Recess/Lunch Emergency Procedures
April 2020	Training in Controlled Evacuation
May 2020	Training in Afterschool Program

Disaster / Evacuation Procedures:

Definition of emergency: An out-of-the-ordinary event deemed beyond the experience level of the Office Manager and the teachers on site. The Office Manager is entitled to make this decision on the authority of the Executive Director (Examples: severe student injury; bus accident; any event gathering media attention).

Prior to any disaster drills or actual evacuations, each teacher will appoint two students who will lead the class to the assembly location and notify another staff member or administrator if their teacher is injured, requires assistance or is unable to evacuate the building.

ALL STAFF MEMBERS' FIRST PRIORITY IS THE SAFETY OF ALL THE STUDENTS. It may become necessary for a teacher or staff member to evacuate the building leaving trapped or seriously injured children in the classroom.

UNIVERSITY PREPARATORY ACADEMY CAMPUS MAP



Exit Campus

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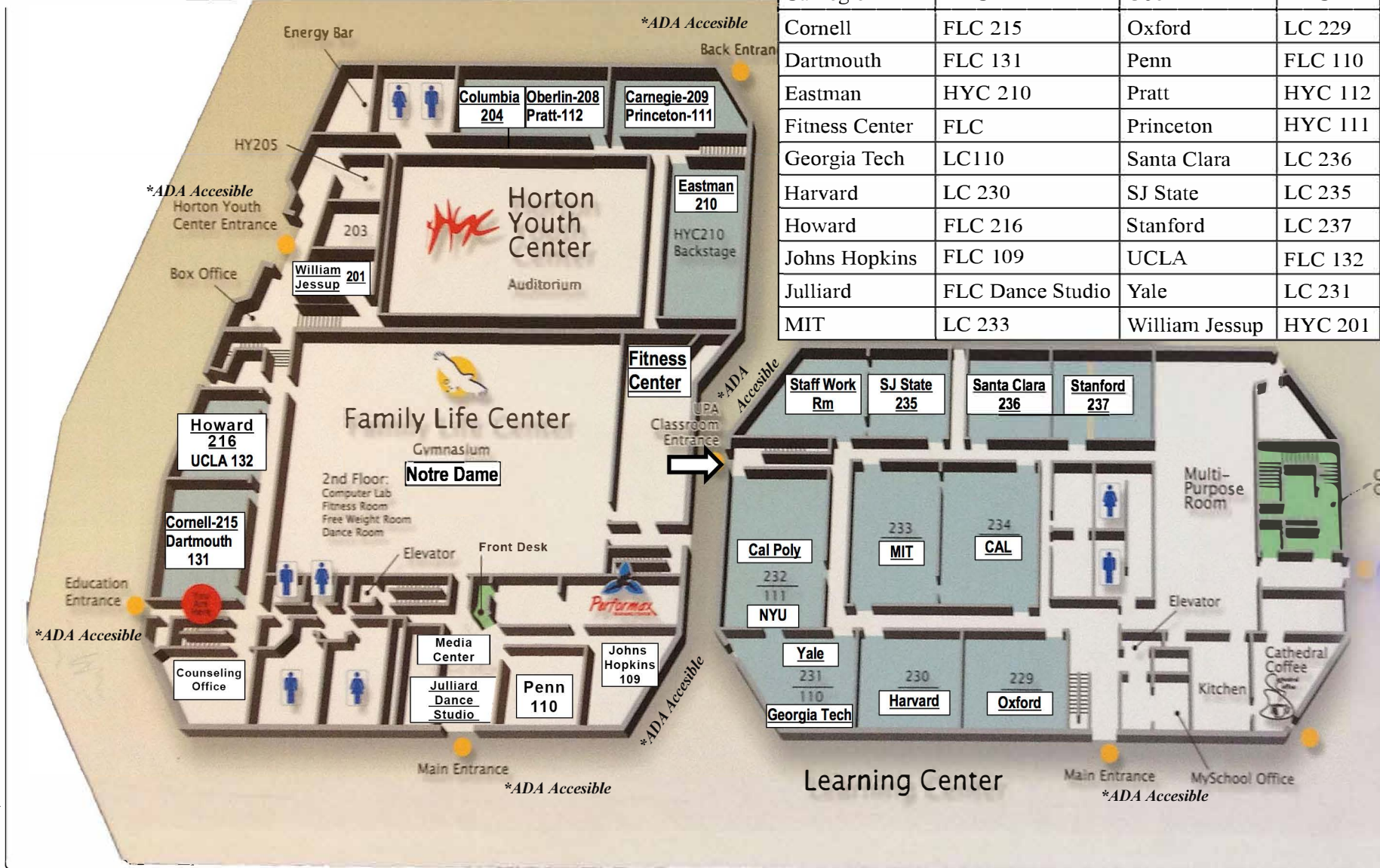


Enter Campus

PLEASE NOTE:
Underlined Classrooms are upstairs . . all others, downstairs

LEGEND:
FLC = Family Life Center
HYC = Horton Youth Center
LC = Learning Center

Room Name	Room #	Room Name	Room #
CAL	LC 234	Notre Dame	FLC
Cal Poly	LC 232	NYU	LC 111
Carnegie	HYC 209	Oberlin	HYC 208
Cornell	FLC 215	Oxford	LC 229
Dartmouth	FLC 131	Penn	FLC 110
Eastman	HYC 210	Pratt	HYC 112
Fitness Center	FLC	Princeton	HYC 111
Georgia Tech	LC110	Santa Clara	LC 236
Harvard	LC 230	SJ State	LC 235
Howard	FLC 216	Stanford	LC 237
Johns Hopkins	FLC 109	UCLA	FLC 132
Julliard	FLC Dance Studio	Yale	LC 231
MIT	LC 233	William Jessup	HYC 201



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CANOAS GARDEN AVE

Secondary Evacuation Point (Solar Panel Area)
(only to be used in an emergency, and if regular lots are unusable)

Learning Center

East Parking Lot - A

East Parking Lot - B

Family Life Center

Horton Center

South Parking Lot

West Parking Lot



UPA EMERGENCY EVACUATION LOCATIONS

Classroom Name	Classroom Number	Evacuation Checkpoint
Johns Hopkins	FLC 109	EAST Parking Lot - B
Penn	FLC 110	EAST Parking Lot - B
San Francisco State (Media Center)	FLC 111	EAST Parking Lot - B
Counseling Office	FLC 130	SOUTH Parking Lot
Dartmouth	FLC 131	SOUTH Parking Lot
UCLA	FLC 132	SOUTH Parking Lot
Julliard	FLC 213	EAST Parking Lot - B
Mental Health Counseling	FLC 214	SOUTH Parking Lot
Cornell	FLC 215	SOUTH Parking Lot
Howard	FLC 216	SOUTH Parking Lot
Notre Dame	FLC GYM	EAST Parking Lot - B
Princeton	HYC 111	WEST Parking Lot
Pratt	HYC 112	WEST Parking Lot
William Jessup	HYC 201	SOUTH Parking Lot
Oberlin	HYC 208	WEST Parking Lot
Carnegie Melon	HYC 209	WEST Parking Lot
Eastman	HYC 210	WEST Parking Lot
Horton Auditorium	HYC AUD	SOUTH Parking Lot
Georgia Tech	LC 110	EAST Parking Lot - A
NYU	LC 111	EAST Parking Lot - A
Oxford	LC 229	EAST Parking Lot - A
Harvard	LC 230	EAST Parking Lot - A
Yale	LC 231	EAST Parking Lot - A
Cal Poly	LC 232	EAST Parking Lot - A
MIT	LC 233	EAST Parking Lot - A
Cal	LC 234	EAST Parking Lot - A
San Jose State	LC 235	EAST Parking Lot - A
Santa Clara	LC 236	EAST Parking Lot - A
Stanford	LC 237	EAST Parking Lot - A

Local Emergency Contact Information Sheet

Cathedral of Faith (Landlord)

Lynn Lazo – Operations Manager – For all bldg and maintenance issues

408-267-4691, x3020 (office)

408-771-3146 (mobile)

llazo@cathedraloffaith.org

Janitorial hotline (after hours)

408-892-5747

University Preparatory Academy

Jan Rogers – Operations Department Administrative Assistant

408-723-1839, x5113 (office)

408-921-3430

jrogers@upatoday.com

Dorene McClung – Front Desk Receptionist, Attendance Coordinator

408-723-1839, or “0”

dmclung@upatoday.com

Jess Torres – Campus Supervisor/Safety Coordinator

408-772-7252

jesstorres@upatoday.com

David Porter – Executive Director

408-723-1839, x5115 (office)

408-460-5912 (mobile)

dporter@upatoday.com

Andrew Yau – Director of Student Services

408-723-1839, x5145 (office)

408-455-0575 (mobile)

ayau@upatoday.com

Dan Ordaz – Director of Operations

408-723-1839, x5123 (office)

408-568-0704 (mobile)

dordazjr@upatoday.com

San Jose Police Department

911 – EMERGENCIES

408-277-8911 – non-emergency

San Jose Fire Department

911 – EMERGENCIES

408-794-7000 – non-emergency

Santa Clara County Social Services

Child Abuse and Neglect Center

408-299-2071

UPA Student Population Information Sheet

Grade	Males	Females	Total
7 th	63	58	121
8 th	64	61	125
9 th	59	70	129
10 th	52	69	121
11 th	45	54	99
12 th	57	50	107
TOTAL SCHOOL	340	362	702

Earthquake Response Procedure:



Directions for **DROP, COVER and HOLD-ON:**

Indoors:

1. Drop to knees with back to the windows.
2. Get under solid furniture (desk, table, chair, etc.)
3. Grasp leg of furniture with one hand while covering the back of the neck with the other. Be certain head and necks are covered by furniture.
4. Wait for further instructions.

