

Igniting a Passion for Learning



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Victor Valley Union High School District
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ACS WASC/CDE Focus on Learning Accreditation Manual
2017 Edition

Victor Valley Union High School District
District Governing Board and Administration
vvuhsd.org

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Mission Statement:

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

Strategic Planning Process Strategies:

Victor Valley Union High School District Strategic Plan Strategies:

1. We will consistently implement policies and procedures system-wide.
2. We will expand professional development offerings for all staff to enhance student achievement.
3. We will expand pathways for college and career readiness.

University Preparatory Principal

Valerie L. Hatcher

University Preparatory Assistant Principal

Barbara Caballero

University Preparatory Department Chairs

English - Paula C. Petruschin

Foreign Language - Tlaloc Garcia

Math - Timothy R. Edge/Matthew Czarnota

Music - Dennis A. Harps

Science - Manuel E. Colon

Social Studies - Stacy L. Porter

Physical Education - Heather Martin

WASC Coordinator

Paula Petruschin

WASC Focus Team Leaders

Dennis Harps

Manuel Colon

Stacy Porter/Tlaloc Garcia

Timothy Edge/Matthew Czarnota

Heather Martin

A. School Organization

B. Curriculum

C. Instruction

D. Assessment and Accountability

E. School Culture

WASC Focus Groups

A. School Organization:

Tia By	Science	Mark Schreckengost	Social Science
Peggy Franks	Secretary	Jennifer Sooter	English
Gabriel Gonzales	Physical Education	Destiny Unpingco	Student*
Ralph Lopez	Custodian	Yohance Vargas	Student*
JM Malana	Student*	Frank Wild	CMS
Delia Mata	Spanish	Lou Zamudio	Custodian
Edgar Salazar	Math		

B. Curriculum

Heather Andersen	Math	Emmanuel Ogunrinde	Student*
Sagrario Faison	Social Science	David Page	English
Adrian Gutierrez	Student*	Raymond Rust	Music
Gina Hallwachs	Math	Kiert Singh	Student*
Samantha Lillard	College Adviser	Lanae Smit	Music
Jude Mc Parland	Student*	Lisa Warnett	Secretary

C. Instruction:

Stephanie Barrera	Site Substitute	Wendy Ramos	Math
Gary Elder	Science	Anjali Singhal	Student*
Jovanna Mahho	Student*	Stephanie Sturtevant	Social Science
Vianey Ordonez	Spanish	Maya Wilkin	Counselor
Kelly Phelan	English	Summer Zimmerman	Science

D. Assessment and Accountability:

Joshua Augustus	Physical Education	Alejandro Lobo	Student*
Felice Barr	Science	Anna Lovato	English
Yessika Barrientos	Parent Liaison	Erik Petersen	English
Jolie Calderon	Secretary	Virginia Price	Science
Kimberly Hebert	Student*	Leticia Romo	Parent
Jacob Lee	Math	Amy Stone	Student*

E. School Culture:

Josie Anchenta	Parent	Matt O'Rane	Music
Eugen Berceanu	Math	Noemi Quevedo-Darling	Counselor
Mr. Bradley	Security	Jeff Robinson	Security
Carlos De Santiago	Student*	Erika Salazar	Student*
Orlando Fuentes	Student*	Maverick Santos	DAC Counselor
Maria Gutierrez	Parent	Heidi Sturm	Security
Aimee Harps	Social Science	Donell Thomas	Physical Education
Alba Martinez	Spanish	Veronica Ulrich	Secretary
Cynthia Shanefield	English	Joe Zimmerman	Athletic Director

*Students who attended fairly consistently; there are who others attended irregularly.

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Preface

University Preparatory's WASC self study has been an ongoing, collaborative process designed to provide our students with a platform for success. Our students range from 7th grade to 12th grade which places us in a unique position. Having a multi-tiered environment has allowed us to work vertically to best prepare our students for the rigors of high school and beyond, while also enabling us to form lasting relationships with our student population. However, it also places a great deal of pressure on our teaching staff to address both the academic and personal needs of students at such diverse stages in their lives. Despite the difficulties presented by having a small staff and the necessity for each of us to consequently undertake multiple roles, our commitment to our students has been the driving force of this self-study process.

Upon examining our 2012-13 WASC Action Plan we determined that we would need to focus on classroom instruction, ensuring that the level of rigor supported the standards that are reflected in the Common Core state standards. To measure if we have met these standards and to support professional development, our administration committed to consistent classroom visitations. We relied on input from parent and student surveys to gauge student engagement, lesson relevance, and overall stakeholder satisfaction.

In 2015, shortly after the visiting mid-cycle team left, our process began with the incorporation of new school-wide goals based upon the visiting teams recommendations. Since then, our leadership team, consisting of our department chairs, administrators, and School Site Council, has continued to meet monthly to review data pertinent to student academic success. Department chairs then disseminated this information to the remainder of the staff during monthly department meetings. We annually formulated and updated our action plan and incorporated those goals into our SPSA. In this manner, our process has been an ongoing, collaborative venture inclusive of all stakeholders.

Our self-study coordinator has changed three times in the past few years due to the retirement of our initial coordinator at the end of the 2014 school year and the 2016 resignation of our second coordinator who was offered an administrative position in another school district. Our current WASC coordinator was recruited at the end of the 2016-17 school year and has been working closely with the administrative team to fill in the void left by these vacancies.

A member of the Schoolwide Leadership Team and the English Department Chair, the self-study coordinator has also served as part of the English textbook adoption process and on both the district Rigorous Curriculum Design team and the English Curriculum Advisory Board, as well as co-authoring our 2016 Blue Ribbon application.

In the 2016-17 school year, we began to formally prepare for WASC by designating Focus Leaders, assigning staff members to their respective Focus Groups to ensure that each group would have cross-curricular representation, creating agendas for each collaboration meeting, inviting parents to participate, inviting students, and disseminating data for review. Our collaboration schedule during this time was shared between department (teacher) collaboration, district collaboration, and school site collaboration. This meant that our focus groups were only able to meet every third collaboration day.

Near the end of the 2016-17 school year, our Focus Groups revisited our Vision, Mission, and Student Learning Outcomes to determine if any modifications were necessary and to ensure that our three (3) newly modified Single Plan for Student Achievement (SPSA) goals were aligned with the Local Control and Accountability Plan (LCAP). At this time, the following goals were shared with and approved by the School Site Council:

Goal 1: University Preparatory will focus on improving academic achievement in all core areas.

Goal 2: Through the use of surveys, we will address parent and student concerns regarding the safety and maintenance of our school environment.

Goal 3: We will develop incentives for students to increase their academic achievement, foster appropriate peer relationships and increase student participation.

At the beginning of the 2017-18 school year, adjustments were made to the Focus groups to incorporate new staff members, to eliminate those who were no longer part of our staff, and to assign the limited number of student and parent volunteers to each group to ensure that a variety of stakeholders were represented in each group.

During the 2017-18 school year, our collaboration schedule changed, and we did not have the opportunity to meet weekly. Instead, we met bi-monthly. On our WASC collaboration days we reviewed data pertaining to LCAP goals, city demographics, student ethnicity, household income data, free and reduced data, suspension rates, attendance rates, economic growth and employment, commuting statistics, staff education surveys, parent surveys, student surveys, staff information data, teacher surveys, and state testing data comparisons.

After data was reviewed, each group worked collectively on category prompts, findings, and evidence. The document was saved as a live Google document that was shared with all focus group members to ensure that all participants would be vested in the process.

In December of 2017, at the end of the semester, our groups submitted their portion of the document for review and the Focus Group Leaders, WASC coordinator, administrators, and secretaries reviewed the report for cohesion, alignment, and accuracy so that the final report could be submitted at the end of January 2018.

We welcome you to our campus and look forward to learning from your various suggestions regarding our ongoing success and improvement.

Abbreviation Guide

Abbreviation	Meaning
ACT	American College Testing
AP	Advanced Placement
ASB	Associated Student Body
ASL	American Sign Language
CAASPP	California Assessment of Student Performance and Progress
CAB	Curriculum Advisory Board
CAHSEE	California High School Exit Exam
CAST	California Science Test
CCR	College and Career Readiness
CCTC	California Commision on Teacher Credentialing
CCSS	Common Core State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
CHKS	California Healthy Kids Survey
CIF	California Interscholastic Federation
CMS	Computer Media Specialist
CPM	College Preparatory Mathematics
CST	California Standards Test
CSU	California State University
CTE	Career Technical Education
DCA	Destination College Adviser
DLAC	District Language Advisory Council
DOK	Depth of Knowledge

DRP	Degree of Reading Power Assessment
EAP	Early Assessment Program
ELA	English Language Arts
ELAC	English Language Advisory Council
ELL	English Language Learner
ERWC	Expository Reading and Writing Course
ESLR	Expected Schoolwide Learning Results
FAFSA	Free Application for Federal Student Aid
GPA	Grade Point Average
GSA	Gay Straight Alliance
HP	Honors Program
ICA	Interim Comprehensive Assessment
IAB	Interim Assessment Blocks
IEP	Individual Education Plan
JFC	Jaguars For Christ
JFJ	Jaguars For Jews
JSA	Junior State of America
LEA	Local Educational Agency
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
MDTP	Mathematics Diagnostic Testing Project
MESA	Mathematics Engineering And Science Achievement.
MVP	Mathematics Vision Project
NCLB	No Child Left Behind
NGSS	Next Generation Science Standards
NHS	National Honors Society

NTI	National Telecommuting Institute (Student Messenger)
PLC	Professional Learning Community
PLTW	Project Lead the Way
PSAT	Preliminary Scholastic Aptitude Test
QTEL	Quality Teaching for English Learners
RCD	Rigorous Curriculum Design
RCD	Random Checking For Understanding
RFEP	Reclassified Fluent English Proficient
ROP	Regional Occupational Program
SAT	Scholastic Aptitude Test
SBAC	Smarter Balanced Assessment Consortium
SCAB	Science Curriculum and Advisory Board
SCLA	Southern California Logistics Airport
SELPA	Special Education Local Plan Area
SLO	Schoolwide Learning Outcomes
SPSA	Single Plan for Student Achievement
SSC	School Site Council
SST	Student Study Team
STAR	Standardized Testing and Reporting
UC	University of California
UP	University Preparatory
VVC	Victor Valley College
VVUHSD	Victor Valley Union High School District

WASC

Part I

Progress Report



Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Significant Developments:

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Since our last full visit in 2012, there have been several significant developments at University Preparatory, including:

Key Personnel: Loss and replacement of an Assistant Principal, addition of a parent liaison, and key changes in District Personnel.

Curriculum Changes: Incorporation of the CCSS, Integrated Math, and NGSS and adoption of appropriately aligned textbooks and pacing guides via the implementation of RCD.

Assessment Changes: Impact of State and National Assessment protocol changes.

Facilities and Technology: A change of site, implementation of more technology, and loss of busing.

Key Personnel:

After our initial WASC visit, we were faced with a reduction in administrative personnel. Our Assistant Principal was transferred to another site at the end of the 2012-13 school year, and our Principal was the sole administrator. The Assistant Principal position was vacant for a semester, and several administrators from other school sites filled in when possible, rotating through our site daily.

The lack of consistent administrative personnel placed a significant strain on the day-to-day management of our site. Due to the lack of consistency, this was ultimately deemed an inadequate solution to the problem, and we were once again afforded a full time Assistant Principal in the spring of 2014.

Working together, our Principal, Mrs. Hatcher and our Assistant Principal, Mrs. Caballero strive to create a work environment that is collaborative in nature and student centered, creating a daily, visible presence for staff, students, and visitors, alike.

Since our inception, we have been very fortunate to have a small but strong base of parent volunteers who have aided us in our efforts to offer students a quality education filled with meaningful experiences. Prior to the 2016-17 school year, we relied heavily on our parent volunteers to create and provide training regarding nutrition classes, financial aid workshops, A-G overview presentations, planning and organizing supplemental career fairs for our middle school, planning and chaperoning field trips, arranging parent technology classes, and providing training regarding student stress management techniques. At the beginning of the 2016-17 school year, we were permitted to hire a bilingual parent liaison to organize these types of activities, educate and inform parents, and recruit and manage new parent volunteers. Our parent liaison has been instrumental in expanding the number of volunteers on our campus. Her current duties involve building communication between bilingual parents and teachers, assisting parents with our data system (Aeries), promoting parent involvement with different school activities, greeting parents as they enter campus, translating pertinent school communication for our parents, and overseeing our school social

media vehicle (Facebook) to promote additional parent communication.

VVUHSD has also seen several key leadership role changes in the past six years. In 2014-15, Dr. Ron Williams was appointed as superintendent. His leadership has remained consistent, thus allowing University Preparatory's school community to continue to build strong relationships with our parent district.

Curriculum Changes:

A major shift in educational pedagogy has compelled the Victor Valley Union High School District to adopt the Common Core State Standards (CCSS) for College and Career Readiness (CCR), an Integrated approach to mathematics, and the Next Generation Science Standards (NGSS).

One of the first in our district to embrace these shifts, our administrators actively sought out opportunities to introduce the new standards to our staff and consequently contracted trainings through another local district, Hesperia Unified School District, in the 2013-14 school year. As part of this process, teachers from University Preparatory have also collaborated with teachers from other sites within our district to pilot new teaching materials and adopt textbooks appropriately aligned to these new standards.

Several ELA teachers at our site and throughout the district piloted the Pearson *My Perspectives* program during the 2016-17 school year, and the district completed the ELA textbook adoption process in April 2017. The textbook adoption team selected a blended curriculum that includes both an Interactive student reader textbook and online curriculum. Although teacher training was offered during the buy back days at the beginning of the school year, many teachers are still in the process of navigating this new technology and curriculum. To aid us, the district has made arrangements with Pearson to offer additional training throughout the course of the school year for the Rigorous Curriculum Design (RCD) team, which is comprised of several members of the English department from each site within the district. As part of the RCD, our site and our district are in the process of incorporating grade level units within the newly adopted Pearson *My Perspectives* program. When completed this information will then be disseminated by the RCD team to other teachers within their department.

For the 2014-15 and 2015-16 school years, we used the MVP (Mathematics Vision Project) to supplement the Holt materials for the curriculum for Integrated Math I and II. The district provided several collaborative meetings throughout the year to support us. Also in 2015-16 the district piloted a number of math textbooks and adopted Houghton Mifflin Harcourt's *Go Math for junior high* and *Carnegie Learning* curriculum for integrated math classes in high school, which are supplemented by the Khan Academy and the Mathematics Diagnostic Testing Project (MDTP).

While trigonometry was offered in the 2016-17 school year, the district has since opted to discontinue this course. Consequently, we elected to offer Precalculus and Precalculus Honors in lieu of the Integrated III pathway. We made the decision to provide a more rigorous curriculum for students in preparation for college level mathematics (i.e. college algebra and calculus). Our teachers developed a new course description to ensure that any content taught in Integrated III was incorporated into the Pre-calculus pathway. Materials from the Holt *Precalculus: A Graphing Approach* are supplemented by the Carnegie integrated materials to ensure that no topics are skipped and that we have satisfied CCSS pathways.

The new California framework which implements *The Next Generation Science Standards (NGSS)* at all grade levels and content areas was formally approved for the 2017-18 school year. As a formal framework has now been state approved, our teaching staff has access to standards outlined for every grade level and content area within the discipline. In order to prepare for the NGSS, our staff attended Saturday trainings which the district provided during the 2015-16 school year, as well as county workshops and conferences over the past two years to understand the impact and changes to the standards and courses we teach. Our science teachers have been diligently and collaboratively working as a department to support these changes.

University Preparatory also piloted the California Science Test (CAST) in 2016-17 for our 8th and 11th grade students. Although proficiency results were not available, our teachers were exposed to the training tests that were made available for educators. We are also participating in a field test this year, which includes a performance task.

Last year, 7th grade started the process of implementing the new NGSS standards into the curriculum. This year, 8th grade has started to implement changes. Also, all other content areas/ grade levels have started to address and implement changes to curriculum due to the new framework release. We have had discussions on how to incorporate engineering and earth science content into each specific course. We also attended a conference on the new framework roll out in November 2017. Currently, the district has supported this transition through its Science Curriculum and Advisory Board (SCAB), and next year we are looking at adopting new textbooks. In addition, AP Physics curriculum has been shifted to reflect changes made in the College Board testing process.

Our regular history courses are undergoing the textbook adoption process, which will take place within the next two years, first addressing non-AP courses, and then the AP courses themselves. After reviewing the framework, several of our AP History classes have had their courses and tests rewritten. Consequently our AP European History and AP US History teachers attended trainings for AP course and test redesign. AP Government and AP Economics are currently in the revision process and will be changed in the 2018-19 school year, so our AP Government and AP Economics teacher will attend training this summer. Being that AP Psychology is a new course on our campus, the teacher attended training in the summer of 2017. Since the AP Euro exam was the first exposure many of our students had to the AP exam format, many of them were not doing well on the exam. Therefore, we determined that students who were interested in taking the course should first be exposed to World History in the ninth grade, allowing them to gain some knowledge of the content prior to immersing themselves in the AP content. We attempted to add a World Cultures course, but after two years of inadequate student interest in the course, it was dropped. Conversely, due to the success of both Psychology and Sociology, we added AP Psychology in the 2017-18 school year.

Our PE department recently attended district training and had their courses rewritten in October 2017. The department participated in district wide curriculum creation and the development of guidelines for 7-12 grade according to the CA Framework and current Ed code. One of the most significant changes included the incorporation of health and sexual education for grades 7-12. Our PE department also attended Positive Prevention Plus training to learn how to best deliver the health and sexual education curriculum to the students.

Assessment Changes:

The shift in curriculum has likewise led to new assessment protocols throughout the state and the nation. Due to the phasing out of the STAR tests and the implementation of the CAASPP, side-by-side data analysis was not possible.

ELA and mathematics proficiency were previously determined by relying on data from standardized test scores such as the STAR and CAHSEE. These were then used to set our goals. However, with the shift from these assessments to CCSS and the incorporation of new state and national assessment tests, we found ourselves lacking formal and measurable data and had to reexamine how to measure our student proficiency levels. The measures used in evaluating student progress had to not only incorporate test results and grades, but a variety of factors including, but not limited to: teacher formal and informal assessment, examining the percent of students admitted to a four year university, CAHSEE results through 2015, and emerging SBAC interim assessments. We used district benchmarks, available standardized test scores, and integrated the aforementioned grading analysis to measure student proficiency levels. Where we found students struggling to meet proficiency levels, we began to create intervention courses in our English and math departments to

aid them.

Additionally, our staff participated in field-testing the new Smarter Balanced test format and continued to examine available testing results to determine academic progress. We continued to generate an overall grade analysis pertaining to all curriculum and also reviewed student behavioral statistics. These results were used to identify and streamline effective instructional strategies, and also identify those students who required additional academic support.

While EAP scores are still used to determine college readiness, there have been ongoing changes to their function within the CSU system. Presently, we use them to aid us in determining which of our students need remediation in ELA and math. Students who require remediation in ELA are placed in an ERWC course their senior year to focus on preparing them for college level reading and writing.

Facilities and Technology:

We faced the most significant change in the history of our school at the conclusion of the 2014 school year when our site prepared to move across town to a newer, albeit smaller facility. For nearly ten years we were located in the heart of old town Victorville on the antiquated Victor Junior High School site. Our previous site lacked many of the basic amenities and technology that modern facilities have. Additionally, many of the still functional classrooms on the old site were portables that had been brought in to accommodate expansion. During plans to remodel the site for University Preparatory's continued use, the district decided that it would be more fiscally prudent to relocate to another site, rather than to modernize our existing campus.

While the 2014 move to our current facility certainly aided us in progressing toward our initial WASC goal of improving facilities and brought us to a safer and more updated environment, there were still many things the new site lacked. Of these, room to grow was at the top of the list. Built in 2008, our current site initially housed our district's continuation school. Consequently, the classrooms were built to accommodate approximately twenty-five students per class, as opposed to the thirty-eight student maximum class capacity of our contract. Not only are we filled to capacity within the classroom, but every usable classroom on the campus is inhabited. Additionally, our fields are highly inadequate for high school sports, forcing us to share fields and coordinate "home" games with neighboring schools in the district. On our current site, every inch of usable space has been put to use. So, while we took two steps forward in regards to the aesthetics, safety, and functionality of the facilities, we took one step back as it pertains to growth.

One added benefit of our current site is the presence of technology. Because the site is far newer than our previous site, it was built with technological growth in mind. The classes have wireless network capabilities and routers enabling us to utilize technology to a much greater degree than our previous site. Not only do we have wireless routers in every room, but there are many computer carts throughout the school, with one in every English classroom, as well as three hardwired computer labs. We have consistently purchased more technology:

- In 2014-15, we purchased 160 Google Chromebooks (housed in four individual carts, of forty each) for cross-curricular use. One laptop cart of thirty-two for use by PLTW classes and staff use.
- In 2015-16, the school purchased an additional five Google Chromebook carts, each housing forty individual books. The nine carts were assigned to departments under the supervision of department chairs. Two carts for English and Science, three carts for Math, one cart each for Social Studies and Spanish.
- In September 2015, a full time Computer Media Specialist was hired. Regular computer lab hours were established in room 202 for students during lunch and after school. Lab 202 is located inside the library and allows students access to library resources, as well.

- In 2016-17, we purchased three additional Google Chromebook carts, which now gave social studies and Spanish two carts, and English three carts. Two additional laptop carts were purchased each containing twenty laptops. The laptops were designated for use by our second PLTW teacher. The Computer Media Specialist's working hours were adjusted to accommodate our computer lab being open thirty minutes before school for student use, as well.
- In 2017-18, in preparation for the upcoming school year, three additional chromebook carts were purchased so English could accommodate their new online-based curriculum. Each full time English teacher has their own cart assigned to them. Two new laptop carts were purchased each containing forty laptops. This is to support Science and PLTW curriculum.

Additionally, every classroom has a LCD projector and a screen, with access to document cameras and Mobi Interwrite pads, which are readily available for use. The growth in technology has also allowed teachers to use various technology based supplemental resources to enhance instruction such as Kahoot, Khan Academy, School City, EDpuzzle, APEX Learning, Remind, Holt McDougal Online, myPLTW, MATHia, Docrer, Desmos, Turnitin, Albert.io, Quizlet, Google Classroom, PhET, NearPod, MDTP assessments, EdModo, and H&R Block Budget Challenge.

Unfortunately, in conjunction with our move, the district determined that they would no longer provide bussing for the students who attended our school. They felt that since we are a school of choice, parents would willingly provide transportation for their students. While they were mainly correct in this assumption, the move disenfranchised many of the students from the economically depressed residential area we initially inhabited. It has also led to a myriad of traffic problems at our current site. Not only is there a problem with the influx and egress of so many vehicles in the mornings and afternoons, but parents who are running late will often ignore posted traffic signs and drop their students off or pick them up in highly unsafe places on the roadway.

As a site, we have collaborated with the City of Victorville's Traffic Engineer to integrate safe traffic practices. In doing so, the City of Victorville has installed a crosswalk, safety lights, red painted curbs, and signs to indicate designated parking areas. We have also worked with our district's risk management contracted advisor, Keenan & Associates, to ensure that our site was providing safe traffic practices within our school grounds. Although we are actively seeking solutions and despite the presence of school administrators conducting traffic duty, phone calls home to parents, and phone calls to both the city and the police department, this is an ongoing safety problem.

To mitigate the problem, the City of Victorville has planned development of the service road located behind our campus. Once completed, the road construction will grant additional access for pick-up and drop-off behind our campus. Our school district will be paying for this construction to help ease the traffic congestion. The project is scheduled to begin as soon as possible.

Schoolwide Critical Areas for Follow-up

List the schoolwide critical areas for follow-up from the visiting committee report for the prior full visit and any recommendations from subsequent visits/reports.

The school conducted its first full self-study and WASC visit in 2011. University Preparatory hosted a follow-up visit in 2015. Below are the Critical Areas for Follow-up from each visit, their relationship to the current SPSA, and the courses of action taken to implement these recommendations.

WASC 2011-2012 Critical Areas for Follow-up:

The original 2012 WASC visit recommended the following as schoolwide critical areas for follow-up:

1. The District's Board of Education and school leadership team should collaborate on issues of adequate

funding and improving facilities (Initial Visiting Committee Report, 11/14/2008, second critical need).

2. Continue annual review and integration of ESLRs and development of Action Plan Goals 1-4, with annual evaluation of progress and updates with all stakeholders: (ELA, Math, evaluation and accountability).
3. The school and the district office need to work together to grow in a positive manner so as to demonstrate alignment of district's and school's vision, mission, and implementation of basic logistics for the school.
4. Include all stakeholders' participation in the review and maintenance of school-wide ESLRs, vision, and mission statement. Include internal and external stakeholders in advisement, planning, and implementation of facilities modernization.
5. Offer more CTE classes and elective opportunities.
6. Implement instructional strategies that address variance in year-to-year CST scores for biology, chemistry, algebra II, and summative math.
7. Incorporate the use of annual surveys of all stakeholders in order to understand patterns, notice trends, and evaluate, identify, and respond to student needs.

After our initial 2012 WASC visit we incorporated the above seven goals and added three additional goals that spoke to the areas of strength noted in the initial WASC report. The additional goals emphasized our improved achievement in math and ELA. In addition, we included accountability via assessment as a means to improve student achievement.

Several factors caused a shift within our Action Plan. With the implementation of the Common Core State Standards, shifts in state assessment, our site transitioning to a newer campus, and changes in leadership at the district office, we found that it was imperative to recreate our Action Plan, and thus, our 2015 goals were modified to only four goals. These goals were more aligned with the CCSS and focused on college readiness through cross-curricular literacy, improving math achievement to promote college and career eligibility, emphasizing rigorous instruction, and increasing student engagement. More information pertaining to these recommendations may be found in our mid-cycle report.

Our Mid-cycle shortly followed and the visiting committee recommended the following 7 areas of follow-up:

WASC Mid-cycle 2014-2015 Recommendations, Status, and Courses of Action:

I. The visiting committee recommends follow-up with the reading and math achievement (Action Plan Goals 1 and 2) to address subgroups that indicate continuing assessment deficiencies:

Status of Recommendation I:

While we recognize that our student proficiency levels are higher than state averages, we also understand that a small to moderate percent of our student population is still under performing in the categories of "nearly met" and "not met" standards in ELA and math. We continue to examine this data and create varied strategies to address any deficiencies. Note: These strategies are further addressed in depth on page 24-29.

ELA and mathematics overall CAASPP data for the 2016-17 school year, indicates that our subgroup proficiency levels for our African American, Hispanic, Economically Disadvantaged, Reclassified Fluent English Proficient, and Special Education populations is higher than state averages:

A. African American Student Demographic Achievement Data:

The following data in figures 1 and 2 illustrates ELA and math proficiency levels pertaining to our *African American* student population for the 2016-17 school year. The data compares University Preparatory to the State of California. For 7th, 8th, and 11th grades yearly data comparison and analysis, see figures 42, 47, 52, 59, 64, and 69.

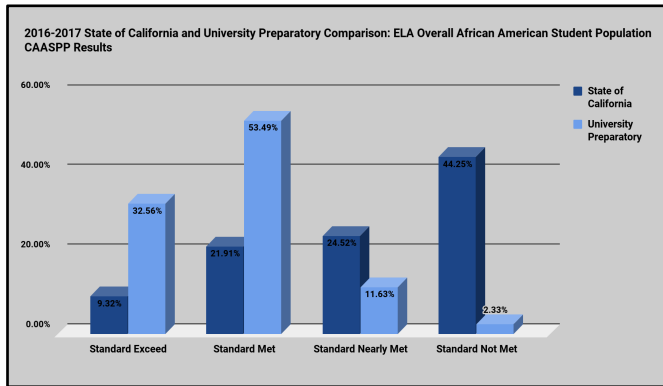


Figure 1 *Source: CAASPP Reporting System (Department of Education)

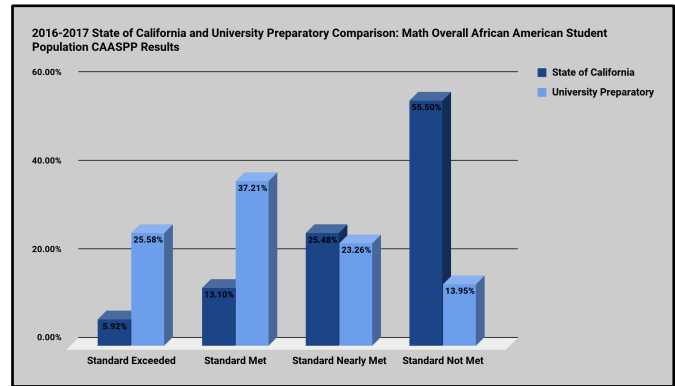


Figure 2 *Source: CAASPP Reporting System (Department of Education)

B. Hispanic Student Demographic Achievement Data:

The following data in figures 3 and 4 illustrates ELA and math proficiency levels pertaining to our *Hispanic* student population for the 2016-17 school year. The data compares University Preparatory to the State of California. For 7th, 8th, and 11th grades yearly data comparison and analysis, see figures 43, 48, 53, 60, 65, and 70.

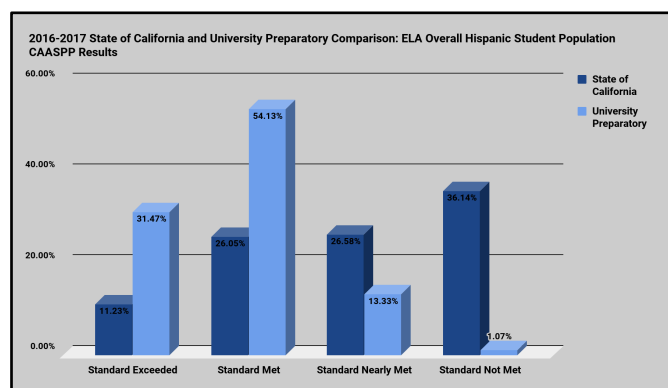


Figure 3 *Source: CAASPP Reporting System (Department of Education)

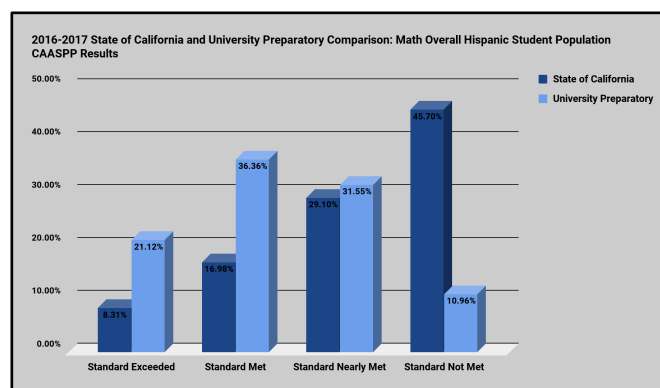


Figure 4 *Source: CAASPP Reporting System (Department of Education)

C. Economically Disadvantaged Demographic Achievement Data:

The following data in figures 5 and 6 illustrates ELA and math proficiency levels pertaining to our *Economically Disadvantaged* student population for the 2016-17 school year. The data compares University Preparatory to the State of California. For 7th, 8th, and 11th grades yearly data comparison and analysis, see figures 44, 49, 54, 61, 66, and 71.