Outdoors:

1. Move away from any buildings, light poles, utilities and playground equipment.
2. Drop to ground
3. Wait for instructions

At the first sign of a temblor, Teacher will issue the Earthquake Signal

1. Students and teachers **DROP, COVER and HOLD** until the shaking stops.
2. Do not evacuate the classroom until the Incident Commander issues the evacuation signal
3. Teacher assesses the condition of all children and checks the safety of an evacuation route.
4. Upon receiving the evacuation order, students and staff walk to the assembly area. Be aware of possible hazards along the way.
5. Teachers take attendance and complete Emergency Attendance Report. Runners deliver the report to Incident Command Center.
6. Teachers pass their class to the buddy teacher and report to predetermined Emergency Response Team assignment.
7. Wait for instructions.

Fire Response Procedure:

This Procedure is to be followed as soon as smoke or flames are detected, or when Building Fire/Life Systems are activated.

1. Activate the Fire Alarm, and inform the incident commander/front office if you see, smell, or feel a fire.
2. Students and teachers immediately exit the classroom and proceed to the predetermined Assembly Area in orderly fashion. Don't talk Don't push Don't run Don't turn back
3. Students walk silently and listen for instructions.
4. Teacher takes emergency response folder with class list (rosters) to designated area.
5. Teacher exits the classroom last and checks the classroom for remaining children.
6. Teacher shuts the classroom door and places a red "**HELP**" or a green "**ALL CLEAR**" door hanger on the door notifying the Search and Rescue Team of the status of their students in the room.
7. Teacher and Students proceed to Evacuation Assembly Area
8. Students are to line up facing the school buildings in the designated parking lot location:
 - a. **Learning Center (East Parking Lot)**
 - b. **Horton Youth Center (West & South Parking Lots, based on classroom location)**
 - c. **Family Life Center (East & South Parking Lots based on classroom location)**
9. Teacher takes roll call of students. Students remain quiet to hear further instruction if necessary.
10. Teacher will hold a "Green" sign to show the administrator in charge that all students are present or a "Red" sign to inform the administration of missing/injured students or that they have a child from another class. (Red/Green Signs are in emergency response folder)
11. Missing student names and absent student names will be written on "Emergency Drill Attendance Form" found in folder.
12. Incident Commander and team collect the Emergency Drill Attendance Forms and account for every student and staff member.
13. Office Manager and team informs the Incident Commander of missing Students and/or Staff. They will also inform the Incident Commander of any Students/Staff that require additional support in evacuating.
14. The Incident Commander will coordinate with the Search & Rescue Team in order to locate any missing individuals.
15. Staff will check restrooms for missing children-Children found will be brought to the command post
16. Itinerant staff members will list students in custody and will retain the students

- in their charge until requested to release them to the classroom teacher by an administrator.
17. A full sweep of the entire campus is completed and every person on campus is accounted for. This will include visitors and ad hoc staff.
 - a. Incident Commander will announce the “All-Clear” signal when it is safe for the students and staff to re-enter the building.

CODE RED – RUN, HIDE, FIGHT Response

When you are notified that the school is in a **CODE RED**, this means that there is a life-threatening situation, or intruder ON CAMPUS and drastic measures must take place in order to keep our students safe.

- LOOK:** Immediately scan your surroundings.
If the threat is visible, RUN!
Seek cover and concealment.
Hide if possible.
RUN again when it is safe.
- LISTEN:** Listen for sounds.
If you hear the threat, RUN!
Seek cover and concealment.
Hide if possible.
RUN again when it is safe.
- ACT:** Don't Freeze! Take action right away.

Options-Based Code Red response for students and teachers:

- RUN:** As fast as you can to get away from the threat.
Run towards cover.
Get as far away as you can.
- HIDE:** **If you're indoors, secure the room.**
Lock doors.
Cover door window and exterior ground floor windows.
Build door barricade.
Build interior barricade.
Turn off lights.
Shelter in place.
Monitor email
- FIGHT:** If you're too close to RUN or HIDE or as an absolute last resort, defend yourself and resist the threat.
Use anything to assist you.

Teachers, students, and school administration are not being asked nor should they ever put themselves in harm's way unnecessarily, but law enforcement is asking that we reflect on these worst-case scenarios and what we can do to defend ourselves and our students.

CODE BLUE – Campus Lock-Down Procedure

This procedure is utilized to immediately secure everyone present on campus within classrooms, and other interior spaces. This can be in response to police activity in the neighboring vicinity off-campus and/or to isolate a location while an incident is managed.

1. Incident Commander issues the “CODE BLUE” alert signal. All Staff respond immediately to secure campus. Emergency Communication Protocol is initiated.

Lunch: Upon hearing the CODE-BLUE signal, students immediately go to their next period classrooms. If the door is locked, or the teacher is unavailable, the neighboring teacher will let students into their classroom. The teacher meets students at the classroom. Teacher and students secure all doors leading to the outside.

Class time: Upon hearing the CODE BLUE Signal, Teacher immediately locks the classroom door. The teacher takes attendance. The teacher or staff member will proceed to secure their classroom and follow the Emergency Communication Protocol to obtain updates. The classroom door is not to be opened by anyone inside the room until the emergency is over. Teacher will continue teaching class.

2. Incident Commander directs Security/Campus Aides to lock any and all outside doors not already locked by a teacher (i.e. classroom).
3. The office will contact each teacher by phone to verify the room is safe and secure. When answering the phone the teacher is to respond, with the approved call sign (Code 10). **ANY OTHER RESPONSE SIGNIFIES A PROBLEM IN THE CLASSROOM.**
4. Wait for instructions.
5. Incident Commander sends updates at regular intervals in order to keep Teachers and Staff informed as often as possible.
6. Incident Commander Issues “All-Clear” signal to deactivate CODE BLUE.

UPA Administration 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:
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.

Campus Administrator/Supervisor Responsibility Location:

Tom Guevara	Lead Horton
Jess Torres	Horton
Jean Mastrogiacomo	Lead FLC
Elliott Boesch/Ed Voss (alt)	FLC
Matt Daugherty	Lead Learning Center
Robert Villanueva/Ed Voss (alt)	Learning Center
David Porter	Parking lots
Andrew Yau	Parking lots

UPA Office Staff Procedures

A **Code Blue** is called over the phone speaker system.

1. Secure any students or visitors inside main office; allow no movement to any location.
2. Lock outside entrance (which is the only door on campus that is left unlocked throughout the day). Do not open any doors via Aiphone system unless student is in emergency situation and surroundings are verified via Aiphone door camera.
3. Close and lock main office door. Close office blinds
4. 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.
5. Forward phone calls and messages to the Administration via radio communication, until administration arrives at Main Office.
6. Remain behind closed and locked main office door until released by administration.
7. Prepare for possibility of Code Red (see below).
8. A **Code Red** is called. Barricade main office door. Turn off lights.
9. Remain out of view behind office desk inside interior office. Monitor email and phone (cautiously), and whisper messages and communications.
10. Secure grab and go emergency binder with updated student contacts. Remain sheltered in space.
11. Follow same evacuation procedures as students and teachers when released from office to nearest staging area (outside main office).
12. 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.

13. Let police know of potential witnesses as soon as you become aware of them.

Bomb Threat and Discovery of Explosives

The person receiving the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
2. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
3. The most important information is: When will the bomb explode and where is the bomb located?
4. Immediately after receiving the bomb threat, verbally notify the Incident Commander of the threat received.
5. Turn off cellular phones and/or walkie-talkie radios, and public address systems (radio waves could trigger a bomb).

Incident Commander, with support from staff, will (or assign someone to):

1. Call 9-1-1 and give the following information:
 - a. your name
 - b. call-back phone number
 - c. exact street location with the nearest cross street
 - d. nature of incident and number and location of people involved and/or injured.
 - e. Identify that UPA is a public school
2. Notify Executive Director and Board Member.
3. Evacuate involved buildings using controlled evacuation procedures. Executive Director must issue permission to evacuate the entire site.
4. Implement a systematic inspection of the facilities to determine if everyone is out. Secure all exits to prevent re-entry to buildings during the search period.
5. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
6. Re-occupy buildings only when proper authorities give clearance.

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

Environmental Hazards:

An environmental hazard is any condition, process, or state adversely affecting the environment. Environmental hazards manifest as physical or chemical pollution in air, water, and soils. Environmental hazards can cause widespread harm to humans and the physical environment. Below are procedures to be followed in different hazardous events.

Biological, Radiological, Chemical and other activities

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material.

Procedures:

If a spill is minor and inside, notify buildings and grounds personnel immediately for clean-up. Open windows for ventilation.

If a more serious spill occurs inside or outside:

1. Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department.
2. Provide the following:
 - a. School name.
 - b. Building address, including nearest cross street(s). Your name and phone number.
 - c. Identify UPA as a public school.
 - d. Location of the spill and/or materials released. Characteristics of spill (colors, smells, visible gases). Name of substance, if known.
 - e. Injuries, if any
3. Notify buildings and grounds personnel.
4. Close all windows and doors if the spill is outside.
5. Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material.
6. Remain inside building unless ordered to evacuate by the Fire Department. Fire Department will advise of further actions to be taken.
7. Do not eat or drink anything or apply cosmetics.
8. If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought.
9. The Executive Director or his/her designee, if necessary, will give approval for student release or site evacuation.

Emergency Buddy-Teacher System:

The purpose of the Disaster Buddy system is to ensure all classrooms have evacuated from the building. Once you have safely evacuated your students from the building and arrived to the assembly area check to see if your buddy teacher and class is present on the field. If your buddy teacher or class is not at the assembly area, notify the Command Center immediately. We cannot always rely on the alarms or intercom to make every teacher aware of a disaster, or they may be trapped or injured. This procedure will be used as a secondary means to ensure every teacher and classroom is safe and present at the assembly area.

The following is an example of a Teacher-Buddy Checklist. Due to teacher movement across periods and buildings, each teacher is encouraged to develop a buddy-system for each period/room combination.

Room #	Teacher Name	Buddy-Teacher	Room #

Medical Emergencies:

Typically medical emergencies should be handled by calling 911 and following the directions given by the 911 operator. In the event that 911 cannot be reached or because of disaster conditions medical help will be delayed it may become necessary for staff to assist victims.

In the event of an emergency involving injuries or immediate severe illness when medical services are not available, calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

Field Trips and Off-Campus School-Sponsored Activities:

Field trips and other off-campus school-sponsored activities are a great way to complement a child's learning. They offer an opportunity to experience something that may be new and exciting. But the health and safety of all students is of paramount concern to the school even when students are off-campus, so the following procedures apply to all field trips and other off-campus school-sponsored activities.

In order to participate in a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. This permission form allows families to provide critical contact information and medication needs (if any). Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the School before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip. Volunteer chaperones may be required to complete a TB test and criminal background check prior to the field trip depending on the volunteer's role.

Some trips may be organized with parent drivers. Parent drivers must have proof of insurance and a current California State driver's license. State law mandates the use of car seats or booster seats for all children under the age of eight. If your child is required to be in a car seat or booster seat, you must provide that car seat or booster seat upon request for field trips.

Field trip volunteers, including parent drivers, must sign a waiver of all claims against UPA, the governing board of UPA, its members and employees, other volunteers and chaperones, and others for injury, accident, illness or death occurring during or by reason, arising out of, in connection with, or resulting from the school field trip.

During all field trips and other off-campus school-sponsored activities, school staff and volunteer chaperones should be aware of the location of the nearest emergency services, including fire department, police department, hospital, etc. Each staff member and volunteer chaperone should have a cell phone, walkie-talkie, or other communication device on them at all times. Breakfast, lunch, snack, or other food arrangements, if any, should be

made in consideration of students with food allergies. If a student has special medication needs (*e.g.*, asthma, diabetes, allergies, etc.), arrangements should be made so the student will have access to required medication.

Procedures for Public Agency Use of School Buildings

During an emergency, University Preparatory Academy buildings, grounds, and equipment may be designated to be used for mass care, welfare shelters that affect public health or welfare. University Preparatory Academy, or its landlord, shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross upon official notice to the Executive Director by a verified agent. University Preparatory Academy shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Disaster Service Worker Designation

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. All school personnel have pre-designated duties and responsibilities to assume in the event of a major disaster; earthquake, fire, lock down or other determined emergency. All University Preparatory Academy employees automatically become Disaster Service Workers upon declaration of a disaster or state of emergency.

Priority Release During Emergencies

In the event of a disaster or emergency, certificated staff members become Civil Defense Workers who are required to give assistance until the emergency is concluded or all children have been released to a parent or guardian. The Executive Director shall make the determination when the opportunity to release staff members arrives. The following 5-point priority listing shall be used:

- Priority One: Instructional Aides/Part-time Classified Staff
- Priority Two: Certificated staff members and office staff with small children.
- Priority Three: Remaining certificated staff members
- Priority Four: Certificated staff members who volunteer to stay on campus for an extended time
- Priority Five: Administration and custodial staff. All staff members volunteering to stay until all children are released.

School Climate and Discipline Section

2019-2020

School Discipline and Student Supervision Procedure

University Preparatory Academy has created a school wide discipline plan in order to communicate high standards and expectations and hold students accountable for their behavior at school and school-sponsored events, including off-campus events and field trips. This plan, part of the School's overall Student-Family Handbook, was created by a committee of teachers, and administrators, and is reviewed and updated each year. The discipline plan is given to every student and reviewed in a mandatory assembly presented by the Executive Director. Parents are required to review the discipline plan with their child, and both parent and student sign a signature card attesting that they have read the plan. Staff members consistently enforce the school-wide standards.

Student Supervision Schedule 2019 / 2020

Supervisor	Monday	Tue Block	Wed Block	Thur Block	Fri Block
Jess Torres	7:00am-3:00pm	7:00am-3:00pm	7:00am-3:00pm	7:00am-3:00pm	7:00am-3:00pm
Elliott Boesch	8:00am-2:00pm	8:00am-2:00pm	8:00am-2:00pm	8:00am-2:00pm	8:00am-2:00pm
Robert Villanueva	11:30am-5:00pm	11:30am-4:30pm	11:30am-5:00pm	11:30am-4:30pm	11:30am-5:00pm

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-Family 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.

A. 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:

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

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

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

Non-Discretionary 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.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
 - a. 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.

- b. 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.
 - c. 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.
 - d. 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:
 - a. 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.
 - b. 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
 - a. 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:

1. The pupil's presence will be disruptive to the education process
2. The pupil poses a threat or danger to others.
3. Upon either determination, the pupil's suspension will be extended

pending the results of an expulsion hearing.

D. Expellable Offenses:

Discretionary Expellable Offenses: Students may be expelled 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 as 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 a

prescription drug.

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

1. 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.

E. 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.

F. 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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. 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;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses:

1. 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.
2. 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 day 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.
3. 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.
4. 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.
5. 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.

6. 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.

H. 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 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 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.

I. 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 would be deemed to have knowledge that the student had a disability.

J. Services During Suspension

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

K. 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:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. 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:

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;

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

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.

L. 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 of the State of California.

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 School agree otherwise.

M. 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:

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.

N. Interim Alternative Educational Setting

1. The student's IEP team shall determine the student's interim alternative educational setting.
2. Procedures for Students Not Yet Eligible For Special Education Services
 - a. 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.
 - b. The 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 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 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.
 - c. 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
 - d. 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.

- e. The School shall not be deemed to have knowledge 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.

O. 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.

P. 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.

Q. 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:

Notice of the specific offense committed by the student

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 SCCOE. This notice shall include the following:

1. The student's name
2. 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 of Education. The County Office of Education Board may uphold the local Board's decision to expel or may overturn the expulsion. In such case, the County Board's decision is final.

R. Disciplinary Records

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

S. 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.

T. 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.

U. Re-admission

The decision to re-admit 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 re-admission is also contingent upon the School's capacity at that time

Procedures to Notify Teachers of Dangerous Pupils

If a dangerous pupil is in attendance, the University Preparatory Academy Executive Director will personally notify the teachers immediately about that student. The administrator will identify the dangerous behavior and instruct teachers on how to proceed if dangerous behavior occurs. For students who are suspended from school, teachers will be notified of the suspension and will have access to the suspension letters for details of the incident. Any student who causes, attempts to cause, or threatens to cause harm may be recommended for expulsion if the severity of the action so warrants.

Classroom Management and School Discipline Procedures

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 the school day and school year.
- Preventative discipline.
- Positive behavior support.
- Handbook scenarios lesson in Seminar.
- Documentation is not just important; it is absolutely necessary.

Attendance Recording Procedures

Regular and punctual attendance is vital to our students' learning objectives and contributes to school safety. As one of the strategies that UPA is adopting via this plan, the following procedures are to be followed by all staff in support of successful and accurate attendance reporting:

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 or send a supervisor to the 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 attendance clerk will call parents of students who are marked absent periods one and two, for whom we have not received notification from the parent.
5. Students who are tardy for first (1st) period will check in at the front office.
6. Students who arrive more than 5 minutes late to periods 2-7 without a pass must be sent to the front office.
7. Students are required to have a pass if they arrive late to periods 1-7
8. After school detention will be applied to any student receiving three (3) 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.

Special Circumstances

1. 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 PowerSchool after the fact, OR see specific instructions over email notification.
2. If a student arrives to your class, but is not present on your PowerSchool roster, that student is to be sent to the front office for administrative or counselor attention (this is particularly likely week one of the school year).
3. Teaching Assistants are not allowed to take or enter attendance for teachers.
4. Substitute teachers will be provided credentials with which to report attendance.

Use of Mobile Digital Devices

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 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

1. 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.
2. 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
3. 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 school-owned laptops, tablets, and smart phones for classroom/instructional use only is permitted on the campus and grounds of the School.
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.
6. 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).

Policy prohibiting discrimination, harassment, intimidation, and bullying – page 33 of the Student-Family Handbook

UPA believes all students have the right to a safe and civil learning environment. Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, UPA prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. A copy of the complete Policy is available upon request at the main office.

UPA defines "discrimination, sexual harassment, harassment, intimidation, and bullying" as the intentional conduct, including verbal, physical, written communication, or cyberbullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious

affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as “misconduct” prohibited by this Policy.”