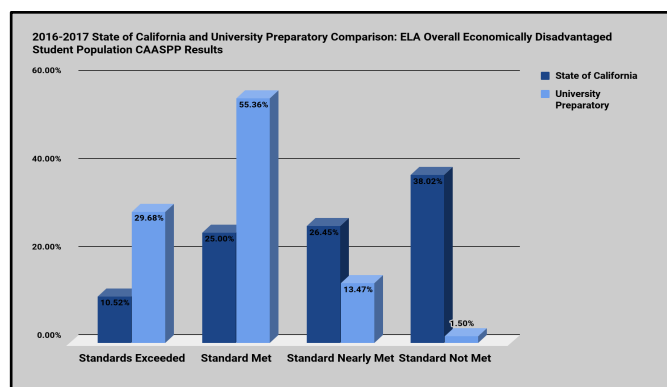


Figure 5 *Source: CAASPP Reporting System (Department of Education)

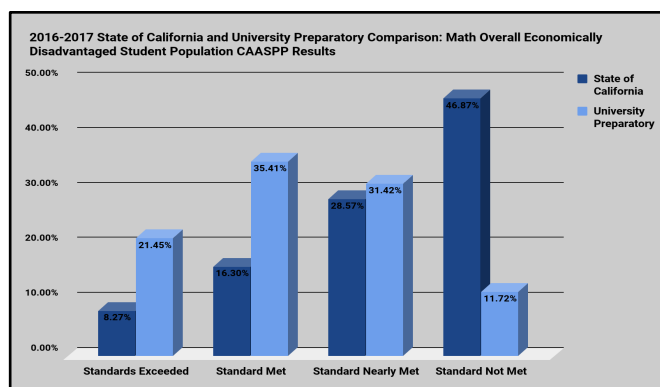


Figure 6 *Source: CAASPP Reporting System (Department of Education)

D. Reclassified Fluent English Proficient Demographic Achievement Data:

The following data in figures 7 and 8 illustrates ELA and math proficiency levels pertaining to our *Reclassified Fluent English Proficiency* student population. The population of students represented is 351 for the 2016-17 school year. The data compares University Preparatory to the State of California. For 7th, 8th, and 11th grades yearly data comparison and analysis, see figures 46, 51, 56, 63, 68, and 73.

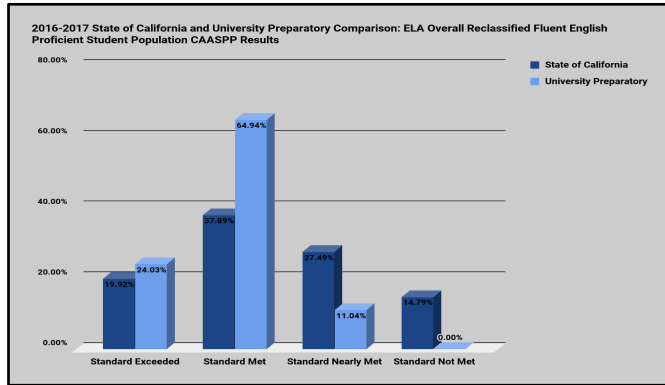


Figure 7 *Source: CAASPP Reporting System (Department of Education)

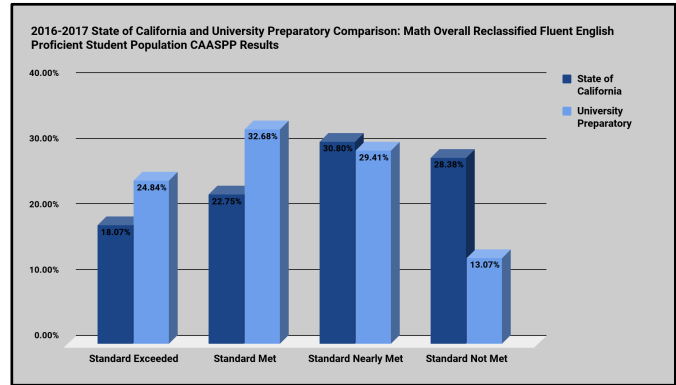


Figure 8 *Source: CAASPP Reporting System (Department of Education)

E. Special Education Demographic Achievement Data:

For our *Special Education* student population, we focused on students with a 504 Plan. Our *Special Education* population with an IEP is minimal, currently only one student. The number of students who have a 504 Plan is at 0.72%, a total of eight students. Data below, in figures 9 and 10, only includes those six students who tested for 7th, 8th, or 11th grade. For 7th, 8th, and 11th grades yearly data comparison and analysis, see figures 45, 50, 55, 62, 67, and 72.

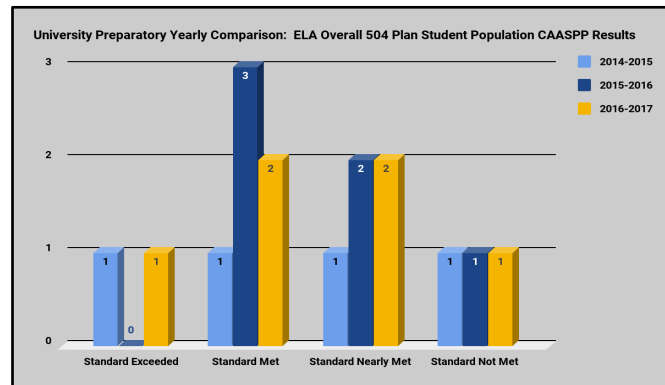


Figure 9 *Source: Aeries Analytics 2017

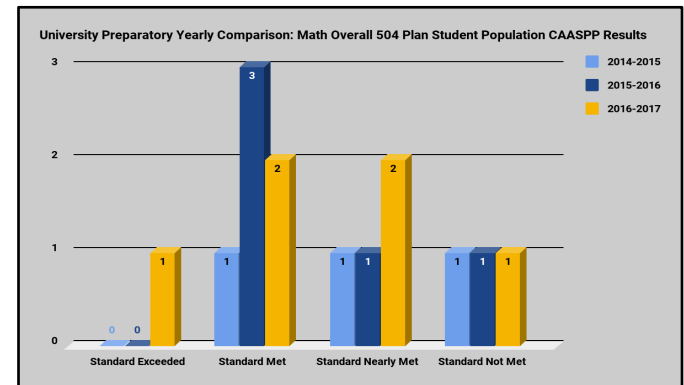


Figure 10 *Source: Aeries Analytics 2017

Continued Course of Action for Recommendation I:

To address assessment deficiencies, we review state and district interim and summative assessments, AP data, and Grade Exception Reports during Leadership, Department, and School Site Council Meetings to monitor overall student and subgroup academic strengths and deficiencies.

Our Department Chairpersons meet with Administration once a month to review data pertaining to school achievement and school climate, to review student academic progress, to discuss our Action Plan Goals, and to identify and plan appropriate student interventions, all in an effort to create an optimal learning environment.

Department Chairpersons collaborate monthly with their departments to disseminate any information discussed at our Leadership meetings. These Department Meetings also serve as a vehicle to review instructional strategies, curriculum articulation, review data pertaining to district assessments, and to determine how to meet the needs of our student population.

University Preparatory also has monthly staff meetings with the goal of promoting an overall collaboration amongst all teaching staff. The purpose of our staff meetings is to build school community, to host an open forum for communication, to provide a platform to review and refine our school learning and curricular goals, and to provide an opportunity to interface and build important collegial relationships.

Similarly, our School Site Council continues to meet once a month with parents, students, and staff to review our stakeholders' needs, to review data, and to discuss how fiscal resources (Title I) will best meet the needs of our site.

Based on this data review we have begun to implement interventions to assist student achievement. We have developed and offered our 7th, 8th, and 9th grade students a Study Skills class which integrates organization skills, reading comprehension support, homework support, and small group instruction. These students were selected based on an overall student grade analysis. We also created a Math Seminar course during the 2015 and 2016 school years for high school students who would benefit from individualized interventions. Candidates for this course were selected using various assessments, including the Math Diagnostic Testing Project (MDTP) and CAASPP proficiency scores. However, due to staffing constraints, we have recently been unable to renew this course. We hope to add this program again in the future when when scheduling allows.

To aid our incoming 7th grade students, we have offered them a preparatory summer program for the last three years. The program consists of a one week course where students take English, Math, Music, and Organization classes to prepare for the transition from elementary school to middle school. The student participation rate averages at 45% of incoming students. While this program has been very helpful to students, our middle school teachers have identified another critical need that we are hoping to address this summer: the need for students to have basic keyboarding skills.

In addition, we have developed an AP Summer Bridge Program, which allows students who are interested in AP Biology II, AP Physics, AP Calculus AB/BC, AP Statistics, AP European History, AP Spanish IV, AP Spanish V, and AP Government to gain some background knowledge and prepare for the rigorous nature of these courses.

After receiving feedback from students, we have determined that these summer programs should incorporate more skills based instruction, particularly as they pertain to writing and exposure to AP prompts across disciplines and the necessary science lab skills students are required to have for successful completion of the AP science tests.

We will continue to analyze data based on specific demographic indicators to determine which student populations need specific interventions and determine their relevance on a year-to-year basis. For more information see pgs. 57-70.

II. Implementation of literacy including writing across the curriculum needs to include all instructional content areas, both academic and non-academic (Action Plan Goal 1):

Status of Recommendation II:

Based on observed school-wide student needs, we annually create school-wide instructional expectations for all content areas. As a site we have implemented writing across the curriculum as part of our daily instructional strategies. We have incorporated writing across the curriculum as one of our School-Wide Instructional Expectations beginning in 2014-15. The five expectations were as follows:

1. Writing Across the Curriculum and Integration of Technology.
2. Active Student Engagement.
3. Warm-Up/Cool-Down Activity.
4. Bell-to-Bell Instruction.
5. Random Checking for Understanding.

Similarly, the 2017-18 School-Wide Instructional Expectations include:

1. Wrap-up
2. Random Checking for Understanding
3. Writing Across the Curriculum
4. Effective Teacher Feedback
5. Developing Positive Relationships

During their walk through visits to classrooms, administrators routinely check to see that these expectations are being implemented. Evidence of literacy development is found in each content area as follows:

ELA: Teachers aid students in the development of reading strategies by presenting them with challenging grade appropriate literature. Students are taught how to summarize, paraphrase, and analyze texts. In addition to their regularly written short answer responses, the English department requires students to write (at minimum) a quarterly essay. Students are expected to use complete, grammatically correct sentences in all of their writing. We have additionally implemented the ERWC course to ensure that students are college ready.

Social Science: Students have multiple opportunities to enhance their writing skills. This discipline requires its students to summarize, evaluate, and formulate factual evidence embedded in grade appropriate text(s). To assist with the reordering and reprocessing of information, students are given prompts that require short written responses. The social science department requires that all written responses use complete and grammatically correct sentences.

Science: In order to support the ongoing literacy expectations and learning results, the science teachers have implemented different forms for writing opportunities at all grade levels. All classes require labs and hands on activities where lab reports and written observations must be turned in with the assignments. In 7th grade we have started to implement science projects where the students must write about their project, research it, and present results on a poster board. We also use articles of current topics related to science content where students have to answer questions related to what they have read. Many of the classes require class projects throughout the year where students have to present their findings in writing as related to a real word topic or environmental impact. All classes require students to use scientific vocabulary along with correct grammatical formatting.

Math: In an effort to address student needs and changing requirements to support the CCSS, the math department has made a conscious effort to incorporate writing in the classroom as much as possible. All classes require projects with a written presentation and computational components. Furthermore, students are asked to develop solutions and describe their thought processes in prose to develop a deeper connection with material many times every week.

Spanish: Students are offered many opportunities to develop good oral, reading, and writing skills in Spanish. In Spanish I and II we focus on teaching students to learn correct pronunciation of letters and words. In addition we teach grammar, syntax and orthography in Spanish. In the intermediate and advanced levels students learn to write short answers, paragraphs and essays in the target language. Students are regularly addressed to measure their achievement in accordance to World Language Content Standards benchmarks. Our advanced students are able to continue their learning in AP classes where they have the opportunity to keep developing their critical thinking, reading, and writing skills at the college level.

Performing Arts: Our Drama classes require students to read plays and write about the characters, settings, plot, conflict, and themes. It is our belief that students need to fully understand all aspects of a play to accurately perform their roles. Self-evaluations and written critiques utilizing the terminology learned in class are also required.

PE: To support our school-wide instructional expectation of writing across the curriculum, the physical education department requires their classes to compose individual student learning goals. These goals reflect and support lifelong physical sports and activities that contribute to their overall health. They also hone student writing skills through vocabulary assignments and the summarizing of articles. All written work must be in proper format per their grade level.

As a result of these strategies, our Early Assessment Program for College Readiness (EAP) literacy proficiency rates are significantly higher than those of students throughout the state of California, as seen in figures 11 and 12. And, while our SAT scores pertaining to evidenced based writing are also higher than the California average, we note that there is still room for improvement in this area and will continue to implement the above mentioned strategies while actively seeking new means of addressing deficiencies, as seen in figure 13.

The following data in figures 11 and 12 illustrates our Early Assessment Program status. The data compares University Preparatory to the State of California pertaining to literacy proficiency:

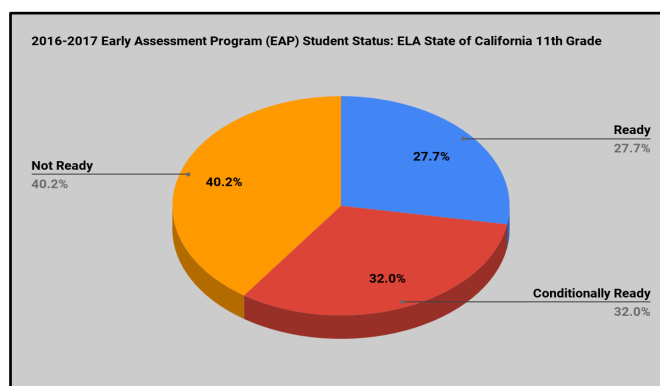
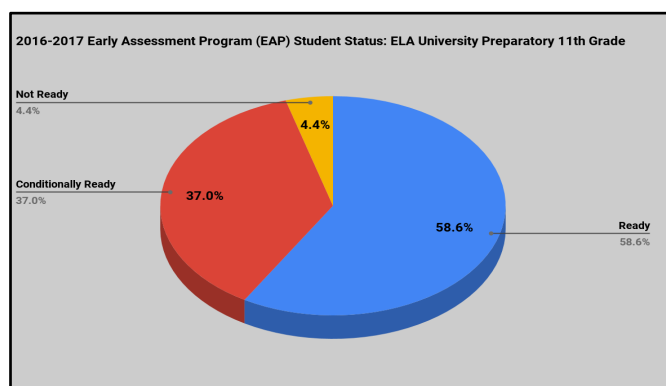


Figure 11 *Source: CAASPP Reporting System (Department of Education) Figure 12 *Source: CAASPP Reporting System (Department of Education)

The following data in figure 13 illustrates our SAT scores pertaining to evidenced based writing. The data compares University Preparatory to the State of California.

**Average SAT Scores for Evidence Based Writing Comparative
2016-2017 University Preparatory and State of California**

University Preparatory Average Score:	State of California Average Score:
558	531

Figure 13 *Source: College Board SAT Suite of Assessments

Continued Course of Action for Recommendation II:

While our EAP and SAT scores indicate that we are outperforming the California average, we recognize that there is room for improvement, particularly as it pertains to our higher-level courses and AP exams.

The following data in figures 14 and 15 illustrates our AP scores pertaining to critical reading and writing skills. The data compares University Preparatory to the State of California.

AP Five-Year School Score Summary 2017
University Preparatory English Language and Composition:
University Preparatory

Score	2013	2014	2015	2016	2017
5	1	4	2	3	1
4	3	10	7	9	17
3	17	20	15	19	33
2	14	38	37	29	31
1	5	7	14	12	6
Total Exams	40	79	75	72	88
Mean Score	2.53	2.57	2.28	2.47	2.73

Figure 14 *Source: College Board Advanced Placement Program

State of California

Score	2013	2014	2015	2016	2017
5	7,715	7,135	8,156	9,175	8,101
4	11,588	13,201	14,355	14,597	15,693
3	21,100	22,089	21,571	23,230	24,913
2	24,607	25,880	27,005	30,223	31,741
1	11,832	11,513	12,717	10,974	14,156
Total Exams	76,842	79,818	83,804	88,199	94,604
Mean Score	2.72	2.73	2.74	2.78	2.70

Figure 15 *Source: College Board Advanced Placement Program

To aid us in refining these strategies, teachers will attend AP summer workshops to learn new strategies and implement them within their classrooms. Additionally, our department chairs and a few other teachers have been attending QTEL (Quality Teaching for English Learners) workshops this year to learn how to more effectively implement strategies to aid our ELL population and other students who may be struggling with literacy. This information will be disseminated to the departments in the coming year. As we learn new teaching strategies, we will continue to review data from a variety of assessments including CAASPP, EAP, AP exams, SAT scores, and teacher formal and informal assessments to determine the effectiveness of these strategies.

III. Implement instructional strategies that address variance in year-to-year CST scores for biology, chemistry, algebra II and math (Critical Area for Follow-up #6, 2011-2012 WASC full visit and follow up draft Goal #9) should be incorporated into Action Plan Goal #3 (measurement tools for student achievement for PLC setting):

Status of Recommendation III:

Science:

Due to the absence of CST scores for Biology and Chemistry, we could not further address any data variances. Instead of relying on CST scores for evaluative purposes, we now review student proficiency data based on student grades and teacher assessments.

The last available test score data for 2014-15 and 2015-16 illustrates a slight decline regarding proficiency, ACS WASC /CDE FOL 2017 Edition

but the transition to CCSS and the absence of state assessments did not allow for further analysis of the variance.

We piloted the California Science Test (CAST) for the 2016-17 school year, which did not provide proficiency data, but rather only a student participation rate. This upcoming school year our site will continue to pilot the CAST, despite the fact that no proficiency data will be made available.

The data to the right illustrates formal test scores for the last two years in which scores were made available. CST scores from 2014-15 in figure 16 indicates that our overall proficiency rates were at 91.35% for our 10th grade overall student population.

Grade 10th Overall Science CST Results	
University Preparatory 10th Grade Test Results: CST 2014-2015	
Performance Level Summary	Average % Correct 175 Students Tested
2 - Below Basic	0.62%
3 - Basic	8.02%
4 - Proficient	40.12%
5 - Advanced	51.23%

Figure 16 *Source School City Assessment Data

CST scores from 2015-16 in figure 17 indicates that our overall proficiency rates were at 83.96% for our 10th grade overall student population.

Grade 10th Overall Science CST Results	
University Preparatory 10th Grade Test Results: CST 2015-2016	
Performance Level Summary	Average % Correct 187 Students Tested
2 - Below Basic	0.53%
3 - Basic	15.51%
4 - Proficient	34.76%
5 - Advanced	49.2%

Figure 17 *Source: School City Assessment Data

Continued Course of Action for Recommendation III (Science):

Despite a lack of additional data available after the 2016 school year, our science teachers have been very active in addressing this decline in test scores. Our science department currently uses teacher driven assessment to focus on instruction. The science department has attended a series of trainings to prepare for the shift to NGSS. These trainings incorporated curriculum design, the introduction to changes in science pathways, and instructional strategies necessary to support the new standards adoption. Monthly department meetings have served as a vehicle to review data for teaching support.

As a result of our science department collaborations and training, we are currently discussing changing our site's science pathway. All indicators show that our district will go to a three-year science model (Biology for 9th grade, Chemistry for 10th grade, and Physics for 11th grade). We are considering piloting this pathway to determine how this will impact our school community. Data review to determine its effectiveness will include a holistic approach, incorporating teacher driven assessments, grade analysis, and AP Physics results.

Math:

In regard to our Algebra II test score variances, this, too, was difficult to assess, as our district has elected to move away from an Algebra track and has transitioned to an Integrated Math Pathway. Our current data

pertaining to Integrated I, Integrated II, and Integrated III was obtained by viewing district Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) CAASPP assessment results, which are housed in School City. Other district assessment results were also obtained from the MDTP website, accessible to teachers. In addition, summative CAASPP test results are available for 11th grade students that reflect student achievement levels (See MDTP and SBAC Math binders in evidence room). Data is disaggregated during Leadership, Department, and School Site Council meetings.

Continued Course of Action for Recommendation III (Math):

The data suggests that while we still outperform the majority of California students in overall math readiness for college, we have some work to do to address the 35% of our population that is not yet ready for college level math.

The following data in figures 18 and 19 illustrates our Early Assessment Program status. The data compares University Preparatory to the State of California.

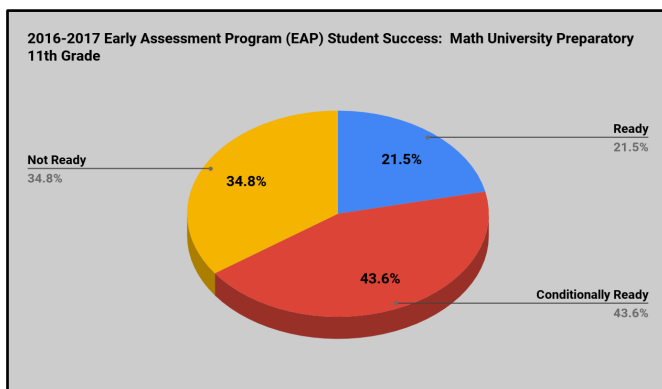


Figure 18 *Source: CAASPP Reporting System (Department of Education)

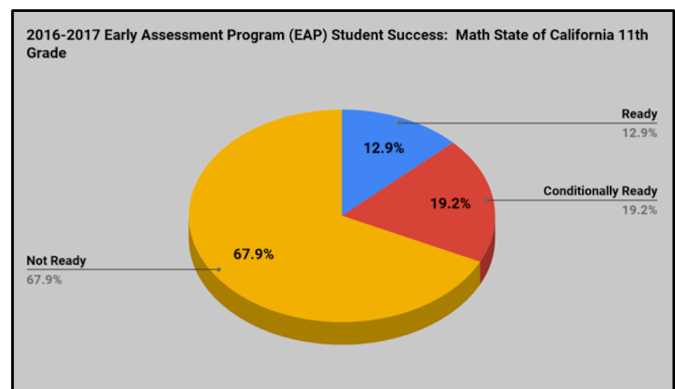


Figure 19 *Source: CAASPP Reporting System (Department of Education)

We hope that the shift to an Integrated Math Pathway will enable us to reach those students and increase the number of students who are both ready and conditionally ready for college level math. The district is currently working on a cohesive reporting system for reviewing District assessment results for these courses, but in the meantime, our teachers can view and consult the assessment test results for their own students. The data pertaining to assessments and grade analysis is reviewed during monthly department meetings with a dedicated time to discuss teaching strategies and vertical alignment. Our teaching staff has also collaborated with our district math coach and have attended district training to support instructional strategies for the shift to Integrated Math. Additionally, we have middle school and high school math instructional coaches that have worked with our staff focusing on improving instruction. As more data becomes available regarding this transition, we will have a better idea of the next steps we need to take to address any gaps. In the meantime, we will continue to examine formal and summative assessments to determine what instructional strategies are most appropriate for our student population and demographic(s). For more information see pgs. 70-81.

IV. The visiting committee recommends student and parent surveys identified in draft Goal #10 be included in Action Plan Goal #1 as part of the third (3rd) Actions required item:

Status of Recommendation IV:

In the 2015-16 school year, the district initiated parent and student surveys through the California Healthy Kids Survey (CHKS). We have incorporated these student and parent surveys as part of our Action Plan. We have used the CHKS, for parents, students, and staff to review school environment, school community, and academic motivation. We have access to data from 2015, 2016, and 2017. While these surveys allow us

access to data we would not otherwise have, we are still trying to determine how to best utilize the information they provide us. Of the students targeted by the district to respond as a random student sampling, 93% of them did, in fact, participate. However, due to the relatively low number of parent responses (299), these results provided a somewhat incomplete picture of our overall stakeholder satisfaction, see figures 20,21, and 23. Despite only having a third of our parents respond, our overall percentage of respondents was far greater than all of the other district school sites and exceeded the district's target number of respondents by a wide margin. For a yearly data comparison, see figures 78 and 79.

The following CHKS data illustrates that parent contribution in regard to input is high.

Involvement:
2016-2017 Response by Percentages
School Allows Input and Welcomes Parents' Contributions

Strongly Agree:	54%
Agree:	33%
Disagree:	7%
Strongly Disagree:	1%
Don't Know	5%

Figure 20 *Source: Health Kids Survey 2017 Table A12.1

Involvement:
2016-2017 Response by Percentages
School Encourages Me to be an Active Partner with the School in Educating my Child

Strongly Agree:	54%
Agree:	35%
Disagree:	6%
Strongly Disagree:	1%
Don't Know	3%

Figure 21 *Source: Health Kids Survey 2017 Table A12.1

Involvement:
2016-2017 Response by Percentages
School Actively Seeks the Input of Parents Before Making Decisions

Strongly Agree:	41%
Agree:	40%
Disagree:	11%
Strongly Disagree:	12%
Don't Know	6%

Figure 22 *Source: Health Kids Survey 2017 Table A12.1

Continued Course of Action for Recommendation IV:

While 80-90% of the parent respondents feel like they are a valued part of our school's decision making processes, we are seeking out ways to reach those parents who feel disenfranchised. Not only have we reinstituted the Jaguar Den/Coffee with the Principal past practice, but we have also recently implemented a parent liaison to aid us in this effort. Although our district has transitioned from the CHKS to a new survey data vehicle called Panorama Education Feedback Surveys, we still hope to be able to review similar data for this school year when it becomes available. Once the new survey vehicle is established, we hope to increase our parent participation survey rate by using our parent liaison to communicate through social media and School Messenger. In this way, we hope to garner more parent involvement with School Site Council, parent volunteers, and chaperones. When data is available, we will continue to disseminate the information at Leadership, Department, and School Site Council meetings to make joint decisions about how best to address any remaining issues.

In addition, we have also begun discussions about using feedback from our alumni to determine how we can better prepare our student population for college and career readiness. Our Facebook Alumni page, with approximately 800 members, has given us a viable platform to improve on college and career readiness. While still in its infancy, this platform has opened up discussions regarding student experiences and has allowed us to better trace the journey our students have taken since graduating high school. We are currently devising a means as to how to best use our Facebook Alumni Page. As the number of alumni included in the group grows, we ultimately hope to use this platform as a means of reaching out and forming stronger partnerships with local businesses and individuals within the community.

V. Walkthrough and peer observation tool needs to be developed in concert with district and faculty to reflect shift in instructional rigor and depth-of-knowledge that supports successful CCSS-based instruction:

Status of Recommendation:

While administrators still conduct weekly walkthroughs, any type of observation tool, whether formal or informal, needs to be approved through the teacher's union. As of yet, this has not been negotiated, although district bargaining is in process. We do, however, still conduct walkthroughs and visually monitor the instructional strategies used by our teaching staff. We are still exploring this recommendation because of the sensitivity of peer observations and are attempting to garner support from our teachers' bargaining unit.

Continued Course of Action for Recommendation V:

Administration will continue to follow district protocol in regard to teacher evaluations.

VI. Directly include representative parents and students in review, update, and maintenance of Schoolwide Learning Outcomes to assist with promotion of critical thinking and real-world application (develop broad based recognition system: see PROWL pgs. 47-49):

Status of Recommendation VI:

Our School Wide Learning Outcomes were initially developed by teacher departmental groups who discussed the student outcomes we felt were most important. Each department then submitted their version of the SLOs. These were voted upon in the next staff meeting, revised to incorporate additional information deemed lacking, and submitted to administration for approval. From here they were reviewed and approved by the Leadership team, consisting of administration, department chairs, and our School Site Council to ensure that all stakeholders were part of their development. Throughout our WASC process we have tried to include both parent and student input to review and update our implementation of the SLOs via the School Site Council and our WASC focus groups.

Our 2016-17 California Healthy Kids Survey regarding parent feedback indicates that University Preparatory allows, encourages, and actively seeks input from parents and guardians. We have increased our parent volunteers and offered an incentive package for those who complete the entire volunteer application (including fingerprinting) process; we have established a full-time Parent Liaison, and we have re-established our Coffee with the Principal on a monthly basis with high parent involvement.

Our School Wide Learning Outcomes, or PROWL, are reiterated weekly as part of the morning announcements and have been developed into a broad based recognition system that enables students who exhibit the SLOs to be given a PROWL ticket that enters them into a monthly drawing for a variety of prizes.

Continued Course of Action for Recommendation VI:

Our School Wide Learning Outcomes, or PROWL, will continue to be maintained during our Leadership,

Department, and School Site Council meetings. We will continue to implement all of the above-mentioned programs until they are deemed outdated or ineffective. PROWL will continuously be monitored when data is reviewed to determine its effectiveness and appropriateness to our student demographic. For more information on how the SLOs are measured, see Section II, School Purpose.

VII. Continue development of the Bridge Program to facilitate preparation and rigor necessary to support AP high school offerings.

Status on Recommendations VII:

Our AP Summer Bridge Program is in its third year. We will continue to have our Bridge Program this summer.

Continued Course of Action for Recommendation VII:

We are currently assessing its effectiveness and ways to improve the program, including non-subject specific AP skills, such as writing, test taking strategies, and lab skills.

VIII. Empower PLCs to examine causal relationship between student performance and instructional methodology, strategies, and learning activities with measurements. PLC development supplements goals #3 and #9 in Section III.

Status on Recommendations VIII:

We attempted to utilize PLCs to create cross-curricular projects, but these only proved to be successful in the lower grades where all students have the same teachers and the same subjects. Attempts at cross-curricular projects in upper grade levels were deemed impracticable, as students were rarely grouped according to learning communities due to the constraints of scheduling in a small school setting. However, our 7th grade teachers have had some success with this type of project, and through our Senior Transitions course, we are able to ensure that all seniors complete a 3-5 minute research presentation that is supported in part through our ERWC course.