To the extent possible, UPA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address and report on such behaviors in a timely manner. UPA staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, UPA will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom UPA does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. UPA will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

School Wide Dress Code

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 which are or include picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values is not allowed.

Approved Tops

1. Polo shirt, oxford shirt, and crewneck sweatshirts
2. Long sleeve or short sleeve
3. White, navy blue, or light blue color
4. Official academic college T-shirts(short or long sleeve)
5. Official academic college sweatshirt in any color (sports teams are not allowed)
6. Official UPA sweatshirt in colors named above
7. Official UPA T-shirts with UPA approved logo on back or front upper left-hand side

8. School sponsored organization and event polo shirts, oxford shirts, and crewneck sweatshirts purchased from UPA approved vendors (designs must be approved by school administration)
9. 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
10. 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. The following are not permitted: 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. Body piercing is limited to ears only.
4. Undershirts must not be longer than the common dress shirt worn over top.
5. Belts must be worn with bottoms that are too big to fit securely around the student's waist.
6. Shirts longer than waist length must be tucked in.
7. Shorts and skirts should not be tight fitting. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings.
8. 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.
9. Students are restricted from "showing colors or gang affiliation" as part of their dress code or on free dress days.
10. Physical Education Uniform outline will be provided in course syllabus.

Enforcement of Common Dress

1. 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 Executive Director or designee. If there is any doubt, ask first and then wear.
2. Dress code is required while on school property or at school events, unless otherwise specifically designated.
3. 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.
4. Students who are unable to “fix” their dress will be asked to call home to retrieve replacement clothing for the day.
5. A second violation of the dress code will result in notification to the student’s parents/guardians. Repeated violations will result in a mandatory meeting between parent, student and the Executive Director or designee to discuss the common dress violations.

Procedures to Ensure a Safe and Orderly Environment

Implementation Planner

Component One:	People and Programs
<i>Goal:</i>	<i>Create and maintain a caring and connected school climate.</i>
Objective 1:	Maintain a school wide comprehensive approach to student discipline to promote a positive learning environment.
Related Activities:	Train staff on School-Wide positive discipline programs – both certificated and classified staff.
Resources Needed:	Maintain School-Wide Program Norms on campus.
Resources needed:	Classified Staff Training Teacher Professional Development Materials and Supplies
Person(s) responsible for implementation:	UPA Administration
Timeline for implementation:	Annually
Budget:	See School Budget
Evaluation guidelines:	Increase students resolving their problems by 1% yearly
Objective 2:	Maintain strong and proactive supervision during all transition periods
Related Activities:	Carefully planned supervision schedule, including campus supervisors and administrators actively supervising and interacting with students before and after school, during all breaks, and during special events Campus Supervisor professional development, and teacher professional development on supervision The Local Police department supports the school by having an officer available to the school when necessary as a resource
Resources needed:	Classified Staff Training Teacher Professional Development Supervision Schedule Relationship with Local Law Enforcement
Person(s) responsible for implementation:	UPA Administration
Timeline for implementation:	Annually
Budget:	See School Budget
Evaluation guidelines:	Reduce office behavior referrals by 1% yearly

Procedures to Ensure a Safe and Orderly Environment

Implementation Planner

Component Two:	Physical Environment
Goal:	<i>Create and maintain a learning environment that is safe, drug-free, and conducive to learning.</i>
Objective 1:	Maintain daily cleaning procedures and address any areas of campus in need of repair.
Related Activities:	Janitorial services done each night as well as more in depth cleaning done periodically. Cleaning done throughout the day as needed. Contact landlord when areas are in need of repair.
Resources Needed:	Facilities maintenance Janitorial services
Resources needed:	Graffiti Remover Quality Checklist
Person(s) responsible for implementation:	Director of Operations, or designee
Timeline for implementation:	Daily, Weekly
Budget:	See School Budget
Evaluation guidelines:	A clean and organized campus. All areas of campus in need of repair will be updated as soon as possible.
Objective 2:	To ensure our campus is secure from outside criminal activity, maintain gated entrances that require outside visitors to sign in at front office for access.
Related Activities:	Gated entrance is maintained. Continuing clear procedure for front office sign in Training stakeholders (office staff, parents, etc) of sign in procedures.
Resources needed:	Gated entrances Office staff training Parent training
Person(s) responsible for implementation:	Executive Director
Timeline for implementation:	Daily
Budget:	See School Budget
Evaluation guidelines:	Secure entrance is maintained. All stakeholders know and follow correct sign in procedures as measured by the sign in logs in the front office.

Access to the school campus (visitors)

Parent Visitations and Volunteering

Parents are always welcome at our School; however, classroom visits should be prearranged at least 24 hours in advance. We ask that when you visit the school, you respect the instructional time of teachers and students. Please do not disturb lessons or students and teachers who are working. If you have a matter to address with a teacher, please find a mutually agreeable time to discuss the matter.

For purposes of safety, state law requires schools to register all visitors, including parents. Upon entering any school building or grounds when during regular school hours, please immediately go to the school office to register your presence on campus and to obtain a visitor's pass. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. UPA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by UPA, consistent with the law. The UPA Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. Unauthorized persons are prohibited from entering or remaining on school grounds. If court restraining orders exist which limit a parent's access to visiting his/her child or in receiving information about the child's school progress, it is the responsibility of the custodial parent to provide the office and the registrar in particular with a copy of such an order. The order will be placed in the student's file for future reference. Only those persons listed on the student's emergency contact card are permitted to pick up a child without specific further parental permission. Parents or guardians who are interested in volunteering in the classroom must also adhere to the certain guidelines. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted, 2) subject to a Megan's Law Check, and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Registered sex offenders under Penal Code section 290 or other subsequent legislation may not serve as volunteers on campus or anywhere or at any time students are present.

UPA Student Driver/Student Vehicle Rules and Expectations

UPA Student Driver Rules/Expectations

Any UPA student, who has earned a driver's license and is driving to, and from school must complete the attached "student driver permit application", in order to drive to and from school, along with parking in the designated school lots.

- Show proof of valid insurance for vehicle(s) driven to and from school
- Show proof of valid vehicle registration(s) (Copy)
- Show proof of valid driver's license (Copy)
- Both parent and student driver must sign and date application

Signing the student driver application form signifies that both the STUDENT and PARENT have read and acknowledge the following rules and expectations for driving to and from UPA campus.

- Student will display the UPA parking pass at all times on front windshield/mirror
- Parking is only allowed in designated lot areas, near Main school office (Front of FLC building)
- Students will operate vehicle in a safe and courteous manner while on school property
- Students with an open period are not permitted to leave campus and return at any point in the day
- 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
- Students must reapply each school year for a new parking permit
- No congregating during break/lunch at a vehicle
- Student drivers 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

Consequences for breaking rules or expectations listed above may result in:

- Your application and permission to drive and park a car on UPA campus will be revoked for the remainder of a semester, school year or permanently
- School disciplinary action
- Police citation

School Health and Wellness Section

2019-2020

Student Health Examinations

A. 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.

B. 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 test for color blindness 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.

C. 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

A. 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 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 front office 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.

B. 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

C. Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the Executive Director, or designee, as soon as possible. A School staff member 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 a nurse, physician, or other authorized health care representative shows that all nits and lice have been removed. After returning, the student may be reexamined 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.

Sexual Harassment Policy

University Preparatory Academy is committed to a learning and working environment that is free of discriminatory intimidation. Therefore, the school adheres to a policy that prohibits sexual harassment at school and school-sponsored events, including off-campus events and field trips. Board Policies provide a comprehensive guide to sexual harassment, including purpose of the policies, definition of sexual harassment, and complaint, investigation and resolution procedures. Staff members are also notified of their obligations and rights regarding sexual harassment on an annual basis.

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.

A. Statement Against Sexual Harassment

No tolerance 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.

B. 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.

C. 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 six (6) months 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 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 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: individual remedies available to the complainant; and 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 the results of any disciplinary actions and the initiation of any appeals; and 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.

D. 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.

E. 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.

F. Written Appeal by Complainant

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:

- There is newly discovered important evidence not known at the time of the report;
- Bias on the part of an Investigator member; or
- The Investigator failed to follow appropriate procedures.

G. 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.

H. 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.

BYLAWS
OF
UNIVERSITY PREPARATORY ACADEMY
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is University Preparatory Academy.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 2315 Canoas Garden Ave., San Jose, CA 95125 in Santa Clara County, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the University Preparatory Academy (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate but shall not have rights or powers that would cause the corporation to be deemed a “membership corporation” under Section 5056 of the California Corporations Code.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of this corporation’s articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the “governing board” or “Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the

ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them to provide security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any corporate meetings.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal and alter the form of the seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than twelve (12). The corporation's initial directors shall be as follows:

Mr. Joe Coto
Ms. Jackie Guevara
Mr. Dan Ordaz
Ms. Dorothy Westerhoff
Mr. Kurt Foreman
Mr. James Romero
Dr. Loren Lee
Mr. Patrick Dunkley

With the exception of these initial directors, who have been named by the Incorporator, all directors shall be designated by the existing Board of Directors, except that one (1) director may be appointed by the Superintendent or the Board of Education of the Santa Clara County Office of Education (SCCOE) at the District's discretion (the "District Director"). In the event that the SCCOE fails to appoint the District Director, in any year, on or before July 1 of such year, then the Board of Directors shall appoint an additional director to fill that seat for that fiscal year.