However, teachers did find PLC meetings useful for discussing students who were experiencing common problems throughout their curriculum and to share insights about students who were facing difficulties in their personal lives. Through a collaborative process that occurs each Wednesday, staff members were given the opportunity to present any information/observation relevant to the success of our student population. This has allowed us to have greater insight into our students lives and to better troubleshoot means of reaching students who were experiencing academic difficulties. In this way, critical information could be communicated amongst all affected staff members, allowing for greater prioritization of student learning outcomes.

Continued Course of Action for Recommendation VIII:

We have discovered that traditional schools are better suited to support the PLC model as it is strictly defined, but in a much broader sense, the true purpose of a PLC is to come together and collaborate as a school community, which is something we do quite often. In addition to the above referenced instances, we have also collaborated on vertical alignment and discovering and training each other in new educational software. Despite the fact that we cannot utilize the PLC methodology as it was intended, we are a tight knit school community that works out our problems as a team, and this is a PLC model we intend to continually improve upon.

IX: Develop criteria and implement a broad-based student awards and recognition program.

Status on Recommendations IX:

We utilize our our School Wide Learning Outcomes (PROWL) as the criteria upon which we have based our student awards and recognition program. This is promoted through a merit based ticket system which recognizes students monthly through a raffle in which students can win prizes like gift cards, front of the line lunch passes, free dress passes, school gear, entrance to school events, etc. We also participate in the It's a Gas to Go to Class program sponsored by Victorville Motors which rewards students for perfect attendance and offers yearly incentives. Additionally we celebrate academic achievement, testing achievement, sports accomplishments, and cultural awareness during school assemblies.

Continued Course of Action for Recommendation IX:

We are in the process of purchasing college banners representing our student college attendance. These banners will be displayed in our multi-purpose room. It is our intention that this visual display will serve as a tangible representation of academic achievement and recognition. We have also discussed creating a quarterly attendance incentive and awarding additional grade credit to students who achieve a passing score on either the CAASPP or their AP exams, but have not yet determined the viability of these options. We intend to continue these practices and expand upon them by instituting more incentives for students to increase both their attendance and academic and testing achievement.

Ongoing Follow-up Process

Comment on the process for implementing and monitoring the Single Plan for Students Achievement (SPSA); this is the school's schoolwide action plan to which the ACS WASC critical areas for follow-up from the prior self-study and any other visit have been integrated.

Comment on how the student/community profile and the annual progress reports, including the ACS WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders as part of the ongoing school improvement focusing on student learning.

University Preparatory School underwent its first full WASC self-study in 2012 and was awarded a six year accreditation with a three year interim visit in 2015. Although many changes have taken place in the governance of California schools since then, our focus at University Preparatory School has consistently been on better preparing our students for college and career readiness.

With these factors in mind, we have refined our Schoolwide Action Plan (SPSA) to align with the Local Control Accountability Plan (LCAP), our district's strategic plan, our WASC recommendations, and the continuous, reflective practices of all stakeholders at University Preparatory School.

The administration and staff at University Preparatory regularly review and examine the school's progress contained within our Action Plan. We are committed to meeting our students' needs. Our Leadership Team, School Site Council, and staff routinely address our school's purpose, which is preparing our students for college and career readiness. This is done by ensuring that our stakeholders' needs are being met by evaluating our instruction, reviewing data, developing intervention programs, and refining our goals to successfully impact student outcomes.

With our stakeholders' input we have incorporated changes that were derived from our district's LCAP and that reflect our site's critical learning needs. These needs include:

- I. Improving Academic Achievement
- II. Building a College Going Culture
- III. Increasing Student Engagement

These needs are incorporated in our SPSA and were determined through a series of stakeholder meetings including: leadership meetings, department meetings, staff meetings, and School Site Council meetings. Beginning at the leadership level, the WASC recommendations, data, and LCAP district goals were

reviewed and discussed in order to develop a plan that was then disseminated to departments for review and modification. After modifications were made, the plan was then redistributed at staff and School Site Council meetings for recommendations and approval. Each year these goals are again reviewed by each group to monitor progress and make any necessary changes based on then current student needs and data. As part of the WASC process, committees were formed, each consisting of staff members from each department, students, parents, and classified staff (when their duties permitted) to address each section of the document. Each group had either one or two department chairs who performed the role of focus leaders and led the group in a collaborative meeting discussing data and giving recommendations. Meeting anywhere from one to two times a month, depending on the district collaboration schedule, these groups reviewed and discussed the following information: data on city demographics, school demographics (including ethnicity, gender breakdown, Free and Reduced lunch), state test scores, AP data, grade analysis, and LCAP and SPSA goals review. Members of each group then contributed to the living WASC document via a shared file on Google docs. At the conclusion of this part of the process, the information was then reviewed by departments to determine if any additional information was needed to make the document complete.

Reflection on Student Learning for Action Plan Sections or Goals

Development of Current Goals:

Our 2017-18 Action Plan has been influenced by the Local Control and Accountability Plan (LCAP), the expansion of our state and district's dedication to promote college and career readiness, the integration of success in all core areas pertaining to emerging cross-curricular state standards, formalized CAASPP data now available to measure student outcomes, and our dedication to improving school climate. After reviewing these, we determined that our Action Plan should consist of the following three goals embedded in our SPSA:

WASC 2017-2018 Follow-up Action Plan Goal #1:

Corresponding LCAP Goals:

Increase the number of pupils who are on task to graduate college, and are career ready.

Corresponding WASC Recommendations:

- The visiting committee recommends follow-up with the reading and math achievement to address subgroups that indicates continuing assessment deficiencies.
- Implementation of literacy including writing across the curriculum needs to include all instructional content areas, both academic and non-academic.
- Implement instructional strategies that address variance in year-to-year CST scores for biology, chemistry, Algebra II and math.
- Walkthrough and peer observation tool needs to be developed in concert with district and faculty to reflect shift in instructional rigor and depth-of-knowledge that supports successful CCSS-based instruction.
- Continue development of the Bridge Program to facilitate preparation and rigor necessary to support AP high school offerings.

Goal 1: University Preparatory will focus on improving academic achievement in all core areas. All core subjects will utilize departmental as well as cross curricular meetings that work to incorporate Common Core State Standards, as well as the phasing in of Next Generation Science Standards to ensure our students are fully prepared to enter either college or career pathways. We will continue to utilize feedback to inform teacher training opportunities and develop programs like the Bridge program that are designed to aid student success.

WASC 2017-18 Follow-up Action Plan Goal #2:

Corresponding LCAP Goals:

Promote pupil engagement and achievement in a safe, respectful, well maintained and equipped school environment.

Corresponding WASC Recommendation:

- The visiting committee recommends student and parent surveys.

Goal 2: Through the use of surveys, we will address parent and student concerns regarding the safety and maintenance of our school environment. While we recognize that there are some concerns over which we have no control (i.e. traffic, size of the campus, etc.), we will continue to strive to mitigate these issues as best we can. Staff will seek to provide high academic standards for all students.

WASC 2017-2018 Follow-up Action Plan Goal #3:

Corresponding LCAP Goal:

Increase student achievement and success by encouraging positive attendance, responsible behavior, positive attitudes, increased graduation rates, and ensuring that students have the proper preparation for college and career pathways.

Corresponding WASC Recommendation:

- Directly include representative parents and students in review, update, and maintenance of Schoolwide Learning Outcomes to assist with promotion of critical thinking and real-world application (develop broad based recognition system).

Goal 3: Develop incentives for students to increase their academic achievement, foster appropriate peer relationships and increase student participation. Staff will develop and implement a student reward and recognition program based on both academic and social achievement during the school year. Staff will continue to research, develop and implement a multitude of activities, events, and other means to make academic content more relevant to all students. See PROWL pg. 47-49.

Critical Areas for Follow-Up Not Currently in the Action Plan

Due to the ever changing educational landscape, we have identified several critical areas for follow-up that did not exist when the last self-study process was completed. The following issues have greatly impacted our campus and forced us to look at how we can best serve our student population.

- Implementation of the CCSS
- Implementation of the NGSS
- Student data gathering challenges due to the phasing in and out of federal and state student assessment platforms.
- The necessity to address bullying, depression, and stress management within our student population.
- Classroom time constraints and the necessity to address refinements to our bell schedule
- Increased technology and the incorporation of digital textbook platforms

While we have been pursuing the new CCSS and NGSS curriculum, our aligned textbooks are no more than two years old. Although a change in curriculum, pacing guides, testing, and instruction certainly affect our students, we are only in the initial phase of this transition and have yet to determine its impact. As data becomes more accessible (State/District/Teacher generated assessments) we will be better able to gauge the effectiveness of this new curriculum. However, we are beginning to see an early indication of growth in

ELA and math with the incorporation of technology based assessments. As students are becoming more familiar with this format, they are performing better on teacher-generated assessments.

In the interim, we are attending professional development for the purpose of effective utilization of adopted materials in ELA and math, participating in RCD, collaborating during department meetings to share best practices, and reviewing data to determine how to best support this transition. Our SPSA reflects the incorporation of these standards. Our science department has diligently attended NGSS trainings to prepare for the implementation of the NGSS standards.

In the absence of directly comparable state and federal data, our district has put in place district based assessments incorporating technology for ELA (Pearson) and math (CAASPP assessments, MDTP). School City is currently housing these assessment results, but the platform our district uses may be changing. Additionally, we have piloted state assessments for ELA, math, and science. As students become more familiar with the technology based testing platform, we anticipate more improvement.

Social media has exacerbated the number of students who are dealing with bullying, depression, and stress. Cyberbullying has greatly increased due to the fact that more students are apt to participate. Since face-to-face interaction is limited, students are desensitized to the impact of their posted remarks. It is hard to control cyberbullying because it often occurs off site and on platforms where students can remain anonymous. While discussions about how to deal with this topic have recently begun, we acknowledge that this is a concern among our students and are planning to implement a school wide strategy to address this critical need. Implementation of our *Habitudes* program was in part designed to address this need. It is our hope that by teaching our students how to comport themselves, this problem will, in part, be alleviated. Currently, when we encounter individual students in need of help for depression or stress, we refer them to SELPA or contact parents to suggest counseling.

We have been struggling within our high school AP courses to find the time necessary in the school day to adequately prepare students for assessment, so we are currently negotiating an increase in instructional minutes at our site. At the end of last year we proposed lengthening our school day by thirty-five minutes to increase student/teacher contact time, to increase student learning, and to allot time for science labs. Our proposal was brought to VVTA, and they countered with a seventeen-minute increase. Since their proposal would only increase instructional minutes by approximately two minutes per class, we elected to keep our current schedule and try for a more extended period next year.

The incorporation of more technology into our classrooms has met with some unexpected hurdles. When we first began the process, it was necessary to update the Wi-Fi within our classrooms to enable so many students to access the Internet at the same time. Through the addition of wireless hotspots in select classrooms, we were gradually able to overcome the difficulties presented by so many users seeking access at the same time. We still occasionally experience technological difficulties like glitches and website crashes which sometimes force teachers to alter their lesson plans on the spot.

However, since state testing, district testing, and textbooks are all technology based, students have had to familiarize themselves with the skills necessary to be technologically saavy. We are currently working on adding a keyboarding component to our Summer Bridge program to familiarize students with skills they may not yet have in the 7th grade. This shift has also impacted our parents who need a similar skill-set to access Aeries and assist their students with homework when it is housed on a technological platform. The amount of screen time students are exposed to is another concern with which we are dealing. Since students use a lot of social media and many of our parents are not that tech savvy, they are often not aware of how much time students dedicate to social media usage.

WASC

Chapter II

Student and Community Profile



Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula (LCFF) “Eight State Priorities” rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

General Background and History:

City Demographics (Community and Demographic Data):

The community of Victorville was incorporated on September 21, 1962, with a population of approximately 8,110 and an area of 9.7 square miles. This city is located in Southern California along Interstate 15, ninety miles northeast of Los Angeles. At 2,875 feet above sea level, Victorville’s dry, high desert climate offers affordable housing, and the median property closing price is \$210,000 as of 2017.

The 2016-17 residential population of Victorville is 123,510, with a projected increase of 128,000 in 2020. Just over a quarter (26.9%) of these residents are under the age of 20.

The Hispanic demographic represents 53.2% of the population, African American 16.6%, White 22.2%, Asian 3.7%, American Indian .6%, and all other races/ethnicities 3.6%.

Between 2000 and 2016, the Hispanic population in Victorville increased from 33.5 to 53.2 percent; the African American population increased from 11.6 to 16.6 percent; the White population decreased from 47.5 to 22.2 percent; the Asian population increased from 3.3 to 3.7 percent; the American Indian and all other races/ethnicities populations remained consistent.

The total population of the City of Victorville increased from 59,481 to 123,510, between the years 2000 and 2016. During this 16-year period the city’s population growth rate of 92.9 percent was higher than the San Bernardino County rate of 25.1%. The City of Victorville contains 5.8% of the the total population of San Bernardino County.

City of Victorville: Growth From 2000 to 2016

The data in figure 23 (right) reflects the City of Victorville's race and ethnicity demographics.

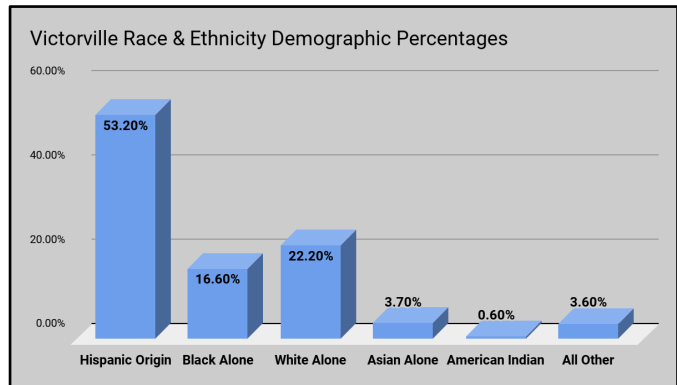


Figure 23 *Source: Southern California Association of Governments
[Profile of the City of Victorville 2017](#)

Economic Information:

The Victor Valley area includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. As the hub of commerce in the High Desert, Victorville boasts the largest commercial center between San Bernardino and the Nevada border and is a mere 100 miles from the major ports of Los Angeles and Long Beach. Coupled with its railroad centers and airport, this makes it an ideal center for trade. Despite these promising facts, much of the Victor Valley remains economically dormant, with the largest employers consisting of the Southern California Logistics Airport (SCLA), Desert Valley Hospital, Verizon, the local public schools and college, and the Federal Correctional Complex. To entice industry to the High Desert, employee training, wage reimbursement, and recruitment programs are available from the City of Victorville, County of San Bernardino, and State of California. While there is much room for economic growth, nearly 75% of the 6,550 acres zoned for commercial use is currently undeveloped, and most of the employment opportunities fall into service-related businesses, with nearly 42% of businesses in the city located in the retail sales category.

The median income in the City of Victorville is \$49,072, below the state average of \$56,500. There was an increase in the median household income from 2000 to 2016 by \$12,868. Compared to California's 12.2% poverty level percentage rate, 26% of Victorville residents live below the poverty level.

Victorville Income Statistics

The following data in figure 24 (right) illustrates City of Victorville's household income statistics over three years.

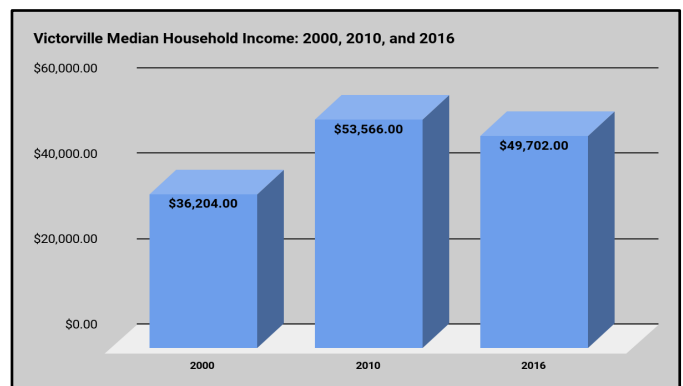


Figure 24 *Source: Southern California Association of Governments
[Profile of the City of Victorville 2017](#)

Housing Statistics:

Between 2000 and 2016, homeownership in Victorville has decreased and the number of renters has increased. In the past 16 years, the region has far outpaced national, state, and county population and housing growth; however job creation has lagged relative to population growth. Population growth has been the cause of more housing growth rather than jobs.

Areas with rapidly growing populations typically have strong job growth, but the High Desert is more of a housing-rich region. A population to employment ratio shows that there is clearly more demand than there is supply, or that local demand is not being met. This is exacerbated by a lack of education, skills, or training for jobs in the region, which is then compounded by an influx of workers from outside the region working in these professions and a high egress of commuters looking for jobs outside the region.

The following data in figures 25-27 reflects the City of Victorville's percentage of renters and homeowners for multiple years.

Percentage of Renters and Homeowners: 2000, 2010, and 2016

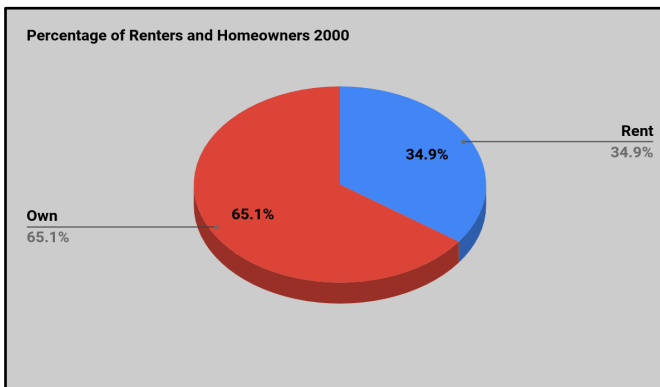


Figure 25 *Source: Southern California Association of Governments
Profile of the City of Victorville 2017

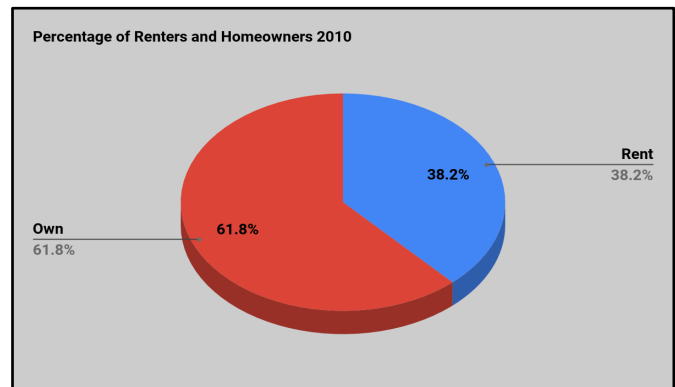


Figure 26 *Source: Southern California Association of Governments
Profile of the City of Victorville 2017

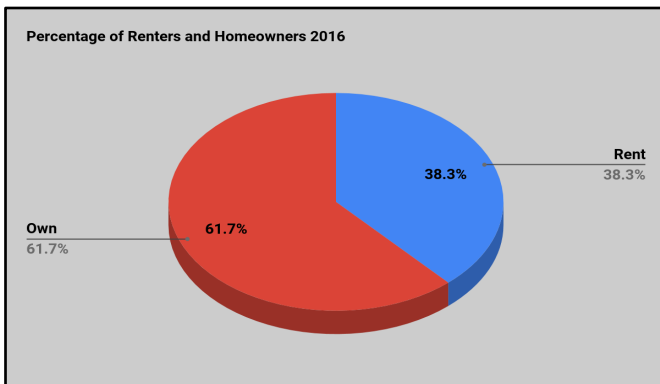


Figure 27 *Source: Southern California Association of Governments
Profile of the City of Victorville 2017

Workforce Profile:

There are 37,900 active workers in Victorville and 17% (6,562) of these workers both live and work in the city; another 30% (11,254) are employed within the region in mostly Victorville, Hesperia, and Apple Valley.

The other 53% (20,087) commute out of the area, mostly to San Bernardino and Ontario or 50+ miles to Los Angeles.

Angeles and San Diego. Some of these commuters travel to Rancho Cucamonga, Riverside, and Fontana. Of the active workforce, 36% earn from \$1,251 to \$3,333 per month; and 36% earn more than \$3,333 monthly. There are 28,871 jobs in Victorville filled by 6,562 of its residents. Workers coming from both within and outside the Victor Valley region fill the other 22,309. Most of the inflow comes from outside the region. “Out of Region” inflow commuters are mainly from Los Angeles, Rancho Cucamonga, Fontana, San Bernardino, and San Diego. The majority (36%) of them earn from \$1,251 to \$3,333 per month and 24% earn more than \$3,333 monthly.

The top 30.6% of employment in Victorville is in Health Care and Social Assistance; 28.4% in Retail Trade; 16.4% in Accommodation and Food Services; 15.7% in Educational Services; and 9% are in Public Administration. Local manufacturing companies are primarily related to mining and cement production. Approximately 20% of the City of Victorville residents work in the city where they live, while 79.4% commute to other cities.

City of Victorville Workforce

The data in figure 28 (right) illustrates the City of Victorville’s workforce profile.

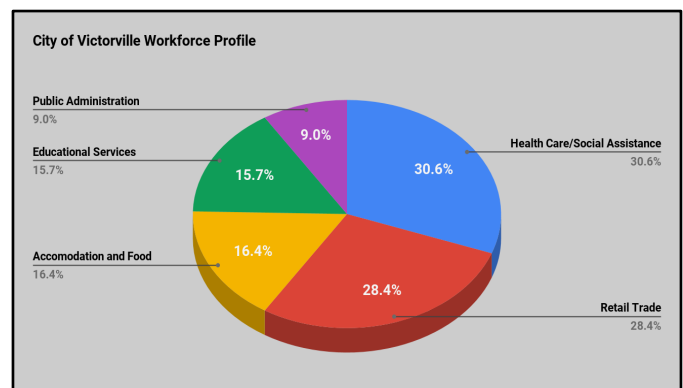


Figure 28 *Source: High Desert Workforce Report 2016

The following data in figure 29 (right) illustrates the cities to which Victorville residents commute:

Local Jurisdiction		Number of Workers	Percent of Total Workers
1	Victorville	6,562	17.3%
2	Los Angeles	1,935	6.3%
3	San Bernardino	1,825	5.9%
4	Hesperia	1,512	4.9%
5	Apple Valley	1,488	4.8%
6	Adelanto	823	2.7%
7	Ontario	815	2.6%
8	Rancho Cucamonga	685	2.2%
9	Riverside	655	2.1%
10	Fontana	542	1.8%
All Other Destinations		14,223	49.4%

Figure 29 *Source: U.S Census Bureau, 2017

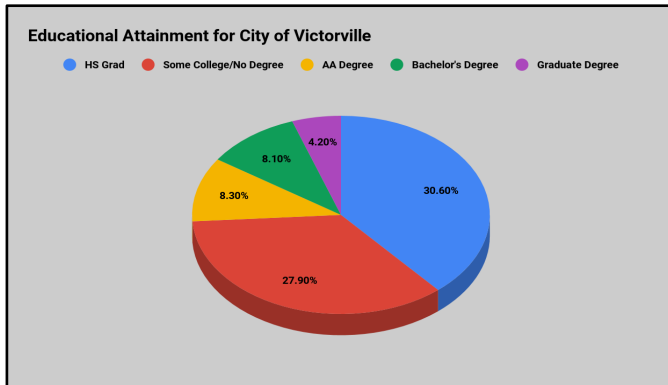


Figure 30 *Source: U.S Census Bureau, 2017

Educational Attainment:

Figure 30 (left) illustrates that 27.9% of Victorville residents have both a high school diploma and some college/no degree. 30.6% of the population have received a high school diploma. 8.3% have earned an associate's degree. In addition, 8.1% have obtained a bachelor's degree and 4.2% have obtained a graduate degree.

Our community profile examination has revealed that the city population has increased pertaining to the Hispanic population. Household income is below state average. Over half of population own homes. 79% of city workers commute outside the city for work. The majority of population works in the Health Care/Social Assistance and retail trade. 30% high school diploma. See Demographic Data on pgs. 40 and 52-55.

State/Federal Program Mandates:

We are not a Program Improvement school, although our district continues to be monitored as a PI status district. We receive Title I funds that enable us to offer after school tutoring, staff development, and supplemental instructional materials.

Parent/Community Organizations:

Our parent volunteer base includes a very active Band Boosters organization that helps raise funds for our music program and assists with our bi-yearly music concerts.

In addition to the music concerts, the school hosts a Back to School Night annually in the fall to enable parents to get to know their students' teachers and a Senior Awards Night in the spring. Other school activities involving parents and the community include:

- School Site Council
- Parent Music Boosters
- Parent Liaison
- Jaguar Den/Coffee with the Principal
- English Learner Advisory Committee
- Adult Language Acquisition Core
- Community panel for Senior Transition
- Cadet Corps
- Sporting events
- ELAC
- DELAC

Community Foundation Programs:

- Victorville Rotary Club
- Victorville Motors “It’s a Gas to Go to Class” Program
- The Stoner Scholarship
- Senior Transitions Scholarship
- School’s First Credit Union
- Dreamers, Visionaries & Leaders
- Victor Valley Chamber Foundation, Inc.
- Oro Grande Foundation
- Delta Theta Chi Sorority
- Doris Davies Trust
- Charlotte Mousel
- The Lions Club
- High Desert Community Foundation
- The Elks Club
- Victor Elementary Teachers Association
- Victor Valley Teachers Association
- American Red Cross
- Schools First Credit Union

School/Business Relationships:

The part-time College/Career Technician in conjunction with the UC Berkeley Adviser coordinates college and university guest speakers on a regular basis to inform our students about their college going options.

Victorville Motors sponsors the “It’s a Gas to Go to Class” program that offers students with perfect attendance the opportunity to win a new car.

Several local business including Jacobsen’s Dental have purchased advertisements in the back of our yearbook to help raise funds for students to go to summer yearbook workshops. Participants vary from year to year.

Staff Description:

Number of certificated staff: 52

Number of classified staff (including number of qualified personnel for counseling and other pupil support services and substitutes): 13

Staff Gender :

22 males and 35 females

Staff Ethnicity:

4 African American	1 Italian American	1 Pacific Islander
1 Cambodian	1 Korean	1 Spanish
26 Caucasian	3 Latin	1 Declined to state
1 Filipino	4 Mexican	
6 Hispanic	1 Mixed	

Accreditation History and Background of the School

The desolate desert is home to many hidden treasures. Among these is University Preparatory School, a Title I school that has defied the odds and risen to prominence as the premiere school of the Victor Valley. Hosting students in grades 7-12, the school utilizes a collaborative model in which students, staff, and parents work together to foster an environment of high expectations. These expectations are the basis of our mission: to promote academic and character excellence, to provide effective instruction and support, and to tailor resources such that each student is able to access a world-class education. Our vision is to ignite a passion for learning, and illuminate paths for students to obtain that knowledge.

Established in 2005 with only 323 7th and 8th grade students, University Preparatory was designed to be a comprehensive middle/high school focused on providing students in the high desert city of Victorville with a rigorous learning environment. Each subsequent year after its opening, a grade level was added until 2010, when we welcomed our inaugural graduating class of ninety-nine students. Compared to our current graduating class of 177 seniors and our current student population of 1,101, the growth of the school is readily apparent.

As stated earlier, University Preparatory School underwent its first full WASC self-study in 2012 and was awarded a six-year accreditation with a three-year interim visit in 2015.

A variety of challenging academic courses are offered, including fifteen AP courses. Our current enrollment rate in AP courses is at 59%. Out of 708 high school students, 416 are enrolled in one or more AP course(s), approximately 85% of whom are enrolled in two or more AP courses. Additionally, students are required to exceed the minimum A-G UC and CSU entry standards. Despite being a Title I school comprised primarily of low-income students, 85% of our graduates were admitted to and attend four year universities, while the remaining 15% go on to community college, trade schools, or join the military.

Although our demographics present challenges, they do not serve as justification for mediocrity, but rather serve as an inspiration to work collaboratively, to challenge socially constructed assumptions and to calibrate expectations and teaching approaches in order to make our mission our reality. University Preparatory serves as a state model for high minority, high poverty, and high performing schools and has been visited by state officials to study some of its successful strategies. We hold our teaching and administrative staff to the same rigorous standards to which we hold our students. We practice inquiry driven methodologies and alter our teaching strategies as needed so that they are responsive to student needs. We conduct regular and routine articulation within and between grades, systems, and disciplines, and offer after school tutoring for struggling students. Through these connections with students, and through the inclusion of a myriad of clubs and sports, we assist students to grow to their intellectual best and develop as global citizens.

As academic success alone is not enough to create a well-balanced student, we offer several extra-curricular opportunities. Students have access to ten CIF high school sports teams, eight of which have achieved league championships, and a competitive middle school sports program. Students participate in over thirty clubs, and our award winning music program includes over 80% of our student population. We believe in always doing what is best for our students and propelling them to be highly successful members of the school community who strive toward excellence.

Our stakeholders play an integral role in the governance of University Preparatory. The staff adheres to professional standards, including dress and demeanor policies, and students adhere to uniform and

comportment policies.

Our intent was to create a college-going climate in which every student has access to a rich and rigorous curriculum, and today, the depth and breadth of our determination to prepare our students for university admittance remains unaltered. Changing demographics bring the inevitability of challenges, both academic and social, but rather than looking at this as an excuse, it inspires us to work collaboratively both within and across grades, systems, and disciplines to make our mission a reality.

We have further adopted a no excuses policy in regards to all of our students, which forbids students to come to the office when parents drop off food or homework that students forgot to take to school with them. Rather than unnecessarily interrupting class time, students are required to pick up these types of items during lunch or passing period. Through the application of this policy, through the use of inquiry-driven methodologies, and through data analysis and teaching strategies germane to the changing demographics and learning proclivities of our students, we have netted greater student achievement and greater stakeholder satisfaction.

Our academic accomplishments and recognitions characterize us as a distinguished institution and instill pride and satisfaction that we are on a proven course of success. We are the highest ranked high school in San Bernardino County, and placed in the top 2% within the state of California. Our recognition and awards include: three time US News & World Report Gold Medal School 2017, 2016, 2015, 2014, the US News & World Report 2013 Silver Medal School, a six year WASC accreditation lasting from 2012 to 2018, Title 1 Academic Achievement Awards for the 2009, 2010, 2011, 2012, 2013, and 2015 school years, 2009 California Distinguished School Award, 2009, California Gold Ribbon School 2015 and National Blue Ribbon School 2010 and 2016, and the Educational Results Partnership and Campaign for Business and Education Excellence Honor Roll 2009, 2010, 2014, and 2015.

We have seven classes daily, with the first five classes of each day rotating and the last two classes fixed to accommodate seniors and allow for an expanded curriculum. This established seven period rotating schedule allows for remediation, Study Skills, Senior Transitions courses, and for students to garner more than the typical number of credits required for graduation. In this way, students more quickly obtain their required high school credits and may move on to Regional Occupational Program (ROP) opportunities, Advanced Placement (AP) courses, or concurrent enrollment in college courses. Most of the courses offered at University Preparatory are either Honors Program (HP) or Advanced Placement (AP) and over 90% of all high school courses offered meet A-G requirements, thereby encouraging students to enroll in a more rigorous curriculum.

To aid in the transition to college, we have instituted a Senior Transition course which serves as the model upon which our Golden Ribbon Award was attained. All three of our senior transition instructors follow the same developed curriculum and work as a team to ensure that all seniors receive the same exposure to information necessary to complete a successful senior year at University Preparatory. Teachers also partner with the counselors, the career guidance technician, and the Destination College Adviser, a liaison from our partnership with UC Berkeley. In order to support a college going culture, the district provided the Destination College Adviser as a Title 1 funded position during the 2015-17 school years. The DCA supports students as they navigate college applications and personal statements and makes sure all students are aware of important college related dates and deadlines. Although the district discontinued the DCA contract for the 2017-18 school year, we elected to fund this position from our Title I site funds.

At the beginning of the school year, all seniors discuss, research, and complete a college and career interest inventory so that students can be directed to a field and place of study that corresponds to their skill and interest level. This also helps students discover a college and career that will be fulfilling for their future. Students receive feedback on their university personal statements from their senior transitions teachers and

other staff members. These statements guide students to make an assessment as they begin to meet the challenges and obligations of being a young adult. Students receive one-on-one guidance, as they have time in class to research and complete college applications. Students are also required to complete a minimum of fifteen scholarship applications as part of the curriculum, and they receive time and assistance in completing their FAFSA. Senior Transition classes usually spend at least two days a week in the computer lab in room 202. In lab 202, we have attempted to create a college/career center environment. Students, especially ones without computer access, find online resources necessary to complete their college financial aid and scholarship applications. They conduct research on prospective majors, complete SAT/ACT registration, and have time to check university portals to ensure important deadlines are followed.

Our goal is also to use this course to help our students become successful young adults and citizens. Character development is an essential component of the course and allows students the opportunity to examine how they represent themselves on paper, in person, and in the community. The senior transition teachers regularly pose questions of reflection during each assignment. Seniors complete résumés, mock job applications, and mock interviews to help them prepare for real life experiences. We have found that this is an essential component of today's Common Core.

This course was designed and developed prior to the implementation of the LCAP plan for our district. However, aligning this course to the goals of our LCAP was a smooth integration. The goals are focused on our students being college and career ready, creating an engaging learning environment, and allowing our community to be partners in educational services. This course embraces the foundational purpose in support of our district and students.

School Purpose:

University Preparatory Mission Statement:

University Preparatory mission is to produce effective members of society who are able to contribute to their community intellectually, socially, and ethically.

University Preparatory Vision Statement:

Igniting a passion for learning.

School-Wide Learning Outcomes (SLOs):

Our School-Wide Learning Outcomes are a direct extension of our belief in the potential of every student to attend a four-year university and attain a college education. In order to do this, students must be able to problem solve, demonstrate respect for themselves and others, be organized, have a strong work ethic, and demonstrate leadership skills. Therefore, at University Preparatory we are on the "PROWL" for success.

LCAP Identified Needs and Description of Goals that Apply to the School:

P-Problem Solve:

Students will demonstrate the ability to exercise independent judgment, discretion, critical thinking, decision making, and problem-solving skills.

(LCAP Corresponding Goal: Increase the number of pupils who are on task to graduate college, and are career ready).

Measurable by: district assessments, and state assessments. See Figures 1-12, 18-19, 41-56, and 58-73.

Growth: Based on the above, our student problem solving skills have either increased or remained consistent. Of the above measurements, we have seen consistency and/or improvement in this criterion. Our state and district assessments have remained consistently higher than both state and district averages.

However, because of the importance of this learning outcome, we continue to focus on improving student performance with an emphasis on all sub-groups by continuing to collect and analyze data.

R - Respect Themselves and Others:

We strive to create a mutual, respectful atmosphere between all individuals involved within our school, to include students, administrators, teachers, staff members, parents, and visitors. In order to clarify expectations our student Academic and Behavioral Compact outlines the rules and regulations to which all members of our school community must adhere.

(LCAP Corresponding Goal: Promote pupil engagement and achievement in a safe, respectful, well maintained and equipped school environment).

(LCAP Corresponding Goal: Parents, families, and the community will become more fully engaged as parents take part in educational services and become more familiar with policies.)

Measurable by: overall suspension rates, suspension rate by ethnicity. See Figures 38-39.

Growth: Suspension rates have decreased from thirty-seven students to eighteen over the course of a four-year period. We will continue to review data pertaining to sub-groups to recognize any trends.

O - Organize for the Present:

Organization is an important part of a student's academic success. Organization for our students involves stress management, time management, good study habits, and living a healthy lifestyle. With the aid of our parent and community groups, University Preparatory is focused on preparing students for college and forming good habits that will remain with them well into their college and career.

(LCAP Corresponding Goal: Increase the number of pupils who are on task to graduate college and are career ready).

(LCAP Corresponding Goal: Parents, families, and the community will become more fully engaged as parents take part in educational services and become more familiar with policies.)

Measurable by: student survey, parent survey, meeting attendance sheets. See Figures 78-79.

Growth: Data reflects that this is an area in which we need to improve. Although there are not many students who feel that this is an area in which we do poorly (7-22% depending on grade level), most of them fall in the mid range category. To help support our students in this area, students in grades 7-9 are provided planners to help them organize and keep track of their assignments and important dates. In these early grades, students are required to use them within their classes, and they are often used as part of the grading system in many teachers' classrooms. By the time they reach 10th grade, we begin transitioning them into creating a system of their own to continue these helpful habits into their college going years.

In regard to stress and time management we have implemented parent led workshops to aid in supporting the developmental growth for our students. Our ELAC coordinator has provided workshops for our parents in nutrition, healthy lifestyles, study habits, anxiety, communication, and time management.

W - Work Hard to Succeed:

We trust that if students consistently work hard and do the right thing, they will ultimately be successful in life.

(LCAP Corresponding Goal: Increase the number of pupils who are on task to graduate college, and are career ready).

(LCAP Corresponding Goal: Promote pupil engagement and achievement in a safe, respectful, well

maintained and equipped school environment).

Measurable by: *graduation rates, EAP data, SAT data, and tutoring sheets. See Figures 11-13, 18-19.*

Growth: Data indicates that our graduation rate has been consistently 100%. Our overall EAP and SAT scores are higher than the national average. In order to support our students, many of our teachers encourage struggling students to come to after school tutorials to aid them in their comprehension of materials. This enables teachers to help students develop study skills for success and even to retest when it is warranted.

L – Lead by Example:

We encourage all stakeholders to become leaders. A leader is someone who listens well, can effectively motivate and inspire, and provides a team with a thoughtful vision and strategic direction. A leader is one who leads by example and empowers his/her followers.

(LCAP Corresponding Goal: Increase the number of pupils who are on task to graduate college and are career ready).

(LCAP Corresponding Goal: Parents, families, and the community will become more fully engaged as parents take part in educational services and become more familiar with policies.)

Measurable by: *attendance rates for school activities/functions, surveys. See Figures 20-22, 78-79*

Growth: All students are encouraged to become leaders of their own lives through our newly instituted *Habitudes* program. Designed by Growing Leaders, this program encourages students in the practice of “lead[ing] yourself before you can lead others.” The sampling of California Healthy Kids Survey participants reflects that improvement is needed in meaningful participation at school, high expectations by adults in school, and caring adults in school. In order to address these needs, we have implemented *Habitudes*, which focuses on building relationships with students.

School Program Data:

Regular Program of Study:

Curriculum

The school's academic program is organized on a $\frac{3}{4}$ rotation, $\frac{1}{4}$ fixed day. Students are enrolled in seven courses and rotate through the first five periods on a daily basis; the last two periods are fixed, allowing seniors to leave early for college or work schedules. Monday students begin with first period, Tuesday with second, Wednesday with third, etc. The rotating block schedule has been part of University Preparatory since the 2006-07 school year.

Each class offered by University Preparatory has the value of ten units/five per semester. Each student has the opportunity to earn seventy units in each of their four high school years.

Minimum Graduation Requirements for University Preparatory Students

40 Units of English

30 Units of math (Integrated Math I with a grade of C or higher)

30 Units of history (World History, US History, a semester of US Government and a semester of Economics)

20 Units of science (includes 1 year of Biology and Chemistry with labs)

20 Units of physical education

10 Units of a fine art (Includes Band, Chorus, Drama or Spanish)

220 Total Units (150 required subjects units – 80 elective units)

Students enrolled in grades 9-12 are required to be enrolled in an English, math and science course. Student onset of history courses begins in 10th grade.

Entrance Requirements for UC and Cal State Universities

All students at University Preparatory will meet the graduation requirements for the Victor Valley Union High School District. In addition they will meet (and 95% of the time exceed) the minimum entrance requirement standard for the University of California and Cal State systems.

Advanced Placement Courses

The following is a list of advanced placement courses offered by subject at University Preparatory for the 2017-18 school year. AP is an open enrollment program.

- English Language
- English Literature
- Spanish Language
- Spanish Literature
- Calculus AB
- Calculus BC
- Statistics
- Biology
- European History
- United States History
- American Government
- Macroeconomics
- Physics I
- Environmental Science
- Psychology

Honors Placement Courses

All University Preparatory students participate in a strenuous honors level curriculum in courses in all core subject disciplines (math, science, history and English).

Appreciation for Performing Arts

All University Preparatory students take performing arts classes in drama or music. This reflects the value placed on the fine arts and the role it plays in creating well-rounded students. The school offers 30 sections in four performing arts disciplines – band, chorus, drama, and strings. Students can excel in all four disciplines from beginning level courses to Wind Ensemble, Choir III (Madrigals), Drama III, or Orchestra.

World Language

University Preparatory students are encouraged not only to be exposed to a foreign language but to master it. Students take at least three years of foreign language and are encouraged to take higher levels with the option of obtaining up to five years of Spanish.

Grading and Ranking Procedures

GPA determines class ranking. GPA's are weighted with students earning an additional point for honors and advancement placement courses.

College Attendance History

University Preparatory School graduated its first class in June 2010 with 31% attending a four-year and 20% attending a two year institution. The class of 2011 produced 46% attendance to a four year and 33% attendance to a two year. The class of 2012 had 69% four year and 15% two year attendance rates. The class of 2013 had 64% attendance to a four year, 22% attendance to a two year, and 2% enlisting in the military. The class of 2014 raised our four year college attendance rate to 75%, its two year attendance to 21%, trade/technical, military, and non-decided are all represented with 1% attendance respectively. Class of 2015 post-graduation decisions were as follows: 70% attended a four year, 13% community college, 11% undecided, and 3% joining military or enrolling in a technical school program, respectively. Class of 2016 post-graduation decisions were as follows: 67% attending a four year, 29% community college, 2% military, and 1% undecided. Class of 2017 post-graduation decisions were as follows: 67% attending a four year, 18% community college, 14% military, trade, or mission trip, and 2% undecided. All students are encouraged to supplement their educational experience by taking classes after school or during the summer at the local community college, Victor Valley College.

Extracurricular Activities

University Preparatory School offers CIF sponsored athletics during all three seasons for both male and female students. Sports offered include Cross Country, Volleyball, Basketball, Soccer, Baseball, and Softball.

Students are also given the opportunity to receive tutoring after school as well as to join numerous after school clubs that reflect a variety of student interests. Clubs include chapters of national and state and local organizations like: JSA, MESA, Interact, Mock Trial, Mu Alpha Theta, and National Honors Society. School clubs include: ASL (American Sign Language), Color Guard, Cheer, Drama, Girl Up, Glee, GSA, Islander Dance Club, Jaguars for Christ, Jaguars for Jews, Japanese Culture, Key Club, Poetry, Photography, Spanish Club, UP Movement, and Yearbook.

Qualifying students can participate in CSF chapters where they can be recognized for their high academic achievement.

K16 Bridge Program

The K16 Victor Valley College Bridge program focuses on bridging the gap between high school and either a two year or four year institution. Students work with the counseling department during Senior Transitions classes throughout the school year. High school seniors complete an interest inventory using the Eureka *My True Colors* program and are able to explore multiple career options while learning about the education/certification to obtain those positions. All students are required to apply to VVC online and utilize the Intersegmental General Education Transfer Curriculum (IGETC) and VVC college course catalog to select major specific courses for enrollment. Students work with the counseling department to complete the Accuplacer test for both English and Math placement to create their two year plans at VVC. They will lastly complete the online orientation and be eligible for priority level two registration for fall semester at VVC. The program has increased the number of students who are enrolled in college and prepared to enter college life prior to leaving our campus.

Destination College Advising Corps (DCAC)/College Adviser

The program is part of UC Berkeley's educational partnership center. DCAC focuses on providing college access information for high school students. The College Advisor Fellow works with a small subset (150) of high school students to provide one on one college advising. The program provides workshops on topics such as financial aid, college application requirements, college decisions, and overall resources in higher

education for students. In this way, students have access to information they might not otherwise know how to find. When the DCAC program ended, we elected to fund the College Adviser position through our Title I funds.

College and Career Counselor

Our College and Career Counselor is on campus two days a week and services grades 7-12. She provides a variety of information to students, faculty, and parents regarding various professions, financial aid, and post-secondary educational opportunities. She assists students with defining goals and interests, as well as locating schools and majors of interest for students as needed. She assists students with scholarships appropriate to their needs; provides scholarship applications; and assures accuracy and completeness of applications. She stays current regarding college entrance requirements, new programs and majors, as well as new military programs. She assists parents and students with SAT, ACT, FAFSA and other financial aid websites/forms. She arranges for guest, college representatives, and military speakers to keep our students informed of all opportunities available to them. She keeps the College and Career Center portion of our school website up to date and relevant. She coordinates our senior Baccalaureate/Awards Night by arranging for presenters and certificates and assuring winners will have a certificate and a presenter.

Demographic Data:

School Population Demographic

Data indicates that the Hispanic/Latino student population is the largest demographic at University Preparatory. This is consistent with the City of Victorville's percentage of Hispanic/Latino residents reported as 53.2%. The 12% White student population at University Preparatory is not fully represented in comparison to the White Victorville population of 22%. The Black population is also low at University Preparatory at 8%, in comparison to the city demographic of 16%. The Asian demographic at University Preparatory is 7%, higher than the Asian Victorville population of 3.7%. The American Indian population at University Preparatory is comparable to the Victorville American Indian population.

The student population from 2015-16 to 2016-17 has remained consistent pertaining to the number of Hispanic/Latino students. The amount of White students decreased slightly and the number of Black students increased slightly, which reflects the ongoing population trends in the City of Victorville from 2000-16.

The following data in figures 31, 32, and 33 illustrates our student demographic based on ethnicity for the past two years:

University Preparatory Student Distribution by Ethnicity 2016-2017

Ethnic Code	Female	Male	Total	Percent
Hispanic or Latino	419	311	730	66.24%
White (Non-Hispanic)	81	59	140	12.70%
American Indian (Non Hispanic)	5	1	6	0.54%
Asian (Non-Hispanic)	41	36	77	6.99%
Pacific-Islander (Non-Hispanic)	5	3	8	0.73%
Filipino (Non-Hispanic)	15	24	39	0.73%
Black (Non-Hispanic)	56	33	89	8.08%
Multi-Ethnic (Non-Hispanic)	7	6	13	1.18%

Figure 31 *Source: Aeries Analytics 2017

University Preparatory Student Distribution by Ethnicity 2015-2016

Ethnic Code	Female	Male	Total	Percent
Hispanic or Latino	402	272	674	65.69%
White (Non-Hispanic)	87	58	145	14.13%
American Indian (Non Hispanic)	5	2	7	0.68%
Asian (Non-Hispanic)	35	40	75	7.31%
Pacific-Islander (Non-Hispanic)	6	6	12	1.17%
Filipino (Non-Hispanic)	13	18	31	3.02%
Black (Non-Hispanic)	46	23	69	6.73%
Multi-Ethnic (Non-Hispanic)	8	5	13	1.27%

Figure 32 *Source: Aeries Analytics 2017

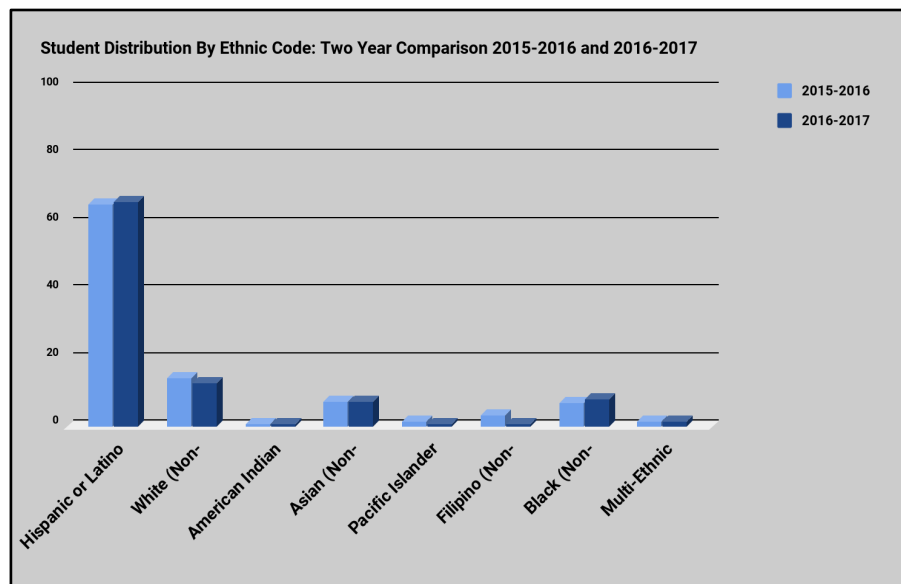


Figure 33 *Source: Aeries Analytics 2017

University Preparatory Student Socioeconomic Demographic Information

University Preparatory has a high percent of students who are identified as socioeconomically disadvantaged. Our percentage of students school-wide (7th-12th) who qualify for free and reduced lunch is 68%. Students from 9th-12th grade who qualify for this benefit is at 71% in 2016-17. Our Hispanic population has 445 students who qualify for this lunch program, which is 76% of the total Hispanic student population. The redesignated student population is at 85.3% consisting of 226 students. The data in the figures 34 and 35 shows that the percentages of students who are socioeconomically disadvantaged, relative to ethnicity, was about the same from 2015-16 to 2016-17.

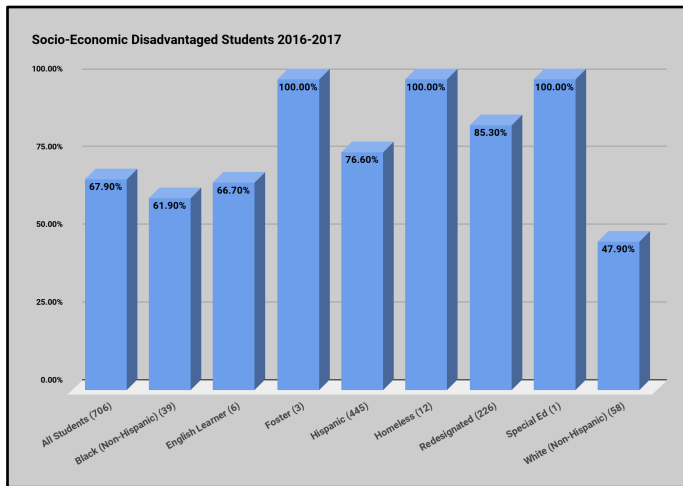


Figure 34 *Source: Aeries Analytics 2017

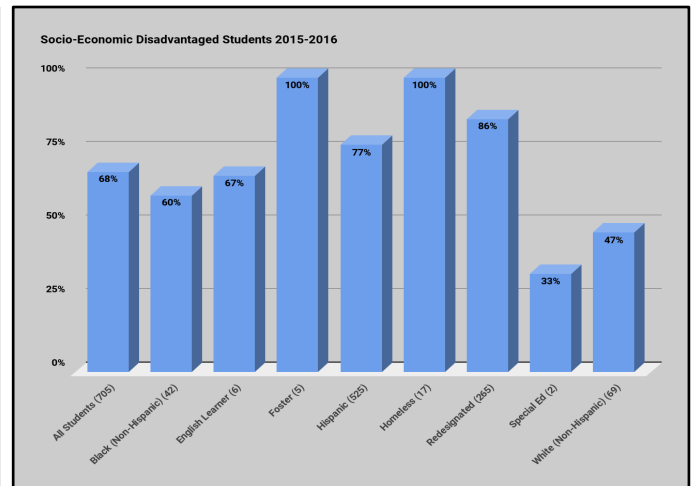


Figure 35 *Source: Aeries Analytics 2017

University Preparatory Discipline Rates-School Climate

The data in figure 36 indicates a decrease in overall suspension rates from thirty-seven students in the 2013-14 school year to eighteen in the 2016-17 school year. The decrease in figure 37 illustrates a downward shift in the numbers of suspensions pertaining to the Black, White, and Hispanic populations.

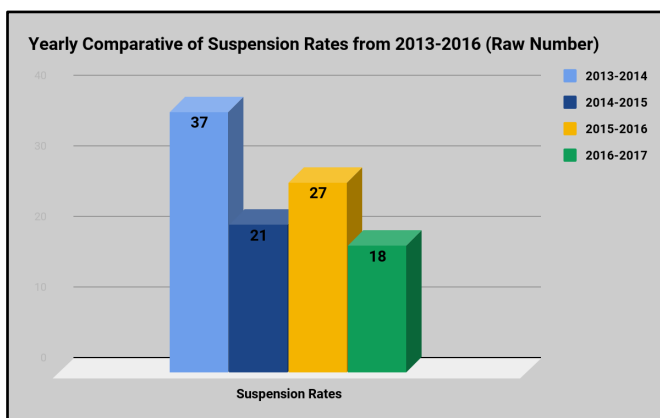


Figure 36 *Source: Aeries Query 2017

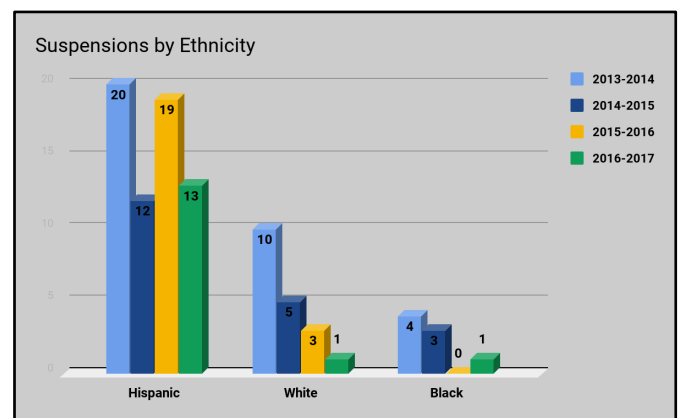


Figure 37 *Source: Aeries Query 2017

Attendance Percentages by Grade Level/Pupil Engagement (2013-2017):

Attendance data in figure 38 indicates that there is a slight decrease pertaining to 8th and 11th grades. Our attendance in comparison to overall district attendance is still considered high:

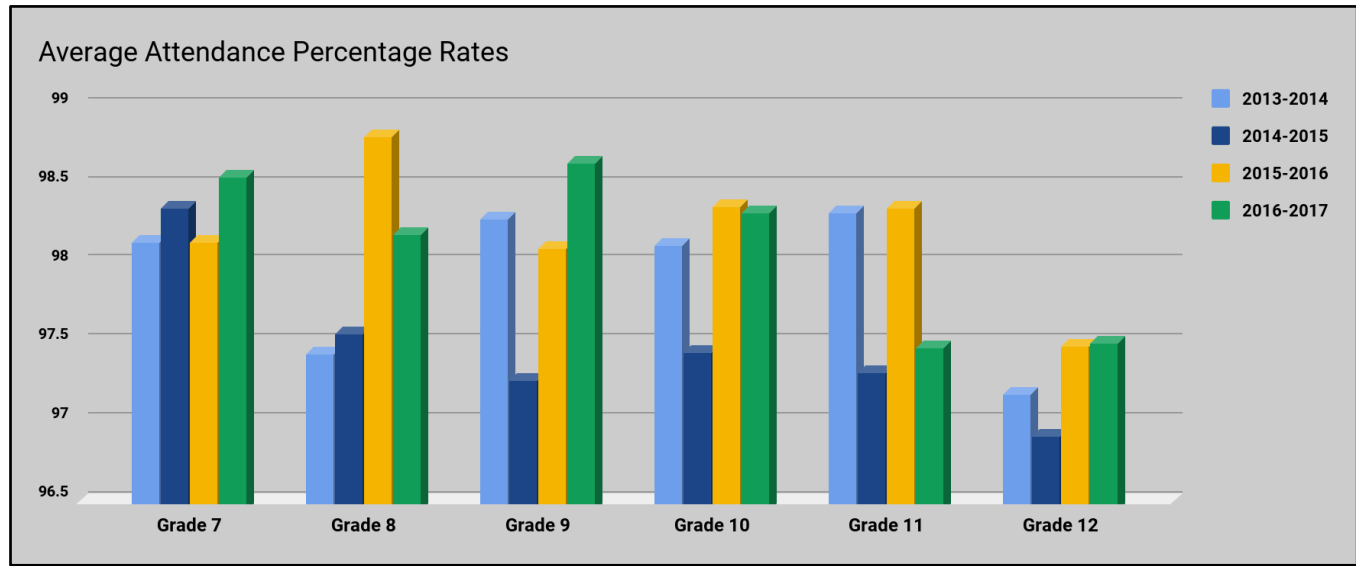


Figure 38 *Source: Aeries Query 2017

Data Addressing the Eight State Priorities*:

(*Included below are those not addressed elsewhere in the report)

Conditions of Learning

Teacher Qualifications and Assignments

All teachers are teaching within their credentialed area.

The majority of our staff are highly qualified or in the process of becoming highly qualified according to the NCLB Requirements for Teacher Compliance: “Teachers of core academic subjects must have: a bachelor’s degree, hold an appropriate credential or intern certificate [must be currently enrolled in an approved California Commission on Teacher Credentialing (CCTC) intern program], and demonstrate subject matter competence.”

2017-2018 University Preparatory Staff Years in District

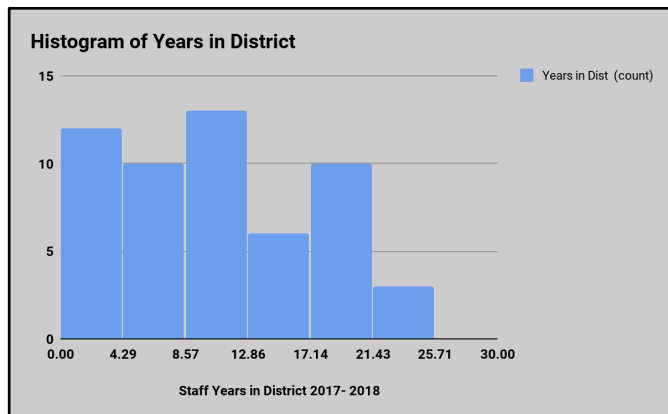


Figure 39 *Source: Staff Survey 2017

Years of Service

The majority of the staff at University Preparatory have been with the district between eight and twelve years. Figure 39 (right) indicates that the majority of our staff has a high level of experience in the subject matter they teach.

Staff Education Levels:

Of our fifty-three credentialed staff members, .01% hold a PhD, 41% hold a Master's degree, while the remaining 59% hold at least one Bachelor's Degree.

The following is a representation of the educational focus of these degrees:

Twenty MA: Music, Math, STEM Leadership, Geosciences, Geochemistry, Technology, English, Counseling, History, Business Administration, National Security Studies, and Leadership

BA/BS Examples: Science, Kinesiology, Industrial Engineering, Psychology, Mechanical Engineering, Math, English, Health, Liberal Arts, Sports Medicine, Biology, Political Science, Chemical Engineering, Foreign Language, Chemistry, Spanish, Social Science, Communications.

Data from figure 40 (right) indicates that the majority of the staff have a Bachelor Degree and a well rounded education base.

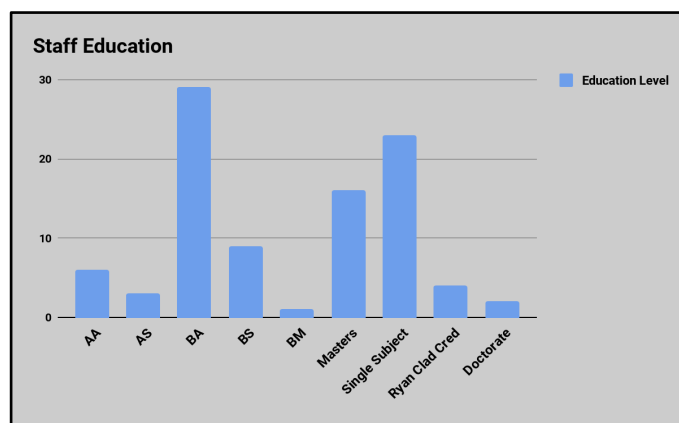


Figure 40 *Source: Staff Survey 2017

Professional Development

Over the past few years, the primary focus of our professional development has been on incorporating Common Core and the NGSS in order to best serve the needs of our students and help them become college and career ready. Additionally, our staff has attended trainings geared toward increasing the performance of our student population:

- RCD (Rigorous Curriculum Design): ELA, math
- CFA (Common Formative Assessment): ELA
- Habitudes: ELA, math, social science, science, music, Spanish, physical education
- Professional Development Site Reading Studies (*Under Resourced Learners, Marching off the Map*): ELA, math, social science, science, music, Spanish, physical education
- Physical education: Curriculum
- Parent Liaison Training: California Association of Directors of Activities Conference/Training, Family Engagement Network Training, Parent Leadership Training
- Kagan Instructional Strategies for Student Engagement: ELA, math, social science, science, music, Spanish, physical education
- 6 Traits of Writing: Administration and ELA Department Chair 2015
- Pearson Training: ELA
- Q-TEL Training: ELA, social studies, math, science
- Advanced Placement: AP by the Sea (ELA, social science, science), Spanish textbook adoption
- Foreign Language Articulation: Spanish
- NGSS Trainings: science
- Technology Trainings (Google, Aeries, Nearpod, Kahoot, Turnitin, Quizlet, Edmodo, School City): ELA, math, social science, science, music, Spanish, physical education
- Counselor Training: CSU Counselor Training, UC Counselor Training, College Board, Supporting

Students' Mental Health and Well Being, Career Readiness, Developing Education and Career Plans, Foster Youth Training

- District Led ELA and Math Support: ELA, Math (high school, middle school)
- Depth of Knowledge: ELA, Math, Social Science, Science, Music, Spanish, Physical Education, Science

Instructional Materials

In keeping with State Priority I, all students at University Preparatory receive standards-aligned instructional materials. All departments are using or are in the process of adopting textbooks and materials that are aligned with CCSS and the NGSS.