Except for the initial Board of Directors and the District Director, each director shall hold office for three (3) years and until a successor director has been designated and qualified. The initial Board members listed above shall have terms of six (6) years, commencing with the 2005-2006 fiscal year. The District Director's term shall always be one (1) year, with the

SCCOE having the right to reappoint the District Director each year. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.

Following expiration of the initial Directors' term, to create a board of directors with staggered terms, each newly elected director shall be appointed to a one, two or three year term, as designated by a majority vote of the initial Board of Directors. Upon expiration of these one, two and three year terms, each director elected thereafter shall be appointed to a three year term. There shall be no limit to the number of consecutive terms that any individual director can serve.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. NOMINATIONS FOR DIRECTORSHIP. Nominations of candidates for governing board seats shall occur annually for board members' seats whose terms are expiring. The chairperson of the Board of Directors or, if none, the President shall appoint a committee to oversee the process for nominating qualified candidates for election to the Board of Directors. The committee will solicit nominations from Board members and the University Preparatory Academy charter school community at least ninety (90) days before the date of any election of directors. Candidates will submit a brief narrative statement regarding their qualifications for a position on the governing board. The nominating committee will review candidates' narrative statements and will provide the full Board of Directors with a list of qualified applicants and its recommendations at least three (3) days before the Board is scheduled to vote for new board members. The nominating committee will review governing board applications with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the charter school. The Secretary shall forward to each director, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. Then-seated governing board members will deliberate and vote to select new board members. The SCCOE may appoint a non-voting member to the board of directors if it so desires.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been removed from their position on the Board of Directors, because the director has been found unfit by the Board of Directors to continue in their capacity as director for the corporation, convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized

number of directors; (d) disenrollment from the charter school of a student or students of a parent serving on the Board of Directors; or (e) termination of employment with the charter school. Such vacancies shall be filled pursuant to Section 10 below.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairperson of the Board, if any, or to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective. Board seats vacated by a resigning Director shall be filled by the Board of Directors pursuant to Section 10 below.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by a two-thirds majority vote of the directors then in office.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation; provided, however, that the Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection

- to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
 - (d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors shall generally be held monthly on the fourth Thursday of each calendar month at 6:00 p.m., unless the fourth Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday, or unless a change in date is approved by the Board. The Board of Directors shall hold regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to University Preparatory Academy.

The notice shall state the time of the meeting and the place, if the place is other than the

corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may receive compensation for their services as directors or officers and reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the board;
- (b) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the board;

- (f) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; *[or]*
- (g) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. EXECUTIVE COMMITTEE. The Board shall form an Executive Committee which shall meet monthly. The Board shall delegate to the Executive Committee certain powers and duties of the Board that may be legally delegated to a committee of the full Board. Such powers and duties may include the authority to oversee the on-going operations of the University Preparatory Academy and the day-to-day affairs of the corporation.

MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a chairperson of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairperson of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the chairperson of the board, the President, or another officer to appoint any

other officers that the corporation may require. Each appointed officer shall have the title and authority to hold office for the specified period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRPERSON OF THE BOARD. If a chairperson of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairperson of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairperson of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of the chairperson of the board, or if none, the President shall preside at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and

the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairperson of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the

circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's,

employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;

- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI AMENDMENT OF THESE BYLAWS

Section 1. BYLAWS AMENDMENTS. Pursuant to the California Corporations Code, these bylaws may be amended by a two-thirds majority vote of the Board of Directors then in office.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the University Preparatory Academy, a California non-profit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at Santa Clara County, California.

_____, Secretary

Employee Handbook

University Preparatory Academy Charter School

2019-2020



University Preparatory Academy Charter School | 2315 Canoas Garden Ave, San Jose, CA 95125

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person 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; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.

UNIVERSITY PREPARATORY ACADEMY EMPLOYEE HANDBOOK

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
<i>I. Welcome to the University Preparatory Academy</i>	4
<i>Welcome</i>	4
<i>Handbook Use and Purpose</i>	4
Equal Opportunity Employer	5
At-Will Employment Status	5
<i>II. The Professional Environment of the University Preparatory Academy</i>	5
Charter School Background	5
Mission and History of University Preparatory Academy	6
General Professional Expectations	7
University Preparatory Academy Values	7
<i>III. Employment at University Preparatory Academy</i>	7
Credentials and Certification	7
Employee Evaluation Policy	8
Performance Standards and Evaluation of School Directors	9
Performance Standards and Evaluation of the Executive Director	9
Calendar and Work Schedule	9
Academic Calendar	9
Personnel Files and Record Keeping Protocols	9
<i>IV. Compensation and Benefits</i>	10
Faculty and Staff Compensation	10
Faculty and Staff Benefits	10
Medical Plan	10
Dental Plan	10
Retirement Plan	11
Payroll Information	11
<i>V. Leaves and Absences</i>	12
Holidays	12
Paid Absences	12
Unpaid Absences	14
Family Care and Medical Leave	14
Pregnancy Disability Leave	17
Industrial Injury Leave (Workers' Compensation)	20
Returning from Leave of Absence	21

Arrangement for Substitutes	21
VI. Standards of Conduct	21
Punctuality and Attendance	21
Personal Appearance and Conduct	21
Policy Against Sexual Harassment	21
Smoking	22
Faculty and Staff Complaints and Grievances	23
VII. Health and Safety at UPA	23
Health and Safety Requirements for Employment	23
Child Abuse Reporting	24
Security Protocols	24
Emergency Plans	24
Accident/Incident Reporting	24
Reporting Fires and Emergencies	25
Guests and Visitors	25
VIII. Information and Communication	25
Confidentiality of Internet and Electronic Mail	25
Access to Personnel Records	25
Media Relations	25
IX. Ending Employment	25
Dismissal, Discipline, and Termination of Employment	25
Acknowledgement of Handbook Form	27

I. Welcome to the University Preparatory Academy

Welcome

On behalf of the Board of Directors, faculty, families, and students of the University Preparatory Academy (“UPA” or the “School”), 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 UPA is to prepare students to enter and excel in the best colleges or 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.

II. The Professional Environment of UPA

Charter School Background

Charter schools are generally nonsectarian public schools that operate independent of many of the conventions of traditional public schools. The "charter" establishing each such school details the school's mission, program, goals, students served, methods of assessment, and ways to measure success. Charters in California are granted for limited terms from 1 year to 5 years. At the end of the term, upon application by the school, the granting agency may renew the school's charter. Charter schools are accountable to their granting agency or "authorizer" to produce positive academic results and adhere to the terms of the charter. Charter schools are accountable to the authorizer that charters them, the parents who select them, and the public that funds them.

Mission and History of University Preparatory Academy

The mission of UPA is to prepare students to enter and excel in the best colleges or universities in the nation. UPA serves a diverse population of 7th through 12th grade students who reside in 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 of development, UPA was granted a charter by the Santa Clara County Office of Education Board of Trustees on August 23, 2006. The 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 UPA, 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 UPA, 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:*** Invest in all students' success
- ***Growth Mindset:*** Foster resiliency and perseverance in all students
- ***Accountability:*** Recognize the impact of actions and responsibilities for one's education
- ***Community:*** Maintain a safe and supportive environment for all
- ***Learning:*** Create an environment of effective teaching with a rigorous curriculum
- ***Integrity:*** Demonstrate social and intellectual honesty
- ***Collaboration:*** Work together toward common goals

III. Employment at UPA

Equal Opportunity Employer

UPA is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School 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 a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. UPA will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the 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, the School will make the accommodation.

At-Will Employment Status

It is the policy of UPA that all employees are considered “at-will” employees of the School. Accordingly, either UPA or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

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 Board of Directors (“Board”) approval, 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.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. 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.

Immigration Compliance

UPA will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, UPA will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee’s family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver’s license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Credentials and Certification

Core, College Preparatory Teaching Staff

UPA instructors teaching in the core subject areas, including those 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 with a permit or waiver 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, non-college preparatory subject 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 and Consultants

All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities. All teachers must hold a valid CA credential to teach and UPA, Substitutes teachers must have at least an emergency or intern credential.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and UPA mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

UPA accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

UPA will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Time Cards/Records

By law, UPA is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the ED to make the correction and such correction must be initialed by both the employee and the ED.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Employee Evaluation Policy

Personnel Board Policy BP #001 outlines the Employee Evaluation Policy and Procedures. The policy states:

Board Philosophy Regarding Employee Evaluation:

The primary purpose of evaluation should be to enhance employee effectiveness through the growth, development, and support of the employee. The UPA evaluation system shall be based on reflective practice accomplished through coaching and mentoring of faculty and staff.

The UPA Board believes that regular and comprehensive evaluations and consequent reflective practice can help staff improve their performance level. Evaluations also serve to hold staff accountable for their performance. Furthermore, evaluations can be used to recognize the exemplary skills and accomplishments of staff and also to identify areas needing improvement. When improvements are identified, employees are expected to accept responsibility for improving their performance. The Executive Director or designees (coaches) shall assist employees in improving their performance and may require participation in appropriate support programs.

Procedures:

On a periodic basis, designated personnel shall evaluate the performance of the faculty and staff in accordance with law and Board-adopted evaluation standards.