Facilities:

Our current site was originally opened in 2008, but was used as both a remediation campus (Goodwill Alternative Education Center) and a temporary campus for Adelanto High School prior to the completion of their site at the end of the 2014 school year. University Preparatory was relocated here in 2015. We have eight primary buildings including classrooms, a library, administration offices, computer labs, cafeteria, and a gym. Additionally, we have three portable areas that are used for classroom instruction. The athletic facilities consist of a soccer field, softball field, and a basketball court divided into four areas. Our baseball field, which is used for practices and games, is off site.

School Perception Data:

Although we have been utilizing informal surveys for a number of years, our CHKS survey instituted in 2016 is the most formal and accessible of these surveys in terms of data and was a direct response to our mid-cycle WASC recommendation IV (see pgs. 30-31).

Students in grades 7, 9, and 11 were asked to take the survey as a representative sampling of students in the school. The total number of student respondents to the 2016-17 survey was 532, or 93% of students in these grade levels, whereas only 299 parents replied, and the vast majority of parents who responded to the survey had students in grades 7-9.

The results of the survey revealed that the overall satisfaction of both parents and students as far as school climate and expectations are concerned is in the mid to high range across the board, and students generally feel safe (see Surveys Evidence Binder). While these numbers are good, we recognize that there is still room for improvement and are currently developing methods to ensure all students feel connected and safe. The survey also revealed that approximately one-third of the students surveyed feel they are suffering from depression (see Main Report, Table A10.2, pg. 50). Although current research reveals a link between depression and high performing students, this is an alarming trend that we plan to address.

Student Achievement Findings Based on Data (Pupil Outcomes):

ELA

WASC 2012-2013 Follow-up Action Plan Goal 1 (2013-2014):

1. Improve student achievement in Reading/Language Arts (school wide and sub-groups) by 3%. (Schoolwide, African American, Hispanic, and English Learners.
Revised Aligned Goal 1 (2014-15 & 2015-16): To better prepare students for college University Preparatory will focus on increased literacy across all content areas, as measured by teacher evaluations, administrative walkthroughs, the results of standardized tests and other factors.

Revised Aligned Goal 1 (2016-17): University Preparatory will focus on improving academic

achievement in all core areas. All core subjects will utilize grade-level PLCs that work to incorporate Common Core State Standards, as well as the phasing in of Next Generation Science Standards to ensure our students are fully prepared for college and or a career. *(Corresponding LCAP Goal: Increase the number of pupils who are on track to graduate college and are career ready).*

Outcome:

Progress since the 2011-12 full visit and the 2014-15 mid-cycle visit is summarized on pages: 20-25.

Performance on Standardized Test:
CAASPP ELA Overall Yearly Comparison from 2014-2015, 2015-2016, 2016-2017

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	16%	30%	20%	33%	20.12%	34.10%
Standard Met: Level 3	28%	47%	29%	48%	28.44%	52.58%
TOTAL:	44%	77%	49%	81%	48.56%	86.68%, ↑
Standard Nearly Met: Level 2	25%	21%	24%	16%	23.09%	11.90%
Standard Not Met: Level 1	31%	3%	28%	3%	28.35%	1.42%

Data Outcome:

The data in figure 41(right) indicates a growth in regard to our overall ELA proficiency levels. There is a slight increase from 2014-15 to 2015-16 and an increase from 2015-16 to 2016-17. University Preparatory also has a higher proficiency rate in comparison to state averages.

Figure 41 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:
 ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
 by Grade and Ethnicity
 7th Grade African American Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016- 2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	4%	9%	6%	13%	6.28%	35.29%
Standard Met: Level 3	23%	73%	24%	33%	24.61%	58.82%
TOTAL:	27%	82%	30%	46%	30.89%	94.11% ↑
Standard Nearly Met: Level 2	26%	18%	26%	47%	24.99%	5.88%
Standard Not Met: Level 1	47%	0%	44%	7%	44.11%	0%

Figure 42 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 42 (left) indicates a decrease in regard to overall ELA proficiency level for our 7th grade *African American* student population from 2014-15 to 2015-16, but there is also a significant increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages. This student population was thirteen in 2014-15, fifteen in 2015-16, and twenty in 2016-17.

Performance on Standardized Test:
 CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
 by Grade and Ethnicity
 7th Grade Hispanic Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015- 2016	University Preparatory 2015-2016	State 2016- 2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	11%	7%	16%	7.52%	23.44%
Standard Met: Level 3	26%	51%	28%	55%	29.77%	57.81%
TOTAL:	31%	62%	35%	71%	38%	81.25% ↑
Standard Nearly Met: Level 2	29%	30%	28%	25%	27.32%	15.63%
Standard Not Met: Level 1	40%	8%	36%	5%	35.39%	3.13%

Figure 43 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 43 (left) indicates an increase in regard to overall ELA proficiency level for our 7th grade *Hispanic* student population from 2014-15 to 2015-16 and from 2015-16 to 2016-17. University Preparatory has a total higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 44 (right) indicates a consistency in regard to overall ELA proficiency level for our 7th Grade *Economically Disadvantaged* student population from 2014-15 to 2015-16 and an increase from 2015-16 to 2016-17. University Preparatory has a total higher proficiency rate in comparison to state averages.

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Economically Disadvantaged Demographic
7th Grade Students

Achievement Level	State 2014- 2015	University Preparatory 2014-2015	State 2015- 2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	14%	7%	13%	7.12%	21.38%
Standard Met: Level 3	25%	53%	27%	56%	28.50%	60%
TOTAL:	30%	67%	34%	69%	35.62%	81.38% ↑
Standard Nearly Met: Level 2	29%	26%	28%	25%	27.26%	15.86%
Standard Not Met: Level 1	41%	6%	38%	5%	37.12%	2.76%

Figure 44 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 45 (right) indicates a consistency in regard to overall ELA proficiency level for our 7th Grade student population with a *504 Plan* from 2015-16 to the 2016-17 school year. The amount of students testing in this demographic has not exceeded more than four students during these years.

Performance on Standardized Test:
7th Grade ELA Proficiency Results Pertaining to Raw Number Student Population With 504 Plan

Achievement Level	University Preparatory 2014-2015	University Preparatory 2015-2016	University Preparatory 2016-2017
Standard Exceeded: Level 4	0	0	0
Standard Met: Level 3	0	1	0
TOTAL:	0	1	0
Standard Nearly Met: Level 2	0	2	0
Standard Not Met: Level 1	1	0	0

Figure 45 Source: Aeries Analytics 2017

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Reclassified Fluent English Proficient
7th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	10%	16%	13%	11%	13.91%	27.45%
Standard Met: Level 3	37%	48%	39%	63%	40.21%	64.71%
TOTAL:	47%	64%	52%	73%	54.12%	92.16% ↑
Standard Nearly Met: Level 2	32%	31%	30%	23%	28.52%	7.84%
Standard Not Met: Level 1	21%	5%	18%	4%	17.35%	0.00%

Figure 46 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Grade and Ethnicity
8th Grade African American Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	21%	6%	8%	6.75%	0%
Standard Met: Level 3	24%	64%	26%	77%	24.78%	66.67%
TOTAL:	29%	85%	32%	85%	31.53%	66.67% ↓
Standard Nearly Met: Level 2	31%	7%	28%	8%	27.74%	25%
Standard Not Met: Level 1	40%	7%	40%	8%	40.72%	8.33%

Figure 47 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 46 (left) indicates a consistency in regard to overall ELA proficiency level for our 7th Grade *Reclassified Fluent English Proficient* student population from 2014-15 to 2015-16 and an increase from 2015-16 to 2016-17. University Preparatory has a total higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 47 (left) indicates a consistent achievement level in regard to overall ELA proficiency rate for our 8th Grade *African American* student population from 2014-15 to 2015-16. There was a decline from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages. Student population was seventeen in 2014-15, 14 in 2015-16, and twenty-one in 2016-17.

Data Outcome: The data in figure 48 (right) indicates an increase in regard to overall ELA proficiency level for our 8th Grade *Hispanic* student population from 2014-15 to 2015-16 and an increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state average.

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017 by Grade and Ethnicity
8th Grade Hispanic Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	14%	7%	15%	7.59%	17.69%
Standard Met: Level 3	28%	47%	30%	54%	29.40%	63.08%
TOTAL:	33%	61%	37%	69%	36.99%	80.77% ↑
Standard Nearly Met: Level 2	34%	38%	31%	26%	30.27%	19.23%
Standard Not Met: Level 1	33%	1%	31%	5%	32.74%	0%

Figure 48 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 49 (right) indicates a consistency in regard to overall ELA proficiency level for our 8th Grade *Economically Disadvantaged* student population from 2014-15 to 2015-16 and an increase from 2015-16 to 2016-17. University Preparatory has a total higher proficiency rate in comparison to state averages.

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Economically Disadvantaged Demographic
8th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	14%	7%	17%	7.22%	15.15%
Standard Met: Level 3	27%	51%	29%	55%	28.33%	63.64%
TOTAL:	32%	65%	36%	72%	35.55%	78.79% ↑
Standard Nearly Met: Level 2	33%	33%	31%	23%	30.08%	19.70%
Standard Not Met: Level 1	34%	2%	33%	5%	34.37%	1.52%

Figure 49 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

8th Grade ELA Proficiency Results Pertaining to Raw Number Student Population With 504 Plan

Achievement Level	University Preparatory 2014-2015	University Preparatory 2015-2016	University Preparatory 2016-2017
Standard Exceeded: Level 4	1	0	0
Standard Met: Level 3	0	0	2
TOTAL:	1	0	2
Standard Nearly Met: Level 2	0	0	2
Standard Not Met: Level 1	0	1	1

Figure 50 * Aeries Analytics 2017

Data Outcome: The data in figure 50 (left) indicates a consistency in regard to overall ELA proficiency level for our 8th grade student population with a *504 Plan*. The amount of students testing has not exceeded more than seven students pertaining to this student population.

Performance on Standardized Test:

CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Reclassified Fluent English Proficient

8th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	9%	14%	12%	21%	12.61%	12.70%
Standard Met: Level 3	38%	48%	40%	53%	38.20%	74.60%
TOTAL:	47%	62%	52%	74%	50.81%	87.3% ↑
Standard Nearly Met: Level 2	36%	37%	32%	24%	31.42%	12.70%
Standard Not Met: Level 1	17%	2%	16%	3%	17.78%	0.00%

Figure 51 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 51 (left) indicates a consistency in regard to overall ELA proficiency level for our 8th Grade *Reclassified Fluent English Proficient* student population from 2014-15 to 2015-16 and an increase from 2015-16 to 2016-17. Our *Standard Exceeded* proficiency rate is comparable to the State of California. University Preparatory has an overall total higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 52 (right) indicates a consistent achievement level in regard to overall ELA proficiency rate for our 11th Grade *African American* student population from 2014-15 to 2015-16. There was a decline from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages. Student population was twelve in 2014-15, 17 in 2015-16, and fourteen in 2016-17.

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016 and 2016-2017
by Grade and Ethnicity
11th Grade African American Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	13%	60%	11%	60%	13.49%	57.14%
Standard Met: Level 3	28%	40%	28%	40%	27.71%	35.71%
TOTAL:	41%	100%	39%	100%	41.2%	92.85%↓
Standard Nearly Met: Level 2	27%	0%	28%	0%	25.99%	7.14%
Standard Not Met: Level 1	32%	0%	33%	0%	32.81%	0.00%

Figure 52 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016 and 2016-2017

by Grade and Ethnicity

11th Grade Hispanic Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	13%	49%	16%	65%	17.47%	55.56%
Standard Met: Level 3	33%	46%	34%	30%	32.70%	40.17%
TOTAL:	46%	95%	50%	95%	50.17	95.73%↑
Standard Nearly Met: Level 2	29%	6%	27%	6%	25.88%	4.27%
Standard Not Met: Level 1	25%	0%	23%	0%	23.95%	0%

Figure 53 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Economically Disadvantaged Demographic

11th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	13%	50%	16%	64%	17.38%	54.84%
Standard Met: Level 3	32%	46%	33%	32%	31.53%	41.13%
TOTAL:	45%	96%	49%	96%	48.91%	95.97%↑
Standard Nearly Met: Level 2	29%	4%	27%	4%	25.76%	4.03%
Standard Not Met: Level 1	26%	0%	25%	0%	25.34%	0%

Figure 54 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 53 (left) indicates a consistent proficiency rate in regard to overall ELA proficiency levels for our 11th Grade *Hispanic* student population from 2014-15 to 2015-16, and a slight increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 54 (left) indicates a consistency in regard to overall ELA proficiency level for our 11th Grade *Economically Disadvantaged* student population from 2014-15 to 2015-16 and a slight decrease from 2015-16 to 2016-17. University Preparatory has a total higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 55 (right) indicates a consistency in regard to overall ELA proficiency level for our 11th Grade student population with a *504 Plan* from 2014-15 to 2015-16 and a slight increase from 2015-16 to 2016-17. The amount of students testing has not exceeded more than one student pertaining to this student population.

Performance on Standardized Test:
11th Grade ELA Proficiency Results Pertaining to Raw Score Student Population With 504 Plan

Achievement Level	University Preparatory 2014-2015	University Preparatory 2015-2016	University Preparatory 2016-2017
Standard Exceeded: Level 4	0	0	1
Standard Met: Level 3	1	1	0
TOTAL:	1	1	1
Standard Nearly Met: Level 2	0	0	0
Standard Not Met: Level 1	0	0	0

Figure 55 *Source: Aeries Analytics 2017

Data Outcome: Despite being significantly higher than the state averages, the data in figure 56 (right) indicates a decrease in regard to overall ELA proficiency level for our 11th Grade *Reclassified Fluent English Proficient* student population. Student population in 2014-15 was forty-two. Student population in 2015-16 was forty. Student population in 2016-17 was forty.

Performance on Standardized Test:
CAASPP ELA Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Reclassified Fluent English Proficient
11th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	18%	37%	22%	78%	24.27%	37.50%
Standard Met: Level 3	39%	61%	40%	20%	38.24%	50.00%
TOTAL:	57%	98%	62%	98%	62.51%	87.5%
Standard Nearly Met: Level 2	29%	2%	26%	2%	24.87%	12.50%
Standard Not Met: Level 1	14%	0%	12%	0%	12.63%	0.00%

Figure 56 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The following data in figure 57 indicates consistent proficiency levels in regard to overall ELA proficiency levels. University Preparatory has a higher proficiency rate in comparison to state averages.

Performance on Standardized Test:

CAHSEE Proficiency Rates Yearly Comparison

Subject	Percent of Students Scoring at Proficient or Advanced											
	School				District				State			
	2011-2012	2012-2013	2013-2014	2014-2015	2011-2012	2012-2013	2013-2014	2014-2015	2011-2012	2012-2013	2013-2014	2014-2015
ELA	86	88	93	94	44	45	43	49	56	57	56	58
Math	94	95	97	96	42	44	50	51	58	60	62	60

Figure 57 *As reported by CDE

Course of Action:

Our initial Action Plan, created after our 2012 WASC and 2015 WASC Mid-Cycle visits, focused on increasing ELA standardized testing proficiency for sub groups that continued to demonstrate academic deficiency based upon the only available data at the time: STAR data. Due to the shift to the CCSS and the CAASPP, we subsequently lacked formal and measurable data at that time, forcing us to reexamine how to measure our student proficiency levels. As a result, the measures used in evaluating student progress not only incorporated existing test results and grades, but also a variety of other factors. Factors such as: teacher formal and informal assessments, examining the percentage of students admitted to a four year university, CAHSEE results, emerging SBAC summative assessments, and existing district writing assessments gave us a starting point. To determine proficiency levels we also planned to use upcoming district formulated benchmarks through the CAASPP system, to increase the use of grade analysis to provide relevant intervention in ELA, and to use standardized test results, when available, regarding math, ELA, and science.

Our current assessment practices also enable us to identify students who have continuing assessment deficiencies. For the 2016-17 school year, our district developed benchmark tests, which included grade level writing prompts that were predominantly linked to CAASPP rubrics. Our 12th grade ELA writing prompt was the exception, focusing instead on the EAP rubric created by the CSU system. The writing assessments were scored by each student's ELA teacher to identify areas of need for each student. However, with the beginning of this school year, we transitioned to using the assessments within the newly adopted Pearson *My Perspectives* curriculum. These assessments are aligned to and mimic the testing format of the CAASPP. The district RCD team is continuously assessing and modifying district benchmarks to align with the district goals.

With the adaptation of Common Core Standards, our curriculum placed significant emphasis on aiding our students in developing critical thinking skills that would enable them to not only become proficient readers, but writers as well. We planned on aiding students in developing greater critical thinking skills by employing day-to-day practices and exercises that challenge them to form individual and cohesive arguments stemming from their analysis of rich and complex literary works and information based texts. This critical thinking goal was reflected across all areas of the curriculum. Our goal was to have students transcend the practice of simply regurgitating didactic analysis of course content and demonstrate their ability to utilize a critical thinking process. We urged our students to extensively use critical thinking models to address individualized weaknesses and strengths. Our students' progress in developing this skill was evaluated through the aforementioned available assessments. District and site writing prompts would assess our students' abilities to identify defects in arguments and reasoning. We began to implement Common Core Standards in all ELA courses shortly after our initial visit, focusing on writing skills across all grade levels and subject matter.

A goal was set to ensure effective utilization of school resources to support our transition to Common Core Standards. Any program implementations put in place were monitored and evaluated using past and current standardized test scores and grade analysis of the participants. This was done on a yearly basis with the intent of improving student proficiency levels.

We continued to monitor available data trends to identify progress regarding our schoolwide and subgroup data. The 2013-14 school year yielded a shift from the CST to the SBAC pilot that created a loss of multi-level standardized testing results. Consequently, we began the review of both informal and formal data such as: district benchmarks, CAHSEE results, teacher informal assessments, grade analysis, and previous formal test scores, with the intent to strategically resolve our existing achievement gaps and further identify any other critical areas of need.

With existing data, we began to plan the implementation of academic intervention and support systems in

study skills and writing proficiency classes to provide for those students identified as needing these resources. We started to develop a specific, allotted time for those identified students, dedicated to the reteaching of these core concepts. Our goal was to begin implementation of this plan within the next few years, which was accomplished in 2014-15.

We found that our 2013 district assessment served as an early proficiency indicator for reading comprehension skills for the majority of incoming 7th grade students. The Degree of Reading Power Assessment, (DRP) afforded us with an early opportunity to identify entering students who were at “below grade level.” Information was reviewed by our 7th grade ELA teacher to provide instructional strategies and appropriate in-class intervention for those students who needed extra academic support.

Our study skills course, which was developed as a means of intervention, was implemented in the 2014-15 school year. District assessment scores, GPA analysis, and CAASPP data were used as a precursor to place 7th and 8th grade students needing additional academic support into this elective course as part of their daily schedule. Students attend class daily and the instructional strategies incorporated organization techniques, note-taking skills, reading comprehension skills and strategies, and tutoring.

In the 2015-16 school year the current DRP and CAASPP scores were used for course placement and allowed us to easily identify our 7th and 8th grade students who would benefit from additional academic support. In the 2016-17 school year our study skills course expanded to three grade levels, serving our 7th, 8th, and 9th grade students.

In the 2016-17 school year we implemented auxiliary services pertaining to the improvement of reading comprehension at the high school level and we also incorporated instructional and technology based strategies. Our ELA teachers had access to Albert.io, an interactive content system which serves as an additional support for literacy; Kahoot, which allows students to design and answer multiple choice questions focusing on reading comprehension inquiry; PSAT testing was funded for all 9th, 10th, and 11th grade students, so that results could help drive instruction; and tutoring, led by ELA teachers, teachers from other content areas, and our CMS, was made available after school and at lunch for all students in need of assistance in those select teacher’s classrooms and the computer lab.

Our district writing benchmark, given during the 2012-13 school year, also allowed teachers to identify those students in 7th and 8th grade who were in need of extra support in regard to writing proficiency. The writing district benchmark was teacher graded, giving immediate feedback of student proficiency levels to those teachers who had their students tested. The information was used to lesson plan, provide instructional strategies to support all students, and as a future indicator for placement in additional writing intervention sessions.

District benchmarks also evolved into a two-tier process. The 2016-17 district writing benchmark assessed every student in every grade level, each semester. Our ELA teaching staff administered and graded the writing assessments. In addition, 7th-11th grade students took the CAASPP Interim Assessment Blocks, and we were able to view the results in School City, our data management system.

District writing assessment results helped to identify those 7th and 8th grade students who needed intervention and allowed us to place them in a smaller group setting to specifically work on their writing skills. In the 2014-15 school year we initiated a twice weekly “pull-out” for these students in order to work closely with a contracted writing teacher who reviewed formal academic essay structure. The “pull out” classes averaged six students each. However, as we found that students missed out on education during this time, the program was transitioned into our study skills class as a permanent part of the student’s schedule the following year. To assist with writing skills at the high school level, our ELA teachers implemented EAP practice writing prompts, 11th grade and 12th grade in class writing prompts, Turnitin, and SAT

vocabulary and released questions, which were used as warm-ups to boost student performance. In the 2016-17 school year, Nearpod, a technological interactive assessment tool, was also incorporated to increase student engagement, while supporting higher level, constructed written responses and allowing for immediate feedback.

In the 2015-16 school year we began a week-long 7th Grade Summer Boot Camp in order to support our incoming students with their academic transition from the elementary school level to middle school. This program included an ELA class and a Study Skills class to help these students prepare for the upcoming school year.

At the high school level, our site also elected to hold an AP English Preparation course which was held during the same week as the 7th Grade Summer Boot Camp. The students in attendance were given the opportunity to prepare for their upcoming courses with exposure to exam terminology, AP reading and writing strategies, and annotating texts. We will continue to evaluate the effectiveness of this program and devise a plan to better inform instruction.

Our consensus after collaboration was that we should increase writing proficiency across the curriculum. This would enable our students to acquire the necessary skills needed for success in college and beyond. We understood that this was only possible if we provided our staff with opportunities to work collectively in order to design lesson plans, pacing guides, assessments, share teaching strategies, and look at other forms of data to identify those students who needed extended intervention. In addition, we understood that intervention must be implemented when it is most relevant. For our site this occurs predominantly during our students' middle school years, with additional interventions as needed during their high school years.

Final Data Analysis:

Using current data, we will continue to monitor student progress, while concentrating on school-wide growth regarding critical thinking and analytical skills. Our goal is to provide multiple student opportunities in which increased depth of knowledge levels are accessed. In order to obtain growth in this area, the staff has attended lesson design workshops across grade levels, district professional development Depth of Knowledge training, ELA department chair common formative assessments training, Kagan staff development, textbook piloting and adoption workshops, participated in lesson studies and AP training workshops. In order to help close the gap concerning our sub-groups, we are continuing to develop more strategies geared toward students who are struggling by attending additional professional development trainings like Quality Teaching for English Learners (Q-TEL).

WASC 2012-2013 Follow-up Action Plan Goal 2 (2013-2014):

Improve student achievement in math (school wide and sub-groups) by 5%. (Schoolwide, African American, Hispanic, English Learners, and Special Education)

Revised Aligned Goal 2 (2014-15 & 2015-16): To better prepare students for college University Preparatory will work toward improving student achievement in mathematics, with identified sub-groups demonstrating proficiency in standardized testing and college and career eligibility.

Revised Aligned Goal 2 (2016-17): University Preparatory will focus on improving academic achievement in all core areas. All core subjects will utilize grade-level PLCs that work to incorporate Common Core State Standards, as well as the phasing in of Next Generation Science Standards to ensure our students are fully prepared for college and or a career. *(Corresponding LCAP Goal: Increase the number of pupils who are on task to graduate, and are career ready)*

Outcome:

Progress since the 2011-12 full visit until the 2014-15 mid-cycle visit is summarized on pgs. 28-30.

Performance on Standardized Test:

CAASPP Mathematics Overall Yearly Comparison from 2014-2015, 2015-2016, 2016-2017

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	14%	22%	17%	20%	17.60%	25.44%
Standard Met: Level 3	19%	33%	20%	32%	19.96%	36.48%
TOTAL:	33%	55%	37%	52%	37.56%	61.92% ↑
Standard Nearly Met: Level 2	29%	31%	28%	35%	26%	27.94%
Standard Not Met: Level 1	38%	14%	35%	13%	36%	10.14%

Figure 58 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Grade and Ethnicity

7th Grade African American Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	4%	9%	6%	0%	5.74%	35.29%
Standard Met: Level 3	12%	9%	12%	33%	11.86%	41.18%
TOTAL:	16%	18%	18%	33%	17.60%	76.47% ↑
Standard Nearly Met: Level 2	28%	45%	29%	33%	26.17%	23%
Standard Not Met: Level 1	56%	36%	53%	33%	56.23%	0%

Figure 59 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 58 (left) indicates a slight decrease in regard to overall math proficiency level for our student population in 2014-15 (531) to 2015-16 (509). However this trend appears to have reversed for the 2016-2017 school year. There was an increase from 2015-16 (509) to 2016-17 (530). University Preparatory has a higher proficiency rate in comparison to state averages in each of the years tested so far.

Data Outcome: The data in figure 59 (left) indicates a large increase in regard to our overall math proficiency level for our 7th grade African American student population from 2014-15 to 2015-16. There was also a large increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 60 (right) indicates an increase in regard to overall math proficiency level for our 7th grade Hispanic student population for 2014-15 to 2015-16. There was a significant increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Performance on Standardized Test:
CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, and 2016-2017
by Grade and Ethnicity
7th Grade Hispanic Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	6%	11%	7%	12%	7.93%	25.78%
Standard Met: Level 3	15%	18%	16%	25%	15.50%	35.16%
TOTAL:	21%	29%	23%	37%	23.43%	60.94%↑
Standard Nearly Met: Level 2	31%	43%	33%	48%	29.56%	32.81%
Standard Not Met: Level 1	48%	28%	45%	15%	47.01%	6.25%

Figure 60 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 61 (right) indicates a slight decrease in regard to overall math proficiency level for our 7th grade Economically Disadvantaged student population for 2014-15 to 2015-16, but there was a high increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Performance on Standardized Test:
CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Economically Disadvantaged Demographic
7th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	6%	13%	7%	9%	7.99%	26.21%
Standard Met: Level 3	14%	25%	15%	26%	14.94%	36.55%
TOTAL:	20%	38%	22%	35%	22.93%	62.76%↑
Standard Nearly Met: Level 2	31%	36%	32%	48%	28.98%	32.41%
Standard Not Met: Level 1	49%	26%	45%	17%	48.09%	4.83%

Figure 61 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

7th Grade Mathematics Proficiency Results Pertaining to Student Population With 504 Plan

Achievement Level	University Preparatory 2014-2015	University Preparatory 2015-2016	University Preparatory 2016-2017
Standard Exceeded: Level 4	0	0	0
Standard Met: Level 3	0	3	0
TOTAL:	0	3	0
Standard Nearly Met: Level 2	0	0	0
Standard Not Met: Level 1	1	0	0

Data Outcome: The data in figure 62 (left) indicates an improvement in overall math proficiency for our 7th grade student population with a *504 Plan* from 2014-15 to 2015-16. The amount of students testing has not exceeded three students pertaining to this student population.

Performance on Standardized Test:

CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Reclassified Fluent English Proficient

7th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	14%	11%	15%	11%	17.04%	39.22%
Standard Met: Level 3	21%	30%	22%	32%	21.19%	33.33%
TOTAL:	35%	41%	37%	43%	38.23%	72.55%†
Standard Nearly Met: Level 2	36%	34%	37%	53%	33.16%	23.53%
Standard Not Met: Level 1	29%	25%	26%	5%	28.61%	3.92%

Data Outcome: The data in figure 63 (left) indicates an increase in regard to overall mathematics proficiency level for our 7th grade Reclassified Fluent English Proficient student population for 2014-15 to 2015-16, but there was a high increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Figure 63 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Grade and Ethnicity

8th Grade African American Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	21%	6%	8%	6.97%	0%
Standard Met: Level 3	10%	36%	11%	23%	10.61%	41.67%
TOTAL:	15%	57%	17%	31%	17.58%	41.67%↑
Standard Nearly Met: Level 2	23%	43%	24%	23%	21.67%	25.00%
Standard Not Met: Level 1	61%	0%	59%	46%	60.74%	33.33%

Data Outcome: Data in figure 64 (left) indicates a decrease in regard to overall math proficiency level for our 8th grade African American student population from 2014-15 to 2015-16, but an increase from 2015-16 (twelve) to 2016-17 (fourteen). University Preparatory has a higher proficiency rate in comparison to state averages. Student population in 2014-15 was seventeen. Student population in 2015-16 was fourteen. Student population in 2016-17 was twenty-one.

Figure 64 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Grade and Ethnicity

8th Grade Hispanic Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	7%	17%	9%	19%	9.57%	24.03%
Standard Met: Level 3	13%	26%	14%	24%	13.85%	26.36%
TOTAL:	20%	43%	23%	43%	23.42%	50.39%↑
Standard Nearly Met: Level 2	28%	40%	28%	32%	25.05%	32.56%
Standard Not Met: Level 1	52%	18%	49%	25%	51.54%	17.05%

Data Outcome: Data in figure 65 (left) indicates an increase in regard to overall math proficiency level for our 8th grade Hispanic student population. There was an increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Figure 65 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:
CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Economically Disadvantaged Demographic

8th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	8%	22%	9%	23%	9.65%	21.21%
Standard Met: Level 3	13%	28%	14%	22%	13.31%	26.52%
TOTAL:	21%	50%	23%	45%	22.96%	47.73%
Standard Nearly Met: Level 2	27%	36%	27%	31%	24.33%	31.82%
Standard Not Met: Level 1	52%	14%	50%	23%	52.70%	20.45%

Figure 66 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: Data in figure 66 (right) indicates a decrease in regard to overall math proficiency level for our 8th grade Economically Disadvantaged student population from 2014-15 to 2015-16, but an increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Performance on Standardized Test:

8th Grade Mathematics Proficiency Results Pertaining to Student Population With 504 Plan

Achievement Level	University Preparatory 2014-2015	University Preparatory 2015-2016	University Preparatory 2016-2017
Standard Exceeded: Level 4	0	0	0
Standard Met: Level 3	0	1	2
TOTAL:	0	1	2
Standard Nearly Met: Level 2	1	0	2
Standard Not Met: Level 1	0	0	1

Figure 67 *Source: Aeries Analytics 2017

Data Outcome: The data in figure 67 (right) indicates an improvement in overall math proficiency for our 8th grade student population with a 504 Plan from 2014-15 to 2015-16. Proficiency decreased in 2016-17. The amount of students testing has not exceeded seven students pertaining to this student population.

Data Outcome: The data in figure 68 (left) indicates small increase in regard to overall math proficiency level for our 8th grade Reclassified Fluent English Proficient student population for 2014-15 to 2015-16, followed by a significant increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Performance on Standardized Test:
CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Reclassified Fluent English Proficient
8th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	15%	17%	17%	25%	18.16%	25.81%
Standard Met: Level 3	18%	26%	19%	19%	17.87%	25.81%
TOTAL:	33%	43%	36%	44%	36.01%	51.62%
Standard Nearly Met: Level 2	32%	32%	31%	32%	27.84%	35.48%
Standard Not Met: Level 1	35%	25%	34%	24%	36.12%	12.90%

Figure 68 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 69 (left) indicates a increase in regard to overall math proficiency level for our 11th grade African American student population from 2014-15 to 2015-16, and also an increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages. Student population in 2014-15 was twelve. Student population in 2015-16 was seventeen. Student population in 2016-17 was fourteen.

Performance on Standardized Test:
CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016 and 2016-2017
by Grade and Ethnicity
11th Grade African American Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	3%	2%	3%	7%	3.29%	35.71%
Standard Met: Level 3	11%	50%	11%	47%	11.34%	28.57%
TOTAL:	14%	52%*	14%	54%	14.63%	64.28%
Standard Nearly Met: Level 2	22%	3%	22%	47%	20.63%	21.43%
Standard Not Met: Level 1	65%	0%*	63%	0%	64.73%	14.29%

Figure 69 *Source: CAASPP Reporting System (Department of Education)

Performance on Standardized Test:

CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016 and 2016-2017

by Grade and Ethnicity

11th Grade Hispanic Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	4%	17%	5%	20%	4.84%	12.82%
Standard Met: Level 3	14%	50%	15%	42%	14.74%	48.72%
TOTAL:	18%	67%	20%	62%	19.58%	61.54%↓
Standard Nearly Met: Level 2	26%	25%	26%	25%	24.69%	29.06%
Standard Not Met: Level 1	56%	7%	56%	7%	64.73%	14.29%

Figure 70 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 70 (right) indicates an increase in regard to overall mathematics proficiency level for our 11th grade Hispanic student population from 2014-15 to 2015-16, but an increase from 2015-16 to 2016-17. There was an increase from 2015-16 to 2016-17. University Preparatory has a higher proficiency rate in comparison to state averages.

Performance on Standardized Test:

CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017

by Economically Disadvantaged Demographic

11th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	5%	18%	6%	18%	5.86%	16.13%
Standard Met: Level 3	14%	52%	15%	45%	14.60%	43.55%
TOTAL:	19%	70%	18%	63%	20.46%	59.68%↓
Standard Nearly Met: Level 2	25%	27%	25%	35%	23.68%	29.84%
Standard Not Met: Level 1	56%	3%	54%	2%	55.86%	10.48%

Figure 71 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 71 (right) indicates a progressive decrease in regard to overall mathematics proficiency level for our 11th grade Economically Disadvantaged population. University Preparatory has a higher proficiency rate in comparison to state averages.

Data Outcome: The data in figure 72 (right) indicates an improvement in overall math proficiency for our 11th grade student population with a *504 Plan* from 2015-16 to 2016-17. The amount of students testing has not exceeded one student pertaining to this student population.

Performance on Standardized Test:
11th Grade Mathematics Proficiency Results Pertaining to Student Population With 504 Plan

Achievement Level	University Preparatory 2014-2015	University Preparatory 2015-2016	University Preparatory 2016-2017
Standard Exceeded: Level 4	0	0	1
Standard Met: Level 3	1	1	0
TOTAL:	1	1	1
Standard Nearly Met: Level 2	0	0	0
Standard Not Met: Level 1	0	0	0

Figure 72 *Source: CAASPP Reporting System (Department of Education)

Data Outcome: The data in figure 73 (right) indicates a progressive decrease in regard to overall mathematics proficiency level for our 11th grade Reclassified Fluent English Proficient population. University Preparatory has a higher proficiency rate in comparison to state averages. Student population for 2014-15 was forty-two. Student population for 2015-16 was forty. Student population for 2016-17 was forty.

Performance on Standardized Test:
CAASPP Mathematics Yearly Student Comparison from 2014-2015, 2015-2016, 2016-2017
by Reclassified Fluent English Proficient
11th Grade Students

Achievement Level	State 2014-2015	University Preparatory 2014-2015	State 2015-2016	University Preparatory 2015-2016	State 2016-2017	University Preparatory 2016-2017
Standard Exceeded: Level 4	9%	17%	10%	24%	10.61%	5.00%
Standard Met: Level 3	18%	46%	20%	46%	19.14%	42.50%
TOTAL:	27%	63%	30%	70%	29.75%	47.50%↓
Standard Nearly Met: Level 2	29%	34%	29%	27%	27.52%	27.50%
Standard Not Met: Level 1	44%	2%	41%	2%	42.73%	25.00%

Figure 73 *Source: CAASPP Reporting System (Department of Education)

Course of Action:

The 2012 WASC and 2015 WASC Mid-Cycle visits, focused on increasing math proficiency for subgroups that, similar to ELA, illustrated continuing assessment deficiencies. With the emergence of the SBAC assessments in 2014, and in lieu of the CST and CAHSEE standardized tests, University Preparatory had to transition regarding the use of state driven data to measure our student achievement. As a result of this transition, the measures used in evaluating student progress not only incorporated previous test results and grades, but also a combination of other factors including, but not limited to: teacher formal and informal assessments, examining the percent of students admitted to a four year university, CAHSEE results, emerging SBAC summative assessments, and the CSU/UC Math Diagnostic Testing Project. To determine proficiency levels we also decided to use the upcoming district formulated benchmarks including the CAASPP system.

We continued to monitor available data trends to identify progress regarding our schoolwide and subgroup data. The 2013-14 school year yielded a shift from the CST to the SBAC pilot which created a loss of multi-level standardized testing results. To strategically resolve our existing achievement gaps and further identify other unidentified critical areas of need, we reviewed the following informal and formal data: district benchmarks, CAHSEE results, teacher informal assessments, grade analysis, and prior summative test scores.

With this existing data, we planned the implementation of academic intervention and support systems in the form of a study skills class and a math intervention course that would reteach core concepts to those students identified as struggling. We developed a specific, allotted time within the school schedule for these courses. Our goal was to begin implementation of this plan by the fall of 2014.

In 2013, the Math Diagnostic Testing Project Assessment, (MDTP) gave us an early indicator of the skill level of our newly entering students, including our subgroup populations who were identified as *“below grade level.”* Information was reviewed by our 7th grade math teacher to provide instructional strategies and appropriate in-class intervention for those students who needed extra academic support.

In 2013-14, in order to support CCSS, our district formally decided to shift to the Integrated Math Model for the 2014-15 school year. With the implementation of the Integrated Math Model we believed our students would be provided with the skills needed to remain globally competitive in math and science. By using this integrated approach for our students, we believed that our student population would also be better prepared to take advanced math courses at the college level. Our district began to provide our teachers with instructional materials, training, and collaboration so that they would be adequately prepared for this transition.

Our study skills course was implemented in the 2014-15 school year. District assessment scores, GPA analysis, and CAASPP data were used to place 7th and 8th grade students needing additional academic support into this elective course.

We have traditionally used Holt teaching resources and textbooks in regard to curriculum support, but due to the lack of current textbooks for Integrated Math, we also began using supplemental resources from the Math Vision Project (MVP) in the 2014-15 school year. MVP provided our teachers with additional resources to assist with aligning instruction to Common Core State Standards.

In order to support our subgroups during the transition to Integrated Math we have had to offer our teachers multiple opportunities for training, collaboration, and PLC meetings. The training that our teachers received, we hoped, would ensure the implementation and execution of a challenging and relevant curriculum for all students. Instructional materials and resources for this new curriculum also

had to be assessed, identified, and procured so that our staff could better instruct our students.

We piloted Integrated I and Integrated II courses in 2014-15, but elected not to incorporate an Integrated III course. Trigonometry CP and HP were still offered as a class in order to provide better preparation for the next level of college algebra. It was also our consensus that not eliminating Trigonometry would create a more efficient pathway for students to finish two years of Calculus. College Preparatory Math (CPM) for Integrated II was piloted in 2014-15 school year in preparation for textbook adoption.

In the 2015-16 school year, the then current MDTP and CAASPP scores were used for course placement and allowed us to easily identify our 7th and 8th grade students who would benefit from additional academic support. With thoughtful collaboration inquiry, our 2015-16 goal continued to focus on improving mathematical proficiency. In order to do so, we had to determine a course of action to not only gauge student achievement, but to also identify our students' needs. As more student data became available, our district began to discuss the possibility of shifting to the Integrated Math Model that was being adopted in districts throughout the state due to its closer alignment with the CCSS.

This was the year we also began our weeklong 7th Grade Summer Boot Camp, which included a math class and a Study Skills class to prepare incoming elementary students for the rigors of the upcoming school year. In addition to the 7th Grade Summer Boot Camp, we also held an AP Calculus Preparation course to aid high school students taking advanced courses. Those who elected to attend were exposed to exam terminology, AP reading and writing strategies, and annotating text.

In the 2016-17 school year, our study skills course expanded to three classes, serving our 7th, 8th, and 9th grade students. Auxiliary services and technology-based strategies were incorporated in the 2016-17 school year to improve math proficiency at the high school level. Our math teachers had access to *Carnegie*, an interactive content system which serves as an additional support for some math levels, PSAT testing was funded for all 9th, 10th, and 11th grade students as an early predictor of SAT testing scores, and students in need of assistance were encouraged to attend tutoring with their teachers during lunch or after school. In the 2016-17 school year, Carnegie Learning curriculum was implemented for Integrated I and is still in use, after piloting it the previous year.

With the development of course mapping, pacing guides, and multiple assessments for Integrated Math, we ensured effective utilization of school resources to support this transition. University Preparatory also provided after school intervention and tutoring after to assist our students in the shift to Integrated Math.

To help improve academic achievement in math, we implemented a mock CAHSEE assessment when it was relevant, in order to identify those students that could benefit from remediation. Early intervention was crucial in improving student achievement. Moreover, we developed a math intervention course which provided students with a means to improve their math skills and address the deficits identified in the evaluation of their mock CAHSEE performance. It was our hope that by allowing students to become more familiarized with standardized tests prior to CAHSEE that they would become more confident in their abilities when they were asked to perform, thereby resulting in higher scores.

We supplemented our high school remediation course with a Study Skills class for 9th grade students, which would provide the tools necessary to perform to the best of their abilities in the classroom and at home. It is our goal that this course will facilitate our students' improvement in proficiency as well as create a willingness to seek help in order to address problem areas in their studies and performance.

Disaggregating our data has led to the establishment of intervention courses designed to fill in the gaps regarding Math instruction. *Jr. Seminar* served as an elective Math course during the 2015-16 school years. It provided additional support to our 11th grade students who were identified as needing

additional support, intervention, and the re-teaching of foundational concepts.

This intervention is based on teacher availability. In the past, we have had an open period, which allowed us to utilize this time for intervention. Due to the constraints of staff and classroom space, this varies from year to year. We are currently in open discussion to determine how we can more consistently provide math intervention. Until this is resolved, teachers are still providing tutoring. In addition, our students can still receive assistance via our online resources that provide twenty-four hour assistance beyond what happens in the classrooms.

Final Data Analysis:

We recognize that we are performing above state and district averages for almost every subgroup; however, we still have significant achievement gaps when comparing those subgroups. We will work to address those achievement gaps by identifying at risk students through formative and summative assessments and provide them with supplemental learning opportunities such as: summer programs, after school tutoring, and, if possible, additional course offerings. Declining scores for 11th grade subgroups are a major concern. Close analysis of data will provide staff with insight into student needs and appropriate adjustments in curriculum. AP passage rate is below state and national averages, however we believe the inverse nature between participation rates and passing rates could be a reasonable explanation for this trend. The math department remains committed to providing our students with any and all reasonable accommodations and interventions to secure their successes in college and beyond.

WASC 2012-2013 Follow-up Action Plan and Goal 3 (2013-2014):

To advance the use of evaluation and assessment to improve student achievement. (Schoolwide, African American, Hispanic, English Learners, and Special Education)

Revised Aligned Goal 3 (2014-15 & 2015-16): Our staff will emphasize rigorous instruction in every classroom, setting high academic standards for all students. University Preparatory will actively and consistently use PLCs, the teacher evaluation process, data review, administrative walkthroughs, student surveys and parent feedback to review current practices and identify areas of strengths and weaknesses.

Revised Aligned Goal (2016-17): Staff will seek to provide high academic standards for all students. University Preparatory will use an Academic Prep Survey created by our PLC's in conjunction with the student leadership team. The purpose of the Academic Prep Survey will be to review current practices and identify potential strategies or intervention based on data review to increase staff's academic standards for all students. *(Corresponding LCAP Goal: Parents, families and the community will become more familiar with policies)*

Outcome:

Progress since the 2011-12 full visit and the 2014-15 mid-cycle visit is summarized below:

- a. We continued to use collaboration to collectively review data in order to drive instruction.
- b. We initially planned on using a walk through check sheet through which peers and administrators could offer support and suggestions based upon informal observations. However, our site stopped the procedure shortly after its implementation due to bargaining unit objections.
- c. We found that the number of students at University Preparatory who were taking AP courses increased by 34% since 2010-11 and the number of AP exams has increased by

122% since 2010-11. From the 2010 school year to the 2014 school year, there was a 12% increase in participation and a 13 % decrease in students getting a three or higher on the exam.

- d. University Prep successfully implemented a mock CAHSEE to use data to drive CAHSEE instruction.

Concerning the 2014-15 and 2015-16 and 2016-17, progress is as follows:

- a. The number of AP students enrolled in a course increased from 287 to 332 students in 2014-15 to 2015-16. Regarding the 2016-17 school year, the number of students at University Preparatory who were taking AP courses increased from 332 to 358.
- b. We piloted CAASPP interim assessments and formative assessments.
- c. We used district benchmarks for ELA and Math incoming 7th grade students regarding appropriate math placement.
- d. Staff meetings, department meetings, and leadership meetings were used as a vehicle to analyze data.
- e. Student surveys and parent feedback were used to review current practices and identify areas of strength and weakness, as derived from our Healthy Kids Survey.
- f. Administrative walkthroughs continue based on the district approved evaluation process.
- g. Informal walkthroughs incorporate our staff agreed upon instructional expectations derived from leadership meetings.

Data Outcome: The data in figure 74 (right) illustrates our passing percentages of AP scores of three and higher went from 53% to 57%. Our AP rates are 5.3 % below the state of California. There was an increase mean score in Biology, Calculus AB/BC, Chemistry, English Language Composition, Environmental Science, AP European History, Microeconomics, United States History, and United States Government and Politics.

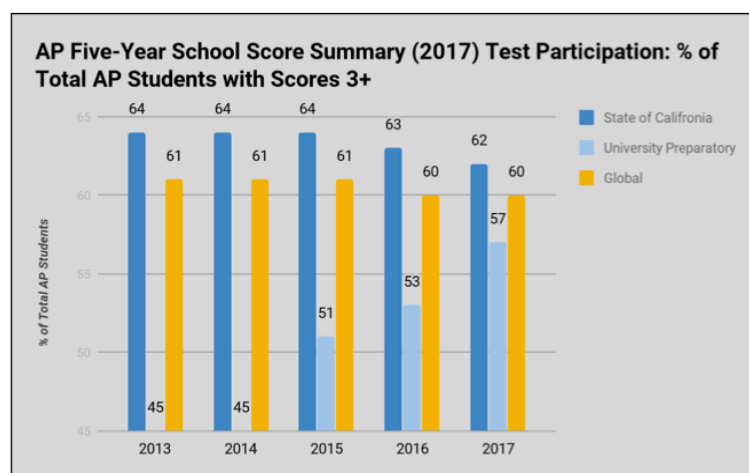


Figure 74 *Source: As reported by the College Board

Data Outcome:

The following AP data in figures 75, 76, and 77 indicates that the number of AP test participants who have scored three or above has increased from 2015-16 to 2016-17 by 27 students. The number of exams taken has significantly increased by 150 exams:

University Preparatory School

	2013	2014	2015	2016	2017
Total AP Students	290	340	287	332	358
Number of Exams	463	625	558	598	748
AP Students with Scores 3+	130	154	147	176	204
% of Total AP Students with Scores 3+	44.8	45.3	51.2	53.0	57.0

Figure 75 *Source: As reported by the College Board

California

	2013	2014	2015	2016	2017
Total AP Students	338,891	354,227	372,502	396,254	415,727
Number of Exams	635,596	668,479	707,509	749,392	788,913
AP Students with Scores 3+	215,233	227,801	237,063	247,846	258,819
% of Total AP Students with Scores 3+	63.5	64.3	63.6	62.5	62.3

Figure 76 *Source: As reported by the College Board

Global

	2013	2014	2015	2016	2017
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,757,011
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	4,994,746
AP Students with Scores 3+	1,354,800	1,442,136	1,525,264	1,583,115	1,663,163
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

Figure 77 *Source: As reported by the College Board

Data Outcome: The following data in figure 78 and 79 indicates that our 7th grade student population feels a higher connectedness to our school than other grades. Pertaining to academic motivation, students also feel academically motivated in the 7th grade.

Student: School Developmental Supports, Connectedness, and Academic Motivation
2015-2016 Percentages (Table A4.4)

High % Moderate % Low %	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment:									
Total School Supports	49%	45%	7%	30%	49%	20%	31%	47%	22%
Caring Adults in School	47%	41%	12%	27%	55%	19%	31%	55%	14%
High Expectations- adults in school	72%	24%	4%	52%	44%	5%	39%	51%	10%
Meaningful participation at school	28%	49%	23%	11%	45%	44%	18%	40%	42%
School Connectedness	73%	22%	5%	62%	35%	3%	42%	44%	14%
Academic Motivation	63%	29%	8%	54%	36%	11%	31%	46%	22%

Figure 78 *Source: Healthy Kids Survey 2016

Student: School Developmental Supports, Connectedness, and Academic Motivation
2016-2017 Percentages (Table A4.4)

High % Moderate % Low %	Grade 7			Grade 9			Grade 11		
	H	M	L	H	M	L	H	M	L
School Environment:									
Total School Supports	32%	59%	9%	32%	56%	12%	18%	55%	27%
Caring Adults in School	34%	55%	11%	33%	50%	17%	21%	59%	20%
High Expectations- adults in school	54%	41%	5%	55%	38%	7%	30%	58%	11%
Meaningful participation at school	15%	59%	26%	16%	53%	31%	10%	38%	51%
School Connectedness	75%	23%	2%	63%	32%	5%	43%	47%	10%
Academic Motivation	61%	33%	6%	50%	41%	10%	24%	51%	25%

Figure 79 *Source: Healthy Kids Survey 2017

Course of Action:

In the past, we lacked a formal process for evaluating student performance. In order to correct this, we have implemented a continuous evaluation of student performance data, including student and parent survey data. We have been examining the causal relationships between student performance and our current instructional methodology.

Although the primary program used by the district to process information on student achievement is School City, teachers at our site use a variety of methods to collect and analyze data. School City is used to varying degrees, as many of our teachers have not been adequately trained in its use. Even as we are currently in the process of offering trainings to rectify this problem so that School City is more widely available, our district is exploring other data platforms.

Additionally, data from College Board is utilized by AP teachers to aid in AP performance and to increase SAT test scores, while teacher assessment data, CAASPP scores, and District Assessment exams are used to help drive instruction. Our counseling department utilizes the Aeries system to appropriately place students into classes and to gather data regarding student grades, attendance, and discipline to better service their caseloads.

To further the discussion regarding data, our district has sent select teachers to training in both the Professional Learning Community Model (PLC) in when 2013-14 and a four day Common Formative Assessments (CFA) training in September of 2016. However, despite our best efforts to utilize the PLC Model as presented to us, the small school nature of our site makes its incorporation somewhat difficult,

as discussed in Recommendation VIII, above.

Similarly, whereas common assessments are necessary at other sites where a variety of teachers teach the same subject and grade level, at our site, the vast majority of our subjects are taught by a single teacher at each grade level, which makes nearly all assessments given CFAs. Despite this, the training was very useful in that teachers who attended were taught how to develop a CFA and that CFAs should be used as an informal means of assessment to inform curricular choices, rather than as a formal assessment.

To aid in the advancement of our subgroup populations, every core department chair throughout the district has been sent to the Quality Teaching for English Learners (Q-TEL) training this year. It is the hope that when the trainings are complete, these instructional strategies can be shared district wide to aid our struggling student populations.

In order to align instruction with updated content standards, University Preparatory teachers, administrators, and our School Site Council have and will continue to work together to provide the appropriate classroom forums for student achievement. The roles and responsibilities of all stakeholders have been more clearly defined. There has been a concerted effort to increase administrative walkthroughs to help identify instructional needs. In addition, we will provide more release time for teachers to observe their peers, in the hope that there will be an increase in the sharing of best practices.

The University Preparatory staff will continue the process of training, so as to support our Advanced Placement courses. Teachers and counselors will continue to attend conferences, workshops and trainings to provide students with assistance in preparing for the SAT and ACT, college applications, career choices and financial aid. Additionally, our school will aggressively promote college and career readiness.

We will expand our support for parents by creating a parent resource center. In order to increase college acceptance rates there will be additional services available for students and parents, providing them with access to college and career information. Parents and students will have the opportunity to meet with a career technician twice weekly and also consult with our Destination College representative. The creation of a parent resource center will educate and support parents about educational opportunities for their students. We will continue to organize field trips that provide our students with opportunities to visit and tour college campuses.

University Preparatory will enhance course subject matter by offering extended learning opportunities through hands-on lessons and in the field activities. Our Senior Transition Class prepares our 12th graders for college and independent life by providing training and information regarding; budgeting, investigating and applying to colleges, scholarship and financial aid research, organizational and time management and preparing resumes and preparing for job interviews. These students also engage in service projects on campus and in the community. Teacher mentorship and staff and peer support are also an integral part of this class.

WASC

Chapter III

Self-Study Findings



Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Notes: LCAP

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
University Preparatory's vision is to have all students graduate college ready by promoting academic excellence for all students, by providing quality instruction, support, and resources, and by having students access a solid academic program that matches world-class standards. To support the above, we are committed to our students by incorporating these standards within our Student Learner Outcomes. In addition, our SPSA evolves based on the specific needs of our student population. The district LCAP also provides a template to ensure that we are in unison with the CCSS and its focus on global readiness.	Mission, Vision, SLO's, SPSA, LCAP Goals, Site and District websites, ELAC sign-in sheets.
Data pertaining to our student population is reviewed during leadership meetings, department meetings, staff collaboration, and school site council to examine and discuss the means as to how best serve our school site. During these meetings, data examined includes socio economic student demographic information, student ethnicity data, CAASPP data results, and grade analysis for each teacher.	Community Profile Data and Demographics; Grade Analysis, CAASPP data, Leadership Meeting, Agendas, Department Meeting Agenda, SSC Agendas, SARC
As part of our 12th grade curriculum, our Senior Transition course focuses on college and career readiness by preparing our students for the transition to college and career. College information and tours are provided by our college advisers and our site counselors. In addition, our students are required to fulfill community service hours giving them exposure to professional pathways.	Senior Transitions course description, College Visit Data, Counseling Presentation PowerPoints, Parent Information Night Agendas, Community

Staff development has focused on CCSS in order to support instruction. Our staff has been consistently involved in course development pertaining to textbook adoption for ELA, Social Sciences, Math, and Science.	Service hours sheets RCD, Q-TEL, Depth of Knowledge Training dates
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: ***Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.***

Findings	Supporting Evidence
At the site level, University Preparatory has monthly collaboration meetings where we revisit and refine the vision and mission of the school, as needed. Our staff of middle and high school stakeholders collaborate collectively to determine how best to promote our vision, mission, and schoolwide learner outcomes.	Leadership Meeting Minutes, School Site Council, Staff sign in sheets, Grade Level Meetings.
To ensure that our students are included in the development and refinement of the vision, mission, and schoolwide learner outcomes, they are active in our School Site Council.	School Site Council sign in sheets reflecting student members, ASB meetings with the Principal, ASB announcements.
Parents meet monthly with the principal during our Jaguar Den/Coffee with the Principal morning meetings to assist with meeting our joint goals. Attendance has been consistent. Our parents also attend School Site Council meetings.	Parent sign in sheets.
District personnel, community members and businesses participate in the refinement of our school vision by vocalizing the needs of our specific demographic. This is an informal process that entails feedback from our stakeholders. Feedback is derived from school events open to the community, school concerts performed for the community, and drama performances for Victor Valley Elementary School District. Our parents also provide feedback as representatives of the business community of Victorville.	Concert dates, Drama performance dates, Man Mob, Mom Mob, Senior Transition Presentation Panel Sheets, "It's a Gas to Go to Class" (Victorville Motors Program)

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: ***Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.***

Findings	Supporting Evidence
There are effective processes in place to ensure the involvement of	School Site Council,

<p>all stakeholders in the development and periodic refinement of the vision, mission and schoolwide learner outcomes. University Preparatory ensures all stakeholders are involved in the development and approval of the vision, mission and schoolwide learner outcomes through a cyclical process. The mission and vision statements were initially developed among the University Preparatory Leadership and staff and then presented to other stakeholders for approval.</p>	<p>Coffee with the Principal, Parent Liaison, ASB, School Messenger</p>
<p>Our community is committed to our school vision by providing academic scholarships, volunteering to participate in our 7th grade career fair, serving as panel members for our Senior Presentations, hosting and supervising student community service hours (required of our 12th grade students), and participating in our blood drives.</p>	<p>Career Fair photos, Panel Sheets, Community Service Sites.</p>
<p>There are a variety of incentives and scholarship opportunities made available to our students through the community and local businesses.</p>	<p>Scholarships Opportunities: Victorville Rotary Club Victorville Motors “It’s a Gas to Go to Class” Program The Stoner Scholarship Senior Transitions Scholarship School’s First Credit Union Dreamers, Visionaries & Leaders Victor Valley Chamber Foundation, Inc. Oro Grande Foundation Delta Theta Chi Sorority Doris Davies Trust Charlotte Mousel The Lions Club High Desert Community Foundation The Elks Club Victor Elementary Teachers Association Victor Valley Teachers Association American Red Cross Schools First Credit Union</p>

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: ***Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.***

Findings	Supporting Evidence
<p>The Board of Education supports the school's vision, mission, learner outcomes, student progress, and community participation in site governance in alignment with the district LCAP requirements by holding regularly scheduled meetings two times per month. Agendas and scheduled meeting dates are posted in advance on the district's website giving seventy two hour notification. If a special meeting occurs, the information will be sent to the school site for posting in a public forum.</p> <p>Victor Valley Union High School District policies and procedures detail the roles and responsibilities of the governing board, which is elected by the community. The Board works with the District Office staff to fulfill specific roles to include the following:</p> <ol style="list-style-type: none"> 1. Create a long-term vision for the district. 2. Establish and maintain an organizational structure for the district 3. Ensure accountability of the local community 4. Provide community leadership at local, state, and national levels. 	<p>Board agendas and scheduled meetings, Board Policy Manual available in online forum at https://www.csba.org/ProductsAndServices/AllServices/Gamut.aspx</p> <p>(User Name: Public Password: Victorvalley</p>

A2.1. Additional Online Instruction Prompt: ***Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.***

Findings	Supporting Evidence
All students are required to complete Digital Citizenship to ensure proper internet use and safety. A Digital Citizenship course is required each year.	Completion of Digital citizenship is monitored by site Computer Media Specialist

<p>All students have a unique Google email account created for them at the district level.</p> <p>The Victor Valley Unified School District has purchased district licenses for Gaggle and, more recently, Lan School to monitor student internet usage in Google. Once teachers are trained, Lan School will allow teachers to monitor student chromebook usage in their rooms.</p>	<p>(CMS) and is recorded in AERIES. Students who fail to complete the course have their account disabled.</p> <p>District Tech Plan</p> <p>Gaggle notifications go directly to district and site administration. Site administration meets with students who have several Gaggle infractions.</p>
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Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: ***Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.***

Findings	Supporting Evidence
<p>The School Board is effective in communicating the relationship between the governing board and the responsibilities of the district and the school site. In addition to the VVTA contract, each staff member and members of the community are able to access the district/school website to ensure communication and a clear chain of command. All policies and administrative regulations are accessible to the public.</p>	<p>Board Meeting Minutes are published on the VVUHSD website. http://www.vvuhsd.org Board meeting schedule and agendas are posted online as well. Board agendas are posted at each school site. Board minutes are collected on site and are available upon request. VVTA contract available at: http://vvtatoday.weebly.com/vvta-contract.html</p>

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: ***Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.***

Findings	Supporting Evidence
<p>a) Informed as to how they can participate in the school's governance:</p> <p>In order to increase parent participation pertaining to the SSC, we recruit parents during Orientation.</p>	<p>SSC application, Parent Volunteer Packet handed out</p>

<p>During our Summer Bridge Program we hold a question & answer forum. We inform parents of opportunities for participation in SSC and volunteer opportunities. The goal is to create an open session with 7th grade parents to provide targeted support regarding the transition to middle school.</p> <p>b) Engaged in the governance of the school through their participation on SSC, ELAC, district LCAP committees, etc:</p> <p>The principal invites parents so they can ask questions, state concerns, and make suggestions on how to improve school procedures.</p> <p>School Site Council meets to collaborate on how to spend money based on budget needed to fund school activities.</p> <p>District randomly chooses students to attend and give feedback regarding issues that concern them like academics, social, emotional, and family issues.</p> <p>DELAC representatives from the ELAC committee from each school site meet to discuss the planning, development, implementation, and finances of the EL Program. DELAC advises the VVUHSD school board and the LCAP committee.</p>	<p>Agenda</p> <p>Welcome to Bridge Speech</p> <p>Orientation Speech to 7th grade parents.</p> <p>Coffee with the Principal</p> <p>School Site Council Meeting</p> <p>Student Forum Feedback</p> <p>ELAC Meeting</p> <p>Agenda/Trainings</p>
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Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
We strive to achieve a 100 percent graduation rate. Students are given access to programs that expose them to college and career paths. Also, seniors are required to participate in Senior Transition to better prepare them for life after graduation.	Each senior is required to be enrolled in a Senior Transition class, a curriculum that requires students to complete college applications and complete the VVC Bridge Program.
The school maintains a parent liaison on site to ensure that there is clear communication between parents, guardians, staff, and administration.	Parent Liaison was hired in 2016.
Our school had a Destination College representative on campus over the past few years, and now we have hired our	Destination College has conducted multiple college

<p>past representative as a staff member to assist student understanding and preparedness for college and the application process.</p> <p>Staff is regularly involved in professional development. The School Site Council has allocated funds to ensure that all staff are able to participate and increase their skill set. This allows staff to be up to date with current educational trends and standards. This ensures that all staff are highly qualified.</p> <p>The school follows district wide procedures, policies and materials to ensure effective implementation of district goals to increase student achievement. This is done through clear communication between the district and the school site through email, websites, and staff meetings.</p> <p>The school strives to have a high attendance rate through intervention. Students who have issues with attendance have to sign a contract to improve their attendance at the school. This in turn makes sure all students are active in their education and have a stake in making sure they graduate on time and are able to achieve goals set for college and career.</p> <p>Security staff is hired and maintained to district standards. There is a student to staff ratio set by the district, which the school has maintained through its existence. We have three full-time Security Assistants.</p>	<p>tours as well as a college tours of UC's during spring break for the last three years. Student lists, itineraries</p> <p>School Site Council meetings, RCD meeting notes, Q-TEL binder, CFA binder</p> <p>Agendas from leadership, department, grade level, and School Site Council meetings.</p> <p>Parents receive calls in the evening if their student has an unexcused absence. Student and parent Aeries portals are created for each student so they can monitor their students attendance and academic progress. Attendance contracts.</p> <p>Security has had staff development days to receive the most up to date training Mandated Reporter Training, Safety Training, Drug Education, and Ticket Writing. Keenan Training email.</p>
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Administration adheres to procedure stated in the VVTA contract in terms of conflict resolution between teachers and administration.	VVTA contract available at: http://vvtatoday.weebly.com/vvta-contract.html
Site Administration follows the guidelines stipulated in the Board Policy.	Board Policy 1312.3 VVUHSD Uniform Complaint Procedure Form

Parents can have an appointment with the principal to discuss issues and concerns as well as the freedom to drop in immediately if any concerns arise. This open door policy is also shared by the administration team.	Principal appointment log
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A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: ***Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.***

Findings	Supporting Evidence
University Preparatory endeavors to involve all stakeholders (teachers, students, parents, community) to implement school policies, procedures, and evaluations of potential resources that are available in the community.	Faculty/Staff Meetings Department Meetings PLC Meetings, SSC Meetings, ASB Meetings, Coffee with Principal Meetings

Parents are involved in the planning and decision-making of the school's budget and how it is spent.	School Site Council Meetings.
Teachers collaborate on how to effectively implement academic standards by departments.	Leadership, department and full staff meeting agendas.
Teachers meet to identify struggling students and create strategies on how to help them improve academically.	Grade level meetings.
Counselors meet with academically struggling students.	Call slips, announcements, Counselor emails
ASB discusses guidelines with Club Presidents and the procedures in fundraisers and requisition of funds.	ASB Minutes

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Leadership meetings, School Site Council, and Department meetings serve as a platform to analyze and disaggregate data with the purpose of identifying student needs. Identified student needs are embedded in our SPSA.	SSC, Leadership, Department Meeting minutes, SPSA.
University Preparatory offers a study skills class for struggling students and places students on academic probation if they fail to take the necessary steps to improve. Tutoring in many classes is also provided to help students if they are having difficulties.	(Mu Alpha Theta) example of math tutoring provided. Seniors are assigned underachieving junior high students to tutor. Tutoring sign-in sheets. Study Skills rosters.
Counselors provide academic intervention for students maintaining GPA's under 2.0.	Counseling office records
The staff and counselors use student achievement data derived from individual teacher assessments, quarterly tests assigned by the district through our newly adopted curriculum. There are benchmarks once a year to maintain and monitor progress.	English teacher administered semester tests created by Pearson, the publisher of their newly adopted curriculum, Assessment calendar, School City.