The Executive Director shall develop evaluation procedures and ensure that staff have been furnished with the information at the beginning of each school year. The evaluation procedures shall be included in the UPA Employee Handbook. The Handbook is to be reviewed and updated on an annual basis and ready for distribution at the beginning of each new school year.

Personnel Qualified to perform Evaluations:

On an annual basis at the onset of the new school year, the Executive Director shall identify designated personnel to perform evaluations. The names of the designated personnel shall be forward to the UPA Board for approval. The Executive Director shall ensure that evaluators have been trained and qualified to perform evaluations.

Feedback and Support:

The foundation upon which the UPA evaluation system is built is reflective practice. Therefore, the Executive Director shall ensure that faculty and staff being evaluated will receive appropriate feedback through coaching and mentoring to enable continuous employee growth and effectiveness. Written records of the coaching and mentoring shall be maintained in the employee's personnel file.

New teachers who hold a California Preliminary Credential shall also participate in the school's New Teacher Support Program.

Unsatisfactory Rating:

The Executive Director may require any faculty and staff members who receives an unsatisfactory rating to participate in a program designed to improve appropriate areas of performance.

Adopted 06/22/17

UPA standards of performance and the teacher coaching and mentoring (evaluation) procedure are outlined in the UPA Staff Coaching and Evaluation Program booklet attached at the end of this handbook.

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 the 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 (5) 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 the job terms 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

The UPA Board 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 School calendar posted on the School website.)

The School Directors are on a twelve-month work year. The ED and classified staff are on a work year annually established by the Board. School business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements. 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 Board adopted school bell schedule for the beginning and end of the student school day on the UPA website.

Administrative staff and classified staff are expected to maintain work hours established by the ED and the Board of Directors.

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 documents in the personnel file, as provided by law, in the presence of a UPA representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. The employee may add comments to any disputed item in the file. UPA will restrict disclosure of the personnel file to authorized individuals 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 for review and approval 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.

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the ED to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the ED. The office maintains a supply of these forms.

All 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. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the ED and to fill out 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 connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Paydays

Teachers are on an 11-month work year. Teacher salaries will be paid in eleven (11) equal monthly payments and paid the last day of each month. Teachers may select a summer hold back and opt to be paid in twelve (12) monthly installments. In such case, the 11-month salary will be divided by 12 and paid in 12 monthly installments. If an employee observes any error in his or her check, it should be reported immediately to the ED.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees 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 for non-exempt employees. UPA will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the ED. 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. 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 shall be paid at double the regular rate of pay.

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.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the ED will discuss the situation with the employee.

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. Other full-time employees must work a total of 30 hours or more per week. Part-time, temporary and internship employees are not eligible for medical plan coverage. Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Begins

Medical coverage begins on the first day of employment or if hired mid-month it will start on the first day of the next month. The enrollment form must be submitted to the School ED or designee as soon as possible. The enrollment 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.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

UPA will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. UPA will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- UPA stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

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 all other staff.

V. *Leaves and Absences*

Holidays

See the annual Board approved school calendar for paid holidays. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the ED. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

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:

- 3.34 hours/full month worked for a total of 40 hours/12-month period
- 2.50 hours/full month worked for a total of 30 hours/12-month period
- 1.66 hours/full month worked for a total of 20 hours/12-month period

No vacation may be taken in the first six months of employment. Hourly, temporary, seasonal, and part-time employees do not accrue vacation benefits.

Vacation accruals may not exceed twice an employee's 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 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 set by the Board at the time of appointment. Monthly vacation accrual is based on a twelve (12) month calendar. Vacation accrual shall not exceed the amount equivalent to the vacation earned in a twenty-four (24) 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 (6) 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 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.

Paid 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 may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents,

spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Sick leave must be taken by eligible employees in increments of two (2) hours.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. UPA will not honor carry-over sick leave days accrued prior to employment with UPA.

Compelling Personal Necessity Time Off

There may be extenuating circumstances that require an employee to conduct personal business during school hours, including for example a court date, Child adoption, accompanying a relative to obtain medical treatment or attending a commencement for a son/daughter graduating from college. This is considered "Compelling Personal Necessity Time Off." Up to two (2) days of paid sick leave may be used for a compelling personal necessity with advanced approval by UPA. Requests for compelling personal necessity time are to be made at least three (3) days in advance of the time off. This time is deducted from the paid sick leave bank. Compelling personal necessity time off is to be cleared by the ED who will decide whether or not the requested time off qualifies as compelling personal necessity.

Sick Leave for Certificated Employees

The School offers paid sick leave to regular full-time certificated employees at the rate of 10 days per school year (.909 days per month for 11 months). 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.

Sick Leave for All Other Employees

All other eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue additional sick leave per month worked for a total of forty (40) hours of paid sick leave per full work year. Additionally, all employees who work six (6) hours per workday will accrue additional sick leave per month for a total of thirty (30) hours of paid sick leave per full work year.

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. Only individuals approved by UPA may substitute for a teacher.

Unpaid Absences

Unpaid Leave of Absence

The School recognizes that special situations may arise when an employee must leave their job temporarily. At its discretion, UPA may grant employees unpaid leaves of absence for up to one (1) 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. Employees on FMLA/CFRA leave or Pregnancy Disability Leave will be provided with continued benefits as required by law.

During an unpaid leave of absence, UPA will not extend paid medical/dental benefits. However, the employee may continue benefits by purchasing coverage through the COBRA program.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act (“FMLA”) and the California Family Rights Act (“CFRA”), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. 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 the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. 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 twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. 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 the School’s separate pregnancy disability policy).

- a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. 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 the School'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 the School 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, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

UPA may recover the health benefit costs paid on behalf of an employee during his/her FMLA

leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the ED. An employee asking for a Request for Leave form will be given a copy of the School’s then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, 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.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, 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.
5. 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 (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. 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.
7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School 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

1. 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 injury to the School'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.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School 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 the School.

- **Limitations on Reinstatement**

1. UPA may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.
2. 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 the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School 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 the School to suffer substantial and grievous injury. If the School 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**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, 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 (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. 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
2. The employee needs to take time off for prenatal 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 (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 $\frac{1}{3}$ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. 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.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation 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

UPA shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. UPA can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the ED. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, 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.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. 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.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. 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 one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

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 pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with UPA policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School 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 the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

UPA, in accordance with State law, 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 employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the ED;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the ED; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. UPA, with the help of its insurance carrier

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 the School's operation.

- 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 and to the individual responsible for reporting to the School's insurance carrier. 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 School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

UPA shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, UPA will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

UPA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Exempt employees are entitled to a leave of up to three (3) days 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.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the ED at least two (2) days notice.

School Appearance and Activities Leave

As required by law, UPA will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of UPA, the employee that first provides the leave request will be given the requested

time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

UPA provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide UPA with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide UPA one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, UPA will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the ED.

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 thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his 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. If employees need further information regarding Leaves of Absence, they should be sure to consult the ED.

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 (1) 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 their position with UPA and process such job abandonment as a voluntary resignation. In such cases, UPA will attempt to provide notice to the employee of the employment status change.

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. The employee may be required to submit physician's certifications at other times as well.

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 strap 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

Professional Boundaries: Staff/Student Interaction Policy

UPA recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

- A. Examples of PERMITTED actions (NOT corporal punishment)
 1. Stopping a student from fighting with another student;
 2. Preventing a pupil from committing an act of vandalism;
 3. Defending yourself from physical injury or assault by a student;
 4. Forcing a pupil to give up a weapon or dangerous object;
 5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the ED about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

UPA is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. UPA's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

UPA does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to

report any complaints of unlawful harassment to the ED or designee.

When UPA receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the ED) or the ED or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. UPA is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

UPA is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is

the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the ED. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that 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. As such, consensual relationships in the workplace may violate UPA policy.

Whistleblower Policy

UPA requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Internal Complaint Review

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

VII. Health and Safety at UPA

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 instruction.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the ED.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Child Abuse Reporting

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 he or she 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.

UPA will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Occupational Safety

UPA is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. UPA's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

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.

Drug and Alcohol Free Workplace

UPA is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other UPA stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Smoking

All UPA buildings and facilities are no-smoking facilities.

VIII. Information and Communication

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the ED, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Use of Email, Voicemail and Internet Access

UPA will permit employees to use its email, voicemail systems and Internet access subject to the following:

4. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
5. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
6. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
7. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. UPA retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions,

do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

8. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. UPA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Personal Business

UPA's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone

calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Confidentiality of Internet and Electronic Mail

Communications on UPA devices, including email, voicemail, and phones, are the property of UPA, and as such, employees have no reasonable expectation of privacy while using these devices. 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 interest in employee privacy.

UPA may monitor voicemail and email as necessary. UPA may inspect the contents of voicemail and email or information stored on computers for various reasons, including in the course of an investigation into improper or unlawful behavior or as necessary to locate substantive information that is not readily accessible otherwise. UPA may disclose a voice mail or e-mail message or information stored on a computer if the school has reason to believe that it may have been the victim of a crime, or is legally required to do so." It may be sometimes necessary to access these for the safety/protection of the School and students.

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 investigatory calls from outside sources, including newspapers, magazines, or radio and television reporters to the ED.

IX. Ending Employment

Dismissal, Discipline, and Termination of Employment

As employees are employed on an at-will basis, UPA reserves the right to terminate any employee at any time, with or without cause or notice. Employees may also be terminated for violation of the rules of conduct, the law, their employment agreement, or this Handbook. The list below, while not complete, gives examples of behavior that may result in the immediate termination of employment. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.