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: ***Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.***

Findings	Supporting Evidence
Our site is very effective at making sure all staff members are involved in the decision-making process. This is done through monthly Leadership and department meetings. The staff also meet during collaboration where everyone is encouraged to help in making decisions for the site.	Leadership, department and staff agendas.
Administration maintains an open door policy for all staff to facilitate informal conversations.	Administration notes.
Teachers establish their goals and objectives at the beginning of each school year, meet with the administration, and then reflect throughout the year.	Teacher goals and objectives plus evaluations.
New teachers are connected with a mentor teacher to aid them in their planning and decision making processes.	New teacher interviews

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: ***Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.***

Findings	Supporting Evidence
University Preparatory is effective in communicating, planning, and resolving disputes between staff and administration	Communication between administration and staff is conducted through leadership meetings, staff meetings, and department meetings.
The Department Leadership team meets to receive important information regarding community and school events. This information is then disseminated through monthly department meetings held after school.	Leadership and Department Meeting minutes
There is a site union representative on campus at all times to help resolve disputes.	VVTA Collective Bargaining Agreement.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Our District office makes sure all applicants for employment have the qualifications for any position being filled at the school site.	Edjoin, CCTC definitions of highly qualified teachers.
All teachers are state credentialed in their subject area with some having advanced degrees within their discipline. All AP teachers have training and ensure their skills meet the standards of a high education.	CCTC definitions of a highly qualified teacher. AP conferences. Teacher Surveys: for a summary, see “Conditions of Learning” (pg. 55-6)
Probationary teacher are evaluated during the year as per contract, they also go through Induction Training.	VVTA Contract Riverside County of Education
First and second year teachers have weekly meetings with the evaluating administrator to monitor instructional goals and build a positive relationship.	Administration calendar

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
The district and school site provide new teachers with support and training to ensure new hires are geared towards success.	Riverside County of Education
The district has staff developments days before the school year begins and before new semesters.	Staff Development during “Buy Back Days”
Staff receives training on technology they have available in the classroom.	Staff Development during Non student work days. Technology training agenda Jan. 8, 2017.
The school site uses <i>Habitudes</i> and trains staff on the application of the <i>Habitudes</i> program in the classroom.	<i>Habitude</i> Staff Training

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and*

handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
The school site has leadership meetings on the first Tuesday of each month which lead to monthly department meetings at the department's discretion.	Leadership/Department meeting agenda/minutes
There is no teacher handbook at the school site. This leads to some confusion pertaining to expectations placed on new teachers who are not familiar with district/school policies. To address the needs of new teachers, site mentors are available for assistance.	List of teachers with a mentor. List of site mentors
Department heads have regular communication with their staff. This also includes communication between staff and administration.	Department meeting minutes.
Rigorous Course Design (RCD) collaboration attended by ELA and math for pacing guide development. These guides are considered “living documents” that are updated regularly to ensure the district is meeting our student’s needs.	Training schedule, RCD Notes, RCD shared Google folder,
To ensure students are offered a diverse curriculum, a district novel list was created to designate grade levels at which each novel can be taught.	District Novel List

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: ***Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.***

Findings	Supporting Evidence
University Preparatory’s counseling staff utilizes training derived from professional development to help students achieve academic goals. As a result of professional development, they are updated on scholarship opportunities, college requirements, and financial aid requirements, and to ensure college readiness; these are measurable by college acceptance rate, scholarship awards, and VVC Bridge Program participation rates.	Counseling PD, VVC Bridge Program participation rate, College visit sites
Additionally, we have hired a Counselor Technician, to assist with the planning of college visit field trips, setting up college representative information visits at our site, and providing information pertaining to college admission for our parents and students.	Maverick Santos

Site support includes monthly pull-out for: content collaboration, norming for formative assessments, vertical articulation, creation of rubrics, training for CAASPP, and attendance for conferences.	Dates of pull-out for trainings.
Site purchases include supplemental materials and technology (both hardware and software).	Purchase order examples.
AP teachers participate in professional development to learn and practices/new strategies to engage their advanced students.	AP Training dates.

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
University Prep administrators conduct an objective evaluation of teachers twice a year for the non-tenured and every two years for tenured teachers.	Evaluation Report
The administration requires teachers to prepare two items from Goals and Objectives to focus on throughout the year.	List of Goals and Objectives
The administration has implemented staff development Leadership Training in <i>Habitudes</i> for both teachers and students.	<i>Habitudes</i> books and workbooks
New teachers are being mentored through the induction program.	Riverside County of Education Evaluation Packet

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Department Chairs meet with their members to discuss how to allocate Title I money to better serve our students needs. After school tutoring, professional development, and online programs designed to aid student understanding are weighed and discussed to best suit our students and address our critical learner needs. The School Site Council meets monthly, at the beginning of the year, to review the Site plan from the previous year and adjust it for the current needs of our students.	Leadership and Department Meetings LEA, LCAP, SLO, SSC minutes/agenda

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Title I expenditures are reflected in our SPSA. The SPSA corresponds with our district's LCAP goals.	SPSA, School Site Budget in Financial 2000
The General Fund budget is created in the spring of the prior school year. School sites create the budget based on specific site needs. Administration meets with the district fiscal services representative to review and create a provisional budget based on the expenditures from the previous year. General funds cover expenses outside of Title I. All budgets are overseen by district and auditing programs.	School Improvement Plan for Student Achievement (SPSA)
All classroom supplies are ordered through the department chair and the final decision is made by our principal.	School site budget

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The school facilities, although much newer than our previous site, lack adequate PE fields and classroom space. Currently, the school facilities are not fully adequate to cater to the needs of our existing student population. The campus is more suitable for a middle school or continuation high school, rather than a school which houses grades 7-12. Despite a need for a greater variety of courses for our existing student population,	Campus map showing limited size of campus and lack of PE facilities. Map shows school is landlocked. We have four full time music teachers, only one of them is in an actual music classroom.

we lack additional classrooms to accommodate new teachers and courses.	<p>None of our music classes have adequate storage for instruments.</p> <p>Our site does not have a performing arts building or theatre of any type. Drama performances are presented in the Multi-purpose room, and concerts are held in the gym, which is not set up acoustically for concerts.</p> <p>Our Drama teacher teaches in a normal classroom instead of a room that caters to the needs of a drama class.</p>
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>University Preparatory has effective policies and procedures to secure new technology for teachers and departments. Departments meet monthly. Teachers bring their needs to their department meetings and the department collectively decides which needs to address with administration. Administration has been supportive in providing funds for the requests made by individual departments.</p> <p>Teachers are provided technology in their classroom. Projectors and staff computers are checked out to the classroom. Document cameras and Mobi's are available for teacher checkout from the library.</p> <p>The school library is proficient at distributing required material to facilitate the education process at the school. Supplemental requests work through the department chair to the office to order and then acquire those supplemental materials.</p> <p>The School Title I money is being utilized by the school effectively through the different departments in purchasing technology and other instructional materials.</p>	<p>English department adopted an online curriculum. Enough chromebooks were purchased so each full-time English teacher has a chrome cart available for use in their classroom. SPSA.</p> <p>There are thirty document cameras available in the library for teacher use. There are enough projectors for all classroom teachers. Library inventory.</p> <p>Purchasing orders and library checkout forms.</p> <p>School Site Council Minutes</p>

Additional chrome carts were purchased for the history department, there is a total of four to use in their classrooms. AP EURO has online curriculum Mindtap program with the adoption of a new textbook in 2016-17.	Mindtap program site information.
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: ***Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.***

Findings	Supporting Evidence
English teachers are trained throughout the year for the online instruction through Pearson Learning.	Pearson Online Training
There is a school site mentor established by the district to assist new teachers to the site. In essence he is the teacher handbook.	District funding
AP Teachers are given the opportunity to attend AP Summer Institutes to improve instruction and assessments.	AP Summer Institute Conference Request
Teachers are given the opportunity to receive extra training in the many different kinds of technology available to our teachers and students.	School Site plan Non-student day training agenda
School Site Council alots money for teachers to attend conferences.	School Site plan
Resources are available through Title I Funding to hire college career readiness professionals.	College Advisor Maverick Santos

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: ***Evaluate the effectiveness of these processes.***

Findings	Supporting Evidence
A district committee made up of various stakeholders which include: teachers, counselors, district personnel, classified, students, and site administration, create the District Strategic Plan, based on the LCAP goals. These goals, embedded in the plane, is shared with the larger school community. Each school, with their specific stakeholders, develop their site goals under this umbrella. The Site Plan is then taken to the Site Council and once approved, it is then forwarded to the district where it is reviewed.	District LCAP resource on district website, board agendas

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

University Preparatory has strong communication, which further supports achieving our mission statement. The communication permeates all levels of the school organization. This means objectives and standards are generally clear for administrators, teachers, and students. Communication with campus leadership happens on the first Tuesday of every month. This is followed, on the same day, with the school site council meeting. The meetings following one another allows for all levels of the school site to communicate and discuss the activities that will be occurring in the upcoming month.

Critical Learner Needs: Because the school site council consists of administrators, staff, teachers, students, and parents, all stakeholders contribute to making decisions regarding the needs of our critical learners, as well as the general student population. In this way, we were able to fund tutoring and supplemental online programs to aid students who are having difficulties.

Individual department meetings also occur throughout the month to ensure that all staff are made aware of activities and expectations for the upcoming month. These meetings occur at the departments' discretion. Our "Coffee with the Principal" meetings also aid us in communicating with our parent population. This activity gives parents direct contact with the principal and allows open discussions from a parents' perspective about areas of strength and weakness on the campus.

Technology further assists the school site in maintaining its organization. The school site's use of technology allows students, parents, and staff to communicate more effectively with one another. The staff uses technology to communicate with one another via email and collaborative documents on Google docs, as well as to aid in professional development, such as Induction and College Board certification (AP classes). Teachers utilize the Aeries platform, Google classroom, and the Sharpschool Notification system to keep in contact with students and parents. The school site, with the assistance of the district, allows time for teachers to become familiar with technology through professional development.

There is a need for clearer goals and objectives when it comes to new teachers. There is no teacher handbook, which leads new teachers to this site to rely on communication with their fellow staff and those of administration. The school site mentor does give assistance and is the "teacher handbook," but new teachers to this site have limited contact with the school site mentor because he also has his own classes and other obligations. There is a school site mentor, funded by the district, to assist new teachers. This means new teachers have another channel of communication to use as a resource.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

We have consistent monthly meetings that involve all stakeholder groups.

Our school site has an open door policy to support teachers. If teachers have problems or questions, they are

able to go to any member of the administrative staff to discuss the issue.

The Growing Leaders program, *Habitudes*, was incorporated to further assist both teachers and students with managing their day to day lives.

With the hiring of a parent liaison last year, our parent participation at school events is much higher. We have more parents who now are cleared by the District to go on off campus trips than ever before.

With the purchase of chrome carts, most classes never need to leave their room in order to work online and technology use has increased.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

The biggest issue facing the school site pertains to the facilities needed to accommodate our current student population. This limitation is not entirely due to funding, but rather to the physical attributes of the campus itself. There is not enough physical space on campus to entirely meet the needs of our current student population. For example our campus lacks a track to adequately serve students in our physical education program, nor is there room to incorporate one within the existing boundaries of the campus. This in part also limits the variety of courses that we are able to offer to our existing student population, thereby limiting the students' ability to be fully prepared for the academic and career challenges that they will face upon graduation. To make matters more difficult, the counseling staff is inundated with students. There are currently two counselors for 1100 students. This limits the time they are available to assist students. The addition of another counselor would alleviate some of this pressure and allow them to more adequately service their caseloads and address student mental and emotional issues.

Staff members would benefit from a staff handbook, either a hard copy, or one that is accessible online. This would truly help newly hired staff to be able to know procedures, where to find appropriate forms, as well as the expectations that are required of them.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>District The District office along with Curriculum Advisory Boards made up of district teachers from different school sites help to revise and discuss changes to curricular area content. The District has held training meetings for discussion of changes to the History framework and the California Science Framework and their impact on curriculum.</p>	<p>Science CAB meetings Social Studies CAB meetings English CAB meetings Math CAB meetings Book Adoption meetings- English, Math, and Social Studies RCD for English, Math</p>
<p>Math The District and University Preparatory have adopted new textbooks for Math (2015-2017). Math teachers have received training on new textbooks and curriculum due to implementation of common core standards.</p>	<p>Go -Math and Carnegie Learning (2015-17) Spring 2017 (Desmos presented from Apple Valley High School)</p>
<p>Teachers participate in Mathematics PD as part of the SAM grant in collaboration with Victor Valley College.</p>	<p>Professional Development dates</p>
<p>Math department teachers collaborate and team teach with the District math coaches to reflect on improvement of instructional practice.</p>	<p>Google Classroom -VVUHSD Middle School and High School Pages, Sample lesson</p>
<p>Math Department teachers participated in a lesson study, where the entire department had several pull out days and were assigned roles to create and deliver a lesson that was observed and later discussed and reflected upon.</p>	<p>Lesson plans/templates, reflection or lesson summary forms. Takeaways and next steps document, lesson plan document, exit ticket document, the Google slides presentation for the lesson.</p>

<p>Science Science teachers have received training in different rollouts of NGSS and workshops through the District and county. The new California Science Framework will help University Preparatory and the District to develop science courses that are aligned to the Next Generation Science Standards.</p> <p>Teachers attended an NGSS training by county personnel on Phenomena and implementation of Science Standards.</p> <p>We are currently evaluating how to address a three year model (Biology, Chemistry, and Physics) for science while embedding Earth Science into all the other science areas.</p> <p>Social Studies The District is reviewing core content books in Social Studies areas that are aligned to standards. The District Adoption Committee includes teachers from different school sites. New textbooks are currently being reviewed by teachers.</p> <p>English English teachers have received training on new textbooks and curriculum due to implementation and alignment of common core standards in English (2017-18).</p> <p>Performing Arts Music department teachers participate in PD by performing in community groups outside of University Preparatory or attending conferences related to music content area such as NAMM (National Association of Music Merchants). In addition, the strings teacher is contracted to play with major artists with <i>Crescendo Inc.</i></p> <p>Spanish Spanish teachers have attended district curriculum/articulation meetings to start looking at new textbook adoptions.</p> <p>Spanish teachers attended AP conferences to improve instruction using the new textbook <i>Abriendo Puertas</i>.</p> <p>Physical Education Teachers have attended trainings pertaining to the implementation of a Health Curriculum.</p>	<p>Student survey data pertaining to instruction.</p> <p>May 2016 San Bernardino County, September 2016-17 on Saturdays at D.O., and November 2018 at San Diego, CA</p> <p>District professional development days 2017-18 conference report</p> <p>District Adoption Meetings and Textbook presentations. Department discussions/ Science CAB meetings.</p> <p>District collaboration days 2017-18 History Framework Meetings 1/8/18 and 1/17/18 at District office History Social Science Symposium 2/15/18 at Adelanto HS</p> <p>Pearson consumable textbook- English (2018)</p> <p>Emails of acceptance into groups (Inland Master Chorale, VVC Concert Band, VVC Jazz Band) Redlands Choir Director visited University Preparatory to work with teachers. NAMM picture of certificate</p> <p>Articulation meeting dates 2017-18 (1/12/18)</p> <p>AP Conference (2016)</p> <p>Training dates, Health Curriculum pacing guide</p>
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<p>Technology Application to Support Meaningful Instruction:</p> <p>Each year we have added more student access to chromebooks and computers that have helped students use more online resources. Students access content via google classroom and specific content area websites. All students have computer access in classrooms to work on assignments. Computers are accessible to support textbook adoption.</p>	<p>Chromebook carts, Laptop Carts, Software - Nearpod, PHET, Turnitin, Go Math, Carnegie Learning, Google Docs, and other resources.</p>
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>University Preparatory provides Advanced Placement (AP) / Honors courses for our students. Courses are approved yearly by College Board in alignment with common core standards. AP Teachers are certified to teach the approved curriculum, promoted by continuing support and access to the AP Program. All AP courses must be reauthorized and reviewed every year dependent on the school schedule. Teachers must also submit AP College Board course audit information and make changes as AP course scope and sequence or Test formats change.</p>	<p>AP courses (syllabi) are submitted and approved through College Board, AP testing statistics, Mrs. Quevedo-Darling, counselor, re-authorizes courses to be used each year.</p>
<p>A compulsory college readiness course, (Senior Transition) is implemented into all senior student schedules. This aims to support the changes students undergo with the transition to higher level learning. Senior transition students also work on gathering documents such as resumes, UC Essays, scholarships, and awards in a formal portfolio.</p>	<p>Guided CSU/UC application process, as well as FAFSA application process demonstrated by teacher syllabus. Life skills/ financial tools through Dave Ramsey course and H&R Block simulations. Informative College presentations dates in which Seniors are encouraged to attend.</p>
<p>District provided collaboration time for AP teachers to create pacing guides and course planning after textbook adoption.</p>	<p>Collaboration time was given during 2016-17. AP training schedule, AP summer institutes dates.</p>
<p>University Preparatory offers a wide range of approved UC/CSU A-G courses across the curriculum. New courses have been added to address college and career readiness.</p>	<p>Jazz Band and Guitar (implemented 2016-17) Introduction to Engineering (implemented 2014-15) Principles</p>

<p>University Preparatory promotes college and career readiness with course work and activities through the campus. An annual career fair, set up on campus by the English department, started in the 2016-17 school year where community professionals volunteer to provide information about potential careers following graduation. High school students are invited to presentations from colleges on campus and field trips to visit colleges through destination college. Select sophomore/junior standing students have the opportunity to participate in a college road trip in the spring to visit colleges throughout the state of California. Additionally, students are required to dress in professional attire on Professional Dress Mondays to emphasize that there are appropriate dress requirements in professional industries and settings.</p> <p>On campus college elective that is required for UC/Cal State, Philosophy 101 course, has been added for 2nd semester, 2017-18, with 20 high school students enrolled.</p> <p>Students have the opportunity to be concurrently enrolled at the local community college, Victor Valley College, to earn college credits and get ahead in high school credits.</p> <p>Math Math is implementing Common Core State Standards (CCSS) in all math classes and high school has transitioned to the new integrated math roadmap.</p> <p>Teachers in the math department engage in district-wide curriculum and pacing guide writing with district the district math coordinator and math coaches.</p> <p>The math department has three Chromebook carts to share which are used to utilize the new textbook software or other supplemental content found online.</p> <p>English English is implementing Common Core and has been transitioning to new textbooks after undergoing course adoptions. All English teachers have chromebook carts to be used with new textbook software and internet based content.</p>	<p>of Engineering (implemented 2015-16) AP Psychology (2017-18)</p> <p>Destination college/Mavrick Santos List of students in attendance on college road trips, Career Fair list of community volunteers, Dress Code, and dates of UC, CSU, private university visits to University Preparatory.</p> <p>Rosters for Philosophy 101</p> <p>Concurrent enrollment paperwork VVC philosophy class held on campus/ registration list</p> <p>Integrated course offerings/Master Calendar</p> <p>Pacing guides</p> <p>SPSA</p> <p>Pacing Guides Book Adoptions (2016-17)</p>
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<p>Science Next Generation Science Standards (NGSS) are being implemented in all science classes. New State Science framework was approved last school year. Science currently implements both project and inquiry based wet labs.</p> <p>All our science AP courses have mandatory labs after school at least every other week so students can complete labs and discuss findings/observations with each other.</p> <p>All science courses that incorporate labs meet the facility requirements for the state of California.</p> <p>PLTW courses continue to be added to what is available to students so we can expand our engineering pathway. We currently have students taking Introduction to Engineering and Principles of Engineering courses.</p> <p>Social Studies Changes have occurred to the AP framework for US Government and Economics. The district is in the process of aligning textbooks to reflect the new CCSS.</p> <p>After school study sessions and tutoring second semester and Saturday practice tests</p> <p>Spanish Currently the District is reviewing a possible timeline for textbook adoption. Preliminary meetings have resulted in discussions of how to align all Spanish courses within the district.</p>	<p>The Science curriculum framework was adopted by the State Board of Education on November 2016.</p> <p>Lab report samples Scope and sequence Teacher Syllabus</p> <p>Pictures of wet lab area within classroom</p> <p>Computer Science Principles and Environmental Sustainability Approved by Board and SCAB (2017)</p> <p>District meeting attended by our social studies department (2017)</p> <p>College Board secure document practice tests</p> <p>District meetings attended by our Spanish department (2017).</p>
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Student learning outcomes (SLO) (Problem solve, Respect themselves and others, Organize for the Present, Work hard to succeed, Lead by example) provide guidelines for acquiring life skills needed for college and career. Posters of the school wide learning outcomes are posted in all teachers' classrooms.</p> <p>Prowl Tickets are used as motivation for students to practice the school wide learning outcomes. Teachers give students</p>	<p>SLO posters in classrooms PROWL tickets handed out to encourage awareness and understanding of SLO's. Copy of Handbook</p> <p>Prowl Tickets</p>

<p>Prowl Tickets when they witness students problem solving, respecting themselves and others, organizing for the present, working hard to succeed, leading by example. Students turn in the Prowl Tickets they collect to be entered in a monthly drawing.</p> <p>Victorville Motors “It’s a Gas to go to class” good attendance program encourages students to be in class.</p> <p>Many teachers, across all content areas, use notebooks or journals as a strategy across content areas and curriculum to keep students organized, prepared, and college ready.</p> <p>Counselors meet with students to discuss A-G courses and yearly course planning.</p> <p>Students receive grade level presentations by our college advisors that cover “A-G” courses, types and levels of colleges, and types of degrees.</p> <p>English Drama and Stagecraft courses are involved in two to three plays a year that involve students in the classes and throughout campus. The plays help students to develop public speaking skills, time management, interpersonal skills, and build confidence. These plays also integrate subject content and concepts along with writing, reading, and communication.</p> <p>Seniors develop a research presentation that incorporates proper documentation, formatting, and multi-media presentation procedures that require them to develop time-management, organization skills, and public speaking skills.</p> <p>8th grade students are required to keep a notebook of skills that requires organization skills.</p> <p>Science Project Lead the Way (PLTW) students use engineering notebooks, Autodesk Inventor, VEX robotics kits, make career presentations, and use technology such as 3D printers to learn how the content applies to real world type of applications.</p> <p>Performing Arts The music department requires all students to perform in one concert each semester. The concerts take place over three days, and involve every level of instrumental and vocal group at University Preparatory. In preparation for the concerts,</p>	<p>It’s a Gas flyer/information provided in all classrooms.</p> <p>Sample of notebooks and/or journals.</p> <p>Counselors visit classes in January and February.</p> <p>College advisors visit classes and presents information to different grade levels. Also Mr. Santos adopts students to follow during the year.</p> <p>Play programs</p> <p>Sample of senior research paper and multi-media presentation.</p> <p>Sample of Notebook.</p> <p>Sample of Notebook.</p> <p>Concert Program</p>
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<p>students are taught how to perform in front of a live audience and in front of the community.</p> <p>Math The math department uses the Standards for Mathematical Practice to emphasize the use of problem solving skills through performance tasks and exploratory/discovery activities.</p> <p>Many math teachers supplement practice material with Khan Academy and require the students to score at a specified proficiency level on assignments assigned on the website to ensure they are working hard to understand the content and succeed.</p> <p>Social Studies: The social studies department uses the academic standards to drive instruction while also integrating collaboration, organization, time management and interpersonal skills through various projects at each grade level. All of these projects require time management skills, public speaking skills, and collaboration skills. Projects include:</p> <ul style="list-style-type: none"> • All social studies classes engaged students in a lesson about the US Constitution on Constitution Day 9/17 • 12th grade students run for President, create campaign posters, dress professionally and create campaign jargon • During the Federalist and Anti-Federalist debates in 11th grade, teams debated the merits of each POV. • 10th grade students create posters of an Enlightenment thinker and use objects that symbolize their principles on a coat of arms. Students present and discuss their contributions to US democracy. • World History students read Night by Elie Wiesel during their WWII unit. • The Sociology Egg Project teaches students responsibility and compassion • 8th grade • Mosaic Project for 7th grade <p>Socratic Seminars are frequently used to improve critical thinking skills and to allow students to debate current and historical issues.</p>	<p>RCD Units</p> <p>Student Scores on Khan</p> <p>Lesson plans, rubrics, student work samples.</p> <p>By classroom visitation</p>
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>School-Wide University Preparatory has a school-wide instructional expectation of writing across the curriculum. All teachers are expected to utilize writing within their curriculum to emphasize sound arguments and reasoning in many contexts within disciplines.</p> <p>Math The Integrated Math program combines different math subject areas into single courses as a part of Common Core State Standards. These courses help students understand how math integrates across the curriculum and allow teachers to use real world applications of the content concepts.</p> <p>Students in Integrated Math II (sophomore level math) do a yearly catapult projects to integrate math content about parabolas to science and engineering of catapults.</p> <p>Math teachers at University Preparatory use the following to supplement curriculum in their classes (using document cameras, projectors, chromebooks, or laptops):</p> <ul style="list-style-type: none"> ● Khan academy ● HRW (Go Math) ● Mathia (Carnegie Learning Software) ● Desmos Calculator ● Kuta Software ● Some assessments are administered using School City (district implemented test generator) ● The math department uses the Mathematics Diagnostic Testing Project (MDTP) through the University of San Diego to assess readiness in by grade level. ● Calculus AB/BC powerpoint presentations for calculus practical application. <p>Science The science department has added and implemented some career technical education courses such as Principles of Engineering and Introduction to Engineering Design. These courses help students explore different career areas through application. Project Lead the Way website is used for each course to access the curriculum.</p> <p>Science Teachers use the following to supplement curriculum in their classes.</p>	<p>Sample work of student writing such as lab reports, essays, or documents created.</p> <p>Victor Valley Union High School District (VVUHSD) Math Pacing Guides</p> <p>Rubric/student work</p> <p>Reports, assessment snapshots, pictures of websites, and pictures of students utilizing these resources in classroom instruction.</p> <p>Copy of Websites / Screenshots of what sites we use.</p> <p>Screenshots or Pictures of Sites</p>

<ul style="list-style-type: none"> ● PhET simulations ● Molecular Workbench ● Google Docs, Sheets, and Forms <p>English The English department has integrated Turnit.com into their writing curriculum. Teachers discuss topics such as plagiarism, grammar, and originality in the students' individual writing. Students use Google Docs to complete projects and work together on a single document to teach them about collaboration.</p> <p>All senior English students, except for those in AP Literature, take the senior Expository Reading and Writing Course (ERWC). This prepares students to meet the academic demands and expectations of college and university coursework, while working on modules from a variety of content areas.</p> <p>Cross Curricular Project English, social studies, math and science teachers at the middle school level work together to create an integrated curriculum in which they teach a common unit and have a combined project that they present. 7th Grade language arts classes read <i>A Samurai's Tale</i> while their social studies classes study Japan. The seventh grade math classes worked on understanding the conversion of United States dollars to Japanese yen and their science classes focused on the plate tectonics, earthquakes and volcanoes that formed the island of Japan.</p> <p>Social Studies The Social Studies department uses the following to supplement curriculum: Turnitin.com, Albert.io, Google classroom, Mindtap (AP Euro), VVUHSD teacher websites</p>	<p>Screenshot of work or sites.</p> <p>Course rosters ERWC Modules</p> <p>Rubric and student project photo sample provided.</p> <p>Screenshot of websites</p>
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Students have the opportunity to be enrolled in the Victor Valley College (VVC) K-16 Bridge Program. The college advisor, senior counselor, and the college and career guidance technician, instruct students on use of K-16 Bridge Program. Seniors who are enrolled have priority when registering to attend VVC.</p>	<p>Rosters for students enrolled in the K-16 Bridge Program.</p>

Students are exposed to the many offerings of various local colleges through a multitude of programs/activities.	Concurrent enrollment College fairs College presentations College flyers College field trips
Drama plays are presented on campus to visiting elementary school students. This helps to expose students to fine arts and the high school level environment and also to help make connections with students at University Preparatory.	Discovery School of Arts 5th and 6th grade students visit campus.
University Preparatory teachers follow up with students informally through the alumni Facebook page.	Snapshots of page provided
University Preparatory articulates curricular programs and expectations with its feeder schools.	Feeder school presentations, incoming 7th grade presentations
Most incoming seventh graders, coming from an elementary setting participate in a week-long summer boot camp. This gives students the opportunity learn about the expectations/responsibilities of seventh graders in middle school and navigate the campus prior to the start of school.	7th grade summer boot camp roster.

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
All students have an opportunity to request course of choice such as an elective, Honors, or AP course.	Copy of student planner (Curriculum and Instruction Page)
An increase in the number of University Preparatory students taking AP exams as a result of our participation in the district	Test scores and AP registration data

<p>program to make the exams available at a reduced cost.</p> <p>Students meet yearly with school counselors to discuss classes and the requirements of colleges.</p> <p>All students have a four year plan starting in 9th grade. The plan prepares students to be career or college ready upon graduation by making sure they take all appropriate courses.</p> <p>University Preparatory offers students the opportunity to participate in the Army Cadet Corps.</p> <p>All students have the opportunity to start taking district CTE/ROP courses starting in 10th grade.</p> <p>Through the completion of a portfolio, our Senior Transitions course allows students to explore college and career options and best determine the path they wish to follow at the completion of high school.</p>	<p>Class registration form Counselor class visits and registration dates.</p> <p>Counseling forms/class schedule forms, new student packet information</p> <p>Registration Forms/Roster</p> <p>Registration Forms</p> <p>Portfolio requirements sheet</p>
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Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Teachers follow curriculum approved by the Board of Education that aligns with Common Core State Standards, Framework, and NGSS.</p> <p>ELA 11th grade students participate in a collaborative community memoir project with the California Writers Club, high desert branch. Students interview retired community members, and then based on these senior citizen interviews they write a memoir. The writing group oversees the project.</p> <p>Students learn to create discussion boards, shared Google folders for collaborative projects, Quizlet study sets, and Kahoots! In this way they are creating systems to aid them in creating good study habits and proper comportment in a public domain.</p> <p>Science AP Physics and physics classes take a yearly trip to Knott's Berry Farm to apply the concepts taught in class to real life</p>	<p>Pacing Guides</p> <p>Memoir project information sheets. Rough draft exemplar</p> <p>Screenshots of student created media</p> <p>Scope and Sequence, Roster of students, photos of physics trip</p>

<p>situations.</p> <p>AP Environmental Science class takes a trip to Catalina Island every year to observe the environment.</p> <p>Science courses use as many instruments, hardware, and techniques in labs as possible to make sure students have knowledge of equipment and procedures they may see in future careers or college courses.</p> <p>Social Studies History department supplements the curriculum with presidential election materials, employment at election polls, current events, and exposure to financial/budgeting skills through the senior transitions course.</p> <p>History teachers implement the mandated state curriculum for Constitution Day.</p> <p>US History students at the end of the year create a fallout shelter. They must consider cost, materials, and time needed.</p> <p>Performing Arts Advanced music classes (Wind Ensemble, Jazz Band, Madrigals, Orchestra) travel to a festival each year to give them experience performing outside of the school campus and expose them to feedback from other music professionals.</p> <p>Music department gives students the opportunity to perform at different events. Students have attended festivals for competitions and also different groups have performed at California League of Middle Schools conference, Barnes and Nobles, Parades, and Community Events such as Rotary Club Meetings.</p> <p>Math Seventh grade math students complete a project about purchasing items to give them exposure to calculating tax and discounts.</p> <p>Students in eighth grade math use statistics and trend lines to</p>	<p>Off Campus Activity Request</p> <p>Lab reports / Assignments</p> <p>Mock election and real world voting for age 18 photos.</p> <p>Assignments for History students to analyze the Framers, and/or the Constitution itself</p> <p>Fallout Shelter lesson plans</p> <p>Chamber Orchestra award plaques, Victorville Chamber of Commerce photos, Rotary Club photos, California League of High School performance photos, California Theatre photos</p> <p>Registration forms, photos, judging forms</p> <p>“If I Could Buy...” instructions/rubric</p> <p>Powerpoint samples by</p>
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<p>estimate their grade at the end of the semester based on their work throughout the semester.</p> <p>Calculus students take the concepts learned throughout the year to use their knowledge and apply it to real-world applications of the students' choice.</p> <p>Senior Transitions All 12th grade students are required to complete a project which includes a portfolio and a culminating presentation before a panel. The presentation entails addressing pre-established prompts in which students use a powerpoint or Prezi platform to illustrate key objectives reached during their high school journey. The goal is to provide students with a real world experience by presenting in front of a panel.</p> <p>Armed Services Vocational Aptitude Battery ASVAB is administered to students yearly those students who wish to take the test and guide them to real world decisions.</p>	<p>students.</p> <p>Senior Presentation rubric</p> <p>Senior Portfolio samples or presentations</p> <p>ASVAB results reports given to counselors and students.</p>
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Students are visited by counselors in their English classes at least once a year to discuss "A-G" requirements, look at their four year plan, and register for courses.</p> <p>All parents must sign and update registration form, school compact, and contact information every year and must also sign for most schedule changes.</p> <p>Parents have online access to grades and may contact any teacher through email or communication applications used at any time. Parents are also notified of student progress multiple times a each through progress reports and report cards.</p>	<p>Counselor calendars</p> <p>Registration packet</p> <p>Aeries Portal Access, Grading Calendar, Remind/Edmodo/ NTI messages/ Google classroom notifications, Printed Progress Report/ Report Card, Emailed aeries progress reports to parent if needed</p>

All parents, staff, and students are invited to multiple school events and activities to help students succeed in the future.	Back to School Night Coffee with Principal College Fairs FAFSA night Jaguar Prowl
Student Study Teams (SST) meet at least once a year to set goals and discuss progress of students related to 504 plans, IEP's, or behavior contracts. SST's can occur for any student throughout the year.	Sample of SST forms/ Signature Sheets
Open door policy within the counseling department, which allows parents to discuss any concerns they may have about their students whenever they wish.	Counselor feedback
The Senior Transitions course enables students to create realistic goals and expectations for their college and/or career plans.	Senior Transition class syllabus

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
Seniors are required to take Senior Transition to help the transition from High School to College	Senior Transition class syllabus
Seniors planning to attend VVC have placement testing at University Preparatory, placing seniors in higher priority enrollment status at VVC.	Placement test results
2012-2017: UC Berkeley provided Destination College Advisors who met with students and took them on college visitation tours. Also we have Ms. Lillard , part time college and career tech, to help students, especially seniors, with scholarships, college planning, and college presentations on campus.	College & Career Counselors through UC Berkeley

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

University Preparatory students participate in a rigorous and state standards based curriculum. Curriculum is an ongoing developmental process. The decisions we make are always communicated within departments at the school and on the district level through RCD. As a school we are proactive at understanding changes and implementation of new standards that are developed by the state. We use our departments and grade level teams as professional learning communities that help to develop new curriculum and make changes that impact our students and our school. The staff uses current educational research to offer meaningful and real world applications for student success. In past years teachers have met together in grade level teams to discuss the needs of individual students and classroom grade level issues which have included behavior, bullying, cheating, and incentives.

To incorporate real world experiences we have taken students on field trips which align to content learned in the classroom as a grade level. As a school community we continue to receive teacher training and attend conferences. The training includes common core - ELA and Math, NGSS, technology software usage, and AP content in order to improve classroom instruction. In each department a minimum of one teacher is currently receiving training using QTEL strategies geared toward supporting our English Learner (RFEP) population and other critical needs learners.

Since the implementation of common core and NGSS, learning styles have changed due to the usage of technology in the classroom and ways that students interact. We have continued to expand on the availability and use of technology in classrooms with more chromebooks and laptops for student use. We offer students many AP courses and opportunities to use chromebooks and laptops with software such as Albert IO, Phet, Tinker Cad, Inventor, Google Classroom, Khan Academy, GoMath, etc. The school continues to add more A-G courses and make changes to curriculum as needed for student success.

Our counselors support curriculum by meeting with every student at least once a year to discuss scheduling and academic progress. Counselors also meet with students who need additional support in order to address problems within our critical learner population. Additionally, they hold yearly parent meetings to educate students and their families about the college application process and FAFSA.

Monthly department meetings give time for collaborative professional development and vertical alignment. These meetings allow for teachers to work together and make decisions that affect student success, such as updating courses, adding new courses, instituting student compact and policy changes, and discussing changes to standards related to content areas. This time allows teachers to also work on common assignments and projects that help relate content learned to real world applications.

As a school and as departments we have had discussions about ways to build pathways that our students can follow. We currently do not have an actual career pathway. We are in the process of building such a pathway through the PLTW program so that students are competitive in the university/college selection process and can choose to go into the trade school or military branch of their choice.

Students are always encouraged to take more rigorous courses at the honors and AP level. We have a lot of room for growth in this area as we continue to identify pathways through our courses offered that students can follow. We do not currently have a well-defined post-University Preparatory School tracking system that allows us to identify the success of our graduates, although we are in the process of making such connections through our Facebook Alumni Page. Much of the information we have is spotty and anecdotal in nature, however. We have had several students come back to speak to our classes and share their experiences, and we have even had a few come back as teachers and substitute teachers on our campus. Each winter we hold an alumni vs student game that brings back a lot of graduated students and allows our current students to make connections with graduates.

Critical Learner Needs: embedded in the summary above.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

All core subject areas have started to implement standards based instruction, which include Common Core and NGSS standards. Implementation of Integrated Math courses and Rigorous Curriculum Design in Math and English coupled with textbook adoptions have allowed us to further this endeavor. Students are given a wide variety of AP and Honors courses, and teachers are afforded the opportunity to attend professional development in their courses.

The school has made great efforts to make sure most of the courses on campus are “A-G” aligned so that students are college and career ready. As departments we review courses each year to make adjustments and improvements to meet all students academic needs. Programs, activities, requirements, resources, and curriculum that support the transition to college and/or career have been implemented, and technology resources are consistently used to enhance both content and delivery in regards to curriculum in all departments on campus. We have made improvement on consistency between schoolwide learning outcomes and course standards in connection with college and career readiness.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

As content area departments we must work on developing more cross curricular projects that help students understand the connectivity among the courses they take and real world applications. We need to implement a system to survey graduates regarding the results of University Preparatory’s curricular program and how well the school prepared them for college and/or career readiness by expanding and developing the Alumni page.

There are a few areas of our curricular program that need more development: Students should have more options for elective courses that appeal to the variety of interests of the student body; we need to create defined pathways using the courses we currently offer that will help students make better decisions regarding careers or college majors; and we need to develop a training program that helps teachers to use and implement instructional technology available more effectively with students.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Schoolwide:</p> <p>Random Checking for Understanding: As students are working in class, teachers administer random checking for understanding to ensure all students are comprehending the lessons and directions. These include cards with students' names or sticks that correlate with student's names or a number on their desk, the Smartphone App "Pick Me!" whiteboards, Depth of Knowledge questions, and exit ticket slips</p> <p>Some teachers utilize Interactive Notebooks to engage students and to extend/solidify learning as well as portfolios and journals.</p> <p>Teachers utilize the online site Turnitin.com to aid the students with essays/research papers via online technical feedback and teacher generated feedback.</p> <p>Schoolwide, some teachers utilize the online program Kahoot! for quizzes and reviews which provides instant feedback for students.</p> <p>All high school students are enrolled in A-G courses. Students take at least the recommended number in each area not just the required by the UC/CSU system which includes: 3 years of history, with the option for a 4th year to take AP European History 3 years of Spanish 3-4 years of science 4 years of mathematics</p>	<p>Photos of cards with student names, examples of exit ticket slips, examples of DOK questions</p> <p>Photos of Interactive Notebooks</p> <p>Student papers with feedback</p> <p>Kahoot example https://play.kahoot.it/#/k/3e3ad40c-3d09-40d5-a2ab-2c5f83e133ee Software data reports</p> <p>Graduation Requirement Sheet, A-G Sheet</p>

4 years of English	
The majority of high school students are enrolled in AP courses their junior and senior years.	AP class enrollment increased from 44.8%(2013) to 58% (2017)
Google Classroom is utilized in many curricular areas to provide relevant educational opportunities.	Screenshots
Informal after-school and lunchtime tutoring are offered by some teachers to address students' individual needs.	After school tutoring sign in sheets
AP Tutoring and extended day opportunities are provided after school by some AP teachers to assist students with AP preparation	AP Tutoring sign in sheets
Spanish: The department has ordered additional novels as supplemental materials. Throughout the school year students check out these books and practice their reading at home.	Library inventory
All Spanish students have the opportunity to attend tutoring after school.	Tutoring sign-in sheets
Spanish 1, 2, and 3 students have access to a take home tutoring CD to download onto their home computer. This enables them to practice activities and do their own assessments on lessons being taught in class.	Spanish CD program site
AP Spanish Literature students have access to a site named HMcD online resources where they can find homework and teachers can access assessments driven.	HMcD online resources: https://my.hrw.com/tabnav/controller.jsp?isbn=9780547877372
The Spanish department has two chromebooks carts that they share throughout the department.	Chrome carts in Spanish classrooms
Google Classroom is also available for the students to access homework and upload documents.	School Website
Spanish 1 students learn much through the use of TPR (Total Physical Response). Many activities, songs, actions, and gestures are put into play through the use of TPR (provides teacher with visual assessment).	Lesson plans, photos
Once a year AP Spanish Literature students have the opportunity to go on a cultural field trip to Olvera Street and to see a play in Spanish. The play is regularly based on one of the	Photos

<p>College Board required readings for the AP Literature course, and it is presented by the Bilingual Foundation of the Arts.</p> <p>Once a year Spanish Students have the opportunity to participate in the Spanish Spelling Bee. This contest is hosted by California Baptist University in Riverside.</p> <p>Math: Middle school math teachers utilize the Go Math Software to support classroom standards covered. High school math teachers utilize the Carnegie Learning Mathia Software to support classroom standards. Students show mastery level in the subject area through oral assessment in class based on the take home CD activities. Math teachers also utilize Khan Academy for supporting classroom standards. Students that have not displayed college readiness in Mathematics are placed into courses designed to bridge their gaps.</p> <p>Social Studies: All social studies students complete Document Based Questions (DBQs). Varying degrees of difficulty are utilized in order to scale the questions to the appropriate grade level. Seventh grade has to answer in 3-4 sentences per question whereas upperclassmen move on to longer answers/free response essays.</p> <p>Seventh grade social studies students complete a Mosaic project. Teacher completes periodic checks for understanding and on task behavior. Students must present their mosaic at the end of the project.</p> <p>Science: Seventh through tenth grade classrooms have implemented the Next Generation Science Standards. The new curriculum moves beyond the passive “students know” model of learning to active learning where the students are creating evidence to demonstrate their understanding. Students are engaged in modeling, construction of explanations, planning investigations, etc.</p> <p>English: Students that have not displayed college readiness in English are placed into ERWC courses designed to bridge the gaps</p> <p>Students in grades 7-12 utilize the Pearson consumable textbook, as well as the online resources that accompany the program. This program emphasizes informational texts,</p>	<p>Photos</p> <p>Examples of activities from Carnegie Khan Academy reports EAP math data</p> <p>Copies of DBQs and student responses.</p> <p>Mosaic project document</p> <p>Student work: Models, 7th grade science projects, investigations Student Work</p> <p>Junior Seminar Syllabus, ERWC Course Description</p> <p>Student Work and screenshots of Pearson online</p>
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multimedia, concept vocabulary, analysis of text and media, conventions, and standard-based content appropriate to each grade level. Many of the course units discuss real-world situations and show people from many different cultural backgrounds. Students are able to relate to the texts and connect with them. Throughout this program students begin in a whole-class learning environment, then proceed to small groups, and eventually conclude with individual activities. Students complete performance tasks in each unit and create a formal writing piece as well as participate in group presentations. This program also offers remedial worksheets, extension activities, and lessons as well as resources for our English Learner population. Our students are learning to problem solve, be responsible, organized, work hard to achieve success, and lead by example, all while utilizing the Pearson program in English classes. English teachers have observed and examined work produce from students through this program and have seen an increase in students ability to use technology as well as master the standards for each grade level.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Schoolwide: Teachers provide a syllabus or course outline that includes expectations for classroom performance. Most teachers post daily classroom standards and objectives. Students are provided with rubrics to complete class projects. AP classes review test expectations and content with the Albert-io program. Tests in AP classes are created using released test questions from the College Board. AP students have access to online tutoring programs that evaluate student readiness for the AP exam. This information is available to both teacher and student.	Syllabus, course outlines Photos of standards and objectives in classrooms College board website: Rubrics for how SAQs, FRQs, DBQs, and LEQs are graded Teacher generated rubrics Examples of Albert-io and AP Tests Albert.io, Bozeman Science, Khan Academy rosters and data showing use

<p>Students evaluate and respond to their learning outcomes and/or essential question in writing in their journals, exit tickets or post its.</p> <p>Science: AP Biology students receive a reading guide and essential knowledge standards at the beginning of each unit. Students create a study guide at the end of each unit that incorporates examples of each essential standard.</p> <p>AP Science classes used multiple choice and free response questions released from the College Board Teacher Secured Site to build unit assessments. This allows students and teachers to assess proficiency prior to the AP exams.</p> <p>Math: Math teachers include standards and objectives at the beginning of their PowerPoint presentations and additionally write them on the whiteboard for display. Some math teachers have students paste in their notebooks their objectives and essential questions for each lesson.</p> <p>Integrated Math II students are assigned a culminating portfolio to sample their classwork and assessments. From this portfolio, students use Marzano's Levels of Understanding and reflection questions to self-assess their progress throughout the school year. Additionally, students are required to provide error analysis for all assessments to help identify patterns of errors.</p> <p>AP classes used released exams to develop review sessions for students in preparation for exams. Rubrics are provided along with released materials to all students to develop a deep understanding of what is expected by the college board graders. Rubrics break down the "perfect response" and then provide feedback on how to grade each section of the question(s) for partial credit.</p> <p>English: All students in English 7-12 have access to Pearson online, and are supplied with a consumable textbook. Each grade level has approximately 4-6 instructional units. For each instructional unit the students are given an essential question, which they refer to throughout the entire unit. Often, teachers have this essential question posted in the classroom. Students create their own learning plan and action guide before</p>	<p>Photos of student journals</p> <p>Reading guide/Essential Knowledge</p> <p>Copy of Test</p> <p>Screenshots of PPT Picture of student notebook</p> <p>Portfolio rubric Pictures of students' portfolios</p> <p>AP Stats and Calculus Rubrics</p> <p>Pearson screenshots</p>
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<p>venturing into the unit. When students complete assessments online they are shown what content standards they have mastered and what standards they need to continue to improve upon.</p> <p>Social Studies: Before each unit students are given their essential questions, vocabulary, and the standards that are going to be covered. When given a project, the rubric is posted on the information board in the classroom so that the students know what is expected and how they will be scored.</p>	<p>Rubrics, sample of essential questions.</p>
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Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
<p>Teachers incorporate online exams, homework, and videos to reinforce in-class activities. Programs and technology used include:</p> <p>School-wide: School City: Most math teachers use for assessing student learning. This program allows teachers to see how many students missed each question and gives a report of standards mastered by each student. English classrooms also use School City for students to complete district writing assessments. We are also able to access students SBAC scores. Student performance indicators from district wide benchmark assessments are available for teachers to review.</p> <p>Albert-io: All AP students at the school have an account. The program is used by most AP teachers as a way to check for student mastery of the standards. It allows teachers to assess student performance in multiple choice as well as free response questions. Students are also given a report on their mastery of each standard.</p> <p>Google Classroom: Used by the majority of teachers as a platform to interact with their students. Many teachers post announcements, assignments, links to websites/videos in their digital classrooms.</p> <p>Crash Course videos: Many Science and History teachers use Crash Course to quickly introduce subject-appropriate topics. These short videos offer an overview of topics or periods in</p>	<p>SBAC Results via School City District Writing Assessment via School City</p> <p>https://www.albert.io</p> <p>Screenshot of teacher's Google Classrooms</p> <p>https://www.youtube.com/watch?v=leHy-Y_8nRs&t=484s</p>

time.	
Khan Academy: Math and Science teachers use a tutorial for struggling students and for students to make up lessons that they have missed due to absences. Khan Academy builds individualized math curriculum for each student based on their PSAT results.	https://www.khanacademy.org
YouTube: This resource is used by teachers to show short, relevant video clips to reach all modalities of learners. Teachers place links to many of the videos on their websites or Google Classroom. This allows the resource to be available to students outside the classroom for review.	https://www.youtube.com/user/bozemanbiology/videos https://www.youtube.com/watch?v=YutPkqJ4qL8
NewsELA: Language arts, science, and history teachers use NewsELA to assign appropriate articles based on the students' Lexile scores. This allows teachers to scaffold instruction based on the needs of the students.	https://newsela.com/read/elementary-essay-a-timely-leader/id/39412
Quizlet: This program is utilized by most English teachers to create study sets for students. Students can play review games, quiz themselves, and complete activities to study various topics assigned by teachers. Teachers can also use this tool to create assessments for the study sets. There is also a "live" mode where students are randomly assigned to groups where they work together to study and find the answers or questions that are in the study set.	Example of quizlet for an excerpt from <u>Grapes of Wrath</u> https://quizlet.com/_4aomv2
PowerPoint and Prezi: These instructional methods connect with our visual learners in the classroom. Teachers use PowerPoint or Google Slides to present content to students. These presentations are often linked to Google Classroom for students to access at home and on campus.	Sample PowerPoints Photos
LCD projector: All classrooms on campus are equipped with projectors which enable teachers to project images, websites, etc. to model learning and present information to students.	Classroom visits
Document cameras: Teachers on campus have access to document cameras that allow them to demonstrate note-taking skills, work out problems, etc. so that all students can see. English teachers tend to use this to model the structure for Cornell notes, chapter mapping, etc.	
Use of multimedia to show real-life examples of curriculum. Websites such as Science Daily or major news agency websites with reports that correlate with material covered in class are	Copy of science Daily Magazine https://www.sciencedaily.com/

<p>incorporated into lessons.</p> <p>Teacher instruction includes notes, document analysis, short videos, and inquiry-based research. Junior high students are taught to take Cornell style notes. High school history students analyze a variety of documents including political cartoons, speeches, newspapers and magazine articles, etc.</p> <p>Seating Arrangements: Some teachers arrange students in Kagan seating arrangements by the students' skill abilities in the content area: low, medium- low, medium-high, and high. This allows students to interact with each and obtain help on topics in which they are struggling.</p> <p>Projects: Teachers use projects as a way to differentiate learning in their classrooms. Students are grouped by ability or a shared interest. Often these projects are graded as assessments.</p> <p>Groups: Some classrooms are arranged in groups or partners based on ability, interest, or need. Often, students work collaboratively to find solutions or complete activities.</p> <p>Learning Styles: Teachers design lessons based on the learning styles of the students. They also assess and adjust based on students' needs, struggles, etc.</p> <p>Kinesthetic Activities: Some teachers also incorporate more kinesthetic activities into their lessons. This would include stations, debates, skits, etc.</p> <p>Voice and Choice: In some classes, students are given the ability to choose the activities they wish to complete. For example, with the final project for the seventh grade students who read <u>The Hobbit</u>, students were given the choice between 6-8 options to complete. They had to complete at least 30 points and could choose the items they wished to complete.</p> <p>Math:</p> <p>Mathia Software: Math teachers use this program to allow students to move at a self-regulated pace. Students who are proficient, are assigned less problems. Students who are struggling are provided with a hint feature and more practice problems.</p> <p>Math teachers differentiate in their class work products through the use of tiered assignments, cubes, and "voice and choice."</p>	<p>Photos of 7th and 8th grade Cornell notes Photos of students' analysis of documents</p> <p>Seating charts</p> <p>Career Fair Project Japan Project</p> <p>Photos of groups</p> <p>Learning style assessment given at beginning of year</p> <p>Station Activity Lesson Plans</p> <p>7th grade final project for <u>The Hobbit</u></p> <p>Mathia data reports</p> <p>Cube PDF Example of tiered assignment</p>
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<p>Math teachers design seating charts based on ongoing mathematical performance. Some seating charts are based on grouping tables or partners with like-minded abilities or in Kagan style.</p> <p>Math teachers use Doceri to provide the class with screen shots of student work for the purpose of error analysis or highlighting exceptional work. From these screenshots, teachers are also able to exemplify different tiers of responses side by side.</p> <p>Teachers use learning centers to differentiate content and provide minimal kinesthetic opportunities with timed rotations of activities.</p> <p>Math teachers use questioning strategies to help scaffold material. The Carnegie Teacher Implementation Guide aids teachers with questions to help students through the discovery activities.</p> <p>English: Pearson online: This tool is used in all English classrooms on campus. This provides students and teachers with online access to the textbook, as well as assessments, activities, and resources. Assignments can be assigned to entire classes or specific students. All activities, readings, and resources are Common Core aligned, and many of the materials can be assigned by lexile level.</p> <p>The Pearson program has an audio option that will read the text to the student at various speeds to aid auditory learners.</p> <p>Audible: Some Language Arts teachers use Audible to allow students to listen to audiobooks in class as they read. This tool appeals to our auditory learners. In seventh grade, students alternate between partner reading, group reading, and listening to <u>The Hobbit</u> with audible.</p> <p>Physical Education: Online videos: Online videos are shown to vary instructional methods in physical education. Videos include information on sports and nutrition.</p> <p>Online Articles: To differentiate instruction, students are assigned online articles to read that summarize physical</p>	<p>and “voice and choice”</p> <p>Seating chart</p> <p>Screenshot of Doceri</p> <p>Picture of students at centers</p> <p>Carnegie book section PDF</p> <p>Screenshots of Pearson online assignments</p> <p>Screenshot of Pearson text with audio option</p> <p>http://www.audible.com</p> <p>https://vimeo.com/18927231</p> <p>https://www.teamusa.org/usa-badminton/athletes/badminton-</p>
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<p>education topics. Articles also show rules and instructions regarding specific sports.</p> <p>Teacher-created videos: Teachers create videos to show students the proper form for weight training and sports.</p> <p>Performing Arts: Students in intermediate band, advanced band, guitar, orchestra, and strings tune their instruments using apps on their phones such as Piano Tuner.</p>	<p>basics</p> <p>https://drive.google.com/open?id=0B-nsOdNynosPbkpuQkpiSkNtUWs&authuser=0</p> <p>Piano Tuner App: https://play.google.com/store/apps/details?id=com.soundlim.panotuner&hl=en</p>
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Adapting content to include technology School Wide: Teachers use Doceri, Mobi, document cameras, and Chromecast to act as interactive whiteboards and show student work in real time. Teachers are able to work on problems together and show student work to the class. Teachers use animated Google slides, NearPod, and PowerPoints to increase engagement, stimulate visual-audio impact and enrich curriculum. Teachers use Google Classroom to create an online support community inside/outside of class. Monitoring Progress: Teachers use a variety of instructional strategies to monitor student progress and ability to comprehend content. This includes the use of: KWL Charts Exit tickets Warm ups Think-Pair-Share Whiteboards pre and post assessments Collaborative groups and activities: Many classrooms are arranged in groups to increase collaboration amongst students. Groups are typically based on ability or interest. Students work collaboratively on cross-curricular projects to enhance problem-solving abilities and pose multiple responses.	Document analysis, working through DBQ (document based questions), Document analysis Screenshots of websites Presentation files Screenshots of Teacher's streams Photos of Warm up activities Photos of Think-Pair-Share Photos of KWL Charts Exit ticket exemplars Classroom visits Photos of groups working collaboratively on projects 7th grade Japan project (cross-curricular), and 7th grade career project

<p>Challenge students: Teachers challenge our students to succeed in all areas. Part of this includes pushing them to achieve skills and knowledge with the guidance of teachers that would be too difficult to achieve on their own. Modeling is used to show students what is expected and how to complete assignments correctly. Modeling is also used to teach students metacognitive skills.</p> <p>Note taking: Students are taught proper note-taking skills in seventh and eighth grades. They are provided with examples and are expected to continue using Cornell notes into and throughout high school.</p> <p>Real-World connections: In science, teachers use informational text including article, magazines, and research-based websites to connect course content to problem in the real world. In math, students often have problems or are given situations that place the content in a real world problem to solve. In Language Arts, students are provided with current articles and do research on research-based websites about current ideas or information. In Social Studies, students complete Current Events, where they must research issues or problems occurring currently.</p> <p>Selective Grouping: Most classrooms have students arranged in collaborative groups. These groups may be chosen based on student ability level, having high, medium, and