12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

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.

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the ED or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

UPA will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date:

Print Name

Received by: _____

Date:

APPENDIX B

INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

1 UNIVERSITY PREPARATORY ACADEMY
2 GOVERNMENT CODE 81000
3 CONFLICT OF INTEREST CODE
4
5

6 Board Governance

Board Policy #10

7
8
9 The California Political Reform Act (Govt. Code § 81000, et seq.) requires state and local
10 government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political
11 Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a
12 standard conflict-of-interest code, which can be incorporated by reference in an agency's code.
13 After public notice and hearing, the standard code may be amended by the Fair Political Practices
14 Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2
15 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair
16 Political Practices Commission are hereby incorporated by reference. This regulation and the
17 attached Exhibits A and B designating positions and establishing disclosure categories shall
18 constitute the conflict of interest code of University Preparatory Academy ("Charter School"), a
19 California nonprofit corporation operating a public charter school.

20 Individuals holding designated positions shall file their Statements of Economic Interests
21 ("Form 700") with the Charter School. Upon receipt of the Forms 700 for all designated positions
22 (see Exhibit A), the Charter School shall make and retain copies and forward the originals to the
23 Santa Clara County Board of Supervisors. Copies of all Forms 700 retained by the Charter School
24 will be available for public inspection and reproduction. (Govt. Code § 81008.)
25

26 EXHIBIT A
27 DESIGNATED POSITIONS
28

29 <u>Designated Position</u>	<u>Assigned Disclosure Category</u>
30 Members of the Governing Board	1, 2, 3
31 Executive Director of Charter School	1, 2, 3
32 Consultants	*

33 *Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure
34 category in the code, subject to the following limitation:

1 The Charter School Executive Director may determine in writing that a particular consultant although a "designated
2 position" is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with
3 the disclosure requirements in this section. Such written determination shall include a description of the consultant's
4 duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School
5 Executive Director's determination is a public record and shall be retained for public inspection in the same manner
6 and location as this conflict of interest code. (Govt. Code § 81008.)
7
8

9
10 **EXHIBIT B**
11 **DISCLOSURE CATEGORIES**

12 Category 1

13 Designated positions assigned to this category must report:

- 14 a. Interests in real property which are located in whole or in part within the boundaries (and
15 a two mile radius) of any county in which the Charter School operates.
- 16 b. Investments in, income (including gifts, loans, and travel payments), from, and business
17 positions in any business entity of the type which engages in the acquisition or disposal
18 of real property or are engaged in building construction or design.

19
20 Category 2

21 Designated positions assigned to this category must report:

22 Investments in, income (including gifts, loans, and travel payments), from, and business
23 positions in any business entity of the type which engages in the manufacture, sale, repair, rental
24 or distribution of school supplies, books, materials, school furnishings or equipment to be
25 utilized by the Charter School, its parents, teachers and students for educational purposes. This
26 includes, but is not limited to, educational supplies, textbooks and items used for extra curricular
27 courses.

28
29 Category 3

30 Designated positions assigned to this category must report:

31 Investments in, income (including gifts, loans, and travel payments), from sources which are
32 engaged in the performance of work or services of the type to be utilized by the Charter School,
33 its parents, teachers and students for educational purposes. This includes, but is not limited to,
34 student services commonly provided in public schools such as speech therapists and counselors.

35
36
37 Adopted: 01/18/2007

38 Amended: 03/06/2009, 12/20/2012

39

2751903

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUN 15 2005

ARTICLES OF INCORPORATION
OF
UNIVERSITY PREPARATORY ACADEMY
(A California NonProfit Public Benefit Corporation)

I.

The name of the Corporation is University Preparatory Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the NonProfit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the University Preparatory Academy.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Dot Westerhoff
1873 Olive Avenue
Freemont, CA 94539

IV.

All corporate property is irrevocably dedicated to the purposes set forth in Article II above. No part of the net earnings or assets of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 6/15/05



Gary Borden
Incorporator



University Preparatory Academy
Multi-year Projection
As of Jun FY2019

	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Assumptions
SUMMARY					
Revenue					
LCFF Entitlement	6,416,450	6,591,476	6,794,385	7,008,767	
Federal Revenue	-	-	-	-	
Other State Revenues	862,426	883,343	904,259	925,795	
Local Revenues	117,201	120,717	124,338	128,068	
Fundraising and Grants	151,890	156,447	161,140	165,974	
Total Revenue	7,547,967	7,751,982	7,984,122	8,228,605	
Expenses					
Compensation and Benefits	4,764,648	4,964,016	5,140,850	5,306,816	
Books and Supplies	618,788	575,551	592,818	610,602	
Services and Other Operating Expenditures	1,913,237	1,966,004	2,020,581	2,076,849	
Depreciation	-	-	-	-	
Other Outflows	-	-	-	-	
Total Expenses	7,296,673	7,505,572	7,754,249	7,994,268	
Operating Income	251,294	246,410	229,873	234,337	
Fund Balance					
Beginning Balance (Unaudited)	3,629,612	3,880,906	4,127,316	4,357,189	
Audit Adjustment					
Beginning Balance (Audited)	3,629,612	3,880,906	4,127,316	4,357,189	
Operating Income	251,294	246,410	229,873	234,337	
Ending Fund Balance	3,880,906	4,127,316	4,357,189	4,591,526	
Total Revenue Per ADA	11,116	11,417	11,759	12,119	
Total Expenses Per ADA	10,746	11,054	11,420	11,774	
Operating Income Per ADA	370	363	339	345	
Fund Balance as a % of Expenses	53%	55%	56%	57%	

University Preparatory Academy
Multi-year Projection
As of Jun FY2019

	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Assumptions
Key Assumptions					
Enrollment Breakdown					
7	120	120	120	120	
8	120	120	120	120	
9	120	120	120	120	
10	120	120	120	120	
11	110	110	110	110	
12	110	110	110	110	
Total Enrolled	700	700	700	700	
ADA %					
7-8	97.0%	97.0%	97.0%	97.0%	
9-12	97.0%	97.0%	97.0%	97.0%	
Average ADA %	97.0%	97.0%	97.0%	97.0%	
ADA					
7-8	232.8	232.8	232.8	232.8	
9-12	446.2	446.2	446.2	446.2	
Total ADA	679.0	679.0	679.0	679.0	
Demographic Information					
CALPADS Enrollment (for unduplicated % calc)	700	700	700	700	
# Unduplicated (CALPADS)	155	155	155	155	
# Free & Reduced Lunch (CALPADS)	145	145	145	145	
# ELL (CALPADS)	38	38	38	38	
New Students	16	-	-	-	
School Information					
FTE's	63	63	63	63	
Teachers	40	40	40	40	
Certificated Pay Increases	3%	3%	3%	3%	
Classified Pay Increases	3%	3%	3%	3%	
# of school days	-	-	-	-	
Default Expense Inflation Rate	3%	3%	3%	3%	

University Preparatory Academy
Multi-year Projection
As of Jun FY2019

	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Assumptions
REVENUE					
LCFF Entitlement					
8011 Charter Schools General Purpose Entitlement - State Aid	4,795,271	4,970,297	5,173,206	5,387,587	
8012 Education Protection Account Entitlement	1,141,602	1,141,602	1,141,602	1,141,602	
8019 State Aid - Prior Years	-	-	-	-	
8096 Charter Schools in Lieu of Property Taxes	479,578	479,578	479,578	479,578	
SUBTOTAL - LCFF Entitlement	6,416,450	6,591,476	6,794,385	7,008,767	
Federal Revenue					
SUBTOTAL - Federal Revenue	-	-	-	-	
Other State Revenue					
8319 Other State Apportionments - Prior Years	-	-	-	-	
8381 State SPED (SCCOE)	45,000	45,000	45,000	45,000	
8545 School Facilities Apportionments	652,688	672,268	692,436	713,209	
8550 Mandated Cost Reimbursements	24,186	25,522	26,270	27,033	
8560 State Lottery Revenue	140,553	140,553	140,553	140,553	
8590 All Other State Revenue	-	-	-	-	
SUBTOTAL - Other State Revenue	862,426	883,343	904,259	925,795	
Local Revenue					
8632 Sale of Publications	12,968	13,357	13,758	14,171	
8634 Food Service Sales	46,149	47,534	48,960	50,428	
8638 Merchandise Sales	5,185	5,340	5,500	5,665	
8693 Field Trips	39,012	40,183	41,388	42,630	
8699 All Other Local Revenue	13,886	14,302	14,732	15,173	
SUBTOTAL - Local Revenue	117,201	120,717	124,338	128,068	
Fundraising and Grants					
8801 Donations - Parents	74,263	76,491	78,786	81,149	
8802 Donations - Private	13,956	14,375	14,806	15,250	
8803 Fundraising	63,671	65,581	67,549	69,575	
SUBTOTAL - Fundraising and Grants	151,890	156,447	161,140	165,974	
TOTAL REVENUE	7,547,967	7,751,982	7,984,122	8,228,605	

University Preparatory Academy
Multi-year Projection
As of Jun FY2019

		2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Assumptions
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100	Teachers Salaries	2,868,817	2,954,882	3,043,528	3,134,834	
1103	Teacher - Substitute Pay	4,377	4,508	4,644	4,783	
1300	Certificated Supervisor & Administrator Salaries	446,788	460,192	473,998	488,217	
1920	Other Cert - Summer	23,300	23,999	24,719	25,461	
	SUBTOTAL - Certificated Salaries	3,343,282	3,443,581	3,546,888	3,653,295	
Classified Salaries						
2100	Classified Instructional Aide Salaries	6,695	6,896	7,103	7,316	
2200	Classified Support Salaries	41,304	42,543	43,819	45,134	
2300	Classified Supervisor & Administrator Salaries	182,488	187,963	193,602	199,410	
2400	Classified Clerical & Office Salaries	200,561	206,578	212,776	219,159	
2900	Classified Other Salaries	66,248	68,236	70,283	72,391	
2935	Other Classified - Substitute	15,319	15,779	16,252	16,740	
	SUBTOTAL - Classified Salaries	512,616	527,994	543,834	560,149	
Employee Benefits						
3100	STRS	537,877	600,457	635,556	654,623	
3300	OASDI-Medicare-Alternative	95,285	98,144	101,088	104,121	
3400	Health & Welfare Benefits	212,500	229,500	247,860	267,689	
3500	Unemployment Insurance	21,983	22,001	22,015	22,023	
3600	Workers Comp Insurance	38,559	39,716	40,907	42,134	
3900	Other Employee Benefits	2,546	2,623	2,701	2,782	
	SUBTOTAL - Employee Benefits	908,750	992,441	1,050,128	1,093,372	
Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	123,321	127,020	130,831	134,756	
4200	Books & Other Reference Materials	48,826	50,291	51,800	53,354	
4300	Materials & Supplies	-	-	-	-	
4320	Educational Software	31,151	32,086	33,048	34,040	
4325	Instructional Materials & Supplies	45,848	47,224	48,641	50,100	
4326	Art & Music Supplies	18,172	18,717	19,279	19,857	
4330	Office Supplies	32,568	33,545	34,551	35,588	
4335	PE Supplies	148	152	157	161	
4350	Uniforms	1,900	1,957	2,016	2,076	
4351	Yearbook	20,709	21,330	21,970	22,629	
4410	Classroom Furniture, Equipment & Supplies	30,000	30,900	31,827	32,782	
4420	Computers (individual items less than \$5k)	120,000	123,600	127,308	131,127	
4423	Science Upgrades	60,000	-	-	-	
4430	Non Classroom Related Furniture, Equipment & Supplies	16,145	16,629	17,128	17,642	
4710	Student Food Services	65,000	66,950	68,959	71,027	
4720	Other Food	5,000	5,150	5,305	5,464	

University Preparatory Academy
Multi-year Projection
As of Jun FY2019

	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Assumptions
SUBTOTAL - Books and Supplies	618,788	575,551	592,818	610,602	
Services & Other Operating Expenses					
5210 Conference Fees	8,000	8,240	8,487	8,742	
5220 Travel and Lodging	12,000	12,360	12,731	13,113	
5305 Dues & Membership - Professional	8,610	8,868	9,134	9,408	
5310 Subscriptions	579	597	615	633	
5450 Insurance - Other	43,522	44,828	46,173	47,558	
5520 Security	38,625	39,784	40,977	42,207	
5610 Rent	895,000	921,850	949,506	977,991	
5615 Repairs and Maintenance - Building	40,000	41,200	42,436	43,709	
5699 Other Rentals, Leases and Repairs 6	10,300	10,609	10,927	11,255	
5803 Accounting Fees	13,076	13,468	13,872	14,288	
5804 Drama	11,000	11,330	11,670	12,020	
5809 Banking Fees	1,520	1,566	1,613	1,661	
5812 Business Services	148,500	148,500	148,500	148,500	
5824 District Oversight Fees	64,165	65,915	67,944	70,088	
5830 Field Trips Expenses	65,000	66,950	68,959	71,027	
5836 Fingerprinting	1,845	1,900	1,957	2,016	
5839 Fundraising Expenses	2,832	2,916	3,004	3,094	
5845 Legal Fees	31,982	32,941	33,929	34,947	
5848 Licenses and Other Fees	25,011	25,761	26,534	27,330	
5851 Marketing and Student Recruiting	12,000	12,360	12,731	13,113	
5854 Consultants - Other 1	12,000	12,360	12,731	13,113	
5857 Payroll Fees	3,690	3,801	3,915	4,032	
5860 Printing and Reproduction	31,827	32,782	33,765	34,778	
5861 Prior Yr Exp (not accrued)	-	-	-	-	
5863 Professional Development	40,000	41,200	42,436	43,709	
5864 Professional Development - Other	-	-	-	-	
5869 Special Education Contract Instructors	18,566	19,123	19,696	20,287	
5874 Sports	50,000	51,500	53,045	54,636	
5875 Staff Recruiting	2,500	2,575	2,652	2,732	
5877 Student Activities	90,000	92,700	95,481	98,345	
5878 Student Assessment	95,481	98,345	101,296	104,335	
5880 Student Health Services	30,000	30,900	31,827	32,782	
5881 Student Information System	52,139	53,703	55,314	56,973	
5883 Scholarships	-	-	-	-	
5884 Substitutes	30,000	30,900	31,827	32,782	
5887 Technology Services	1,452	1,496	1,541	1,587	
5910 Communications - Internet / Website Fees	15,500	15,965	16,444	16,937	
5915 Postage and Delivery	6,516	6,712	6,913	7,120	
SUBTOTAL - Services & Other Operating Exp.	1,913,237	1,966,004	2,020,581	2,076,849	
Depreciation Expense					
SUBTOTAL - Depreciation Expense	-	-	-	-	
Other Outflows					

University Preparatory Academy
Multi-year Projection
As of Jun FY2019

	2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Assumptions
SUBTOTAL - Other Outflows	-	-	-	-	
TOTAL EXPENSES	7,296,673	7,505,572	7,754,249	7,994,268	

University Preparatory Academy
Monthly Cash Forecast
As of Jun FY2019

	2020-21								
								Actuals & Forecast	
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	
Beginning Cash	3,522,888	3,436,049	3,257,601	3,071,624	3,203,697	3,168,019	3,025,512	3,475,096	
REVENUE									
LCFF Entitlement	248,535	248,535	447,363	732,764	447,363	447,363	732,764	447,363	
Federal Revenue	-	-	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	23,983	336,134	34,629	
Other Local Revenue	-	-	14,193	14,193	14,193	14,193	14,193	14,193	
Fundraising & Grants	5,465	5,482	9,755	9,568	9,117	5,845	10,016	10,143	
TOTAL REVENUE	254,000	254,017	471,312	756,525	470,674	491,385	1,093,107	506,329	
EXPENSES									
Certificated Salaries	37,734	300,384	310,546	310,546	310,546	310,546	310,546	310,546	
Classified Salaries	24,411	45,153	45,843	45,843	45,843	45,843	45,843	45,843	
Employee Benefits	58,577	85,037	93,633	87,032	85,932	85,932	94,733	87,032	
Books & Supplies	74,012	77,822	47,181	25,142	58,778	35,683	36,513	22,188	
Services & Other Operating Expenses	197,687	113,862	171,919	167,722	180,258	167,722	167,722	184,265	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	392,421	622,258	669,122	636,285	681,357	645,726	655,357	649,874	
Operating Cash Inflow (Outflow)	(138,420)	(368,241)	(197,810)	120,240	(210,684)	(154,341)	437,750	(143,546)	
Revenues - Prior Year Accruals	177,960	177,960	-	-	163,172	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(126,379)	11,834	11,834	11,834	11,834	11,834	11,834	11,834	
Ending Cash	3,436,049	3,257,601	3,071,624	3,203,697	3,168,019	3,025,512	3,475,096	3,343,384	

University Preparatory Academy
Monthly Cash Forecast
As of Jun FY2019

	Mar	Apr	May	Jun	Forecast	Remaining
	Forecast	Forecast	Forecast	Forecast		Balance
Beginning Cash	3,343,384	3,177,322	3,342,019	3,413,941		
REVENUE						
LCFF Entitlement	447,363	732,764	447,363	926,941	6,591,476	284,993
Federal Revenue	-	-	-	-	-	-
Other State Revenue	-	-	202,696	45,000	883,343	240,900
Other Local Revenue	14,193	14,193	14,193	14,193	120,717	(21,218)
Fundraising & Grants	7,306	49,586	25,412	8,752	156,447	-
TOTAL REVENUE	468,863	796,543	689,665	994,887	7,751,982	504,676
EXPENSES						
Certificated Salaries	310,546	310,546	310,546	310,546	3,443,581	-
Classified Salaries	45,843	45,843	45,843	45,843	527,994	-
Employee Benefits	87,032	82,209	82,209	63,084	992,441	-
Books & Supplies	35,615	22,303	27,460	112,855	575,551	-
Services & Other Operating Expenses	167,722	182,778	163,519	106,195	1,966,004	(5,367)
Capital Outlay & Depreciation	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-
TOTAL EXPENSES	646,759	643,679	629,577	638,523	7,505,572	(5,367)
Operating Cash Inflow (Outflow)	(177,896)	152,864	60,088	356,364	246,410	510,042
Revenues - Prior Year Accruals	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-
Summerholdback for Teachers	11,834	11,834	11,834	11,834	-	-
Ending Cash	3,177,322	3,342,019	3,413,941	3,782,138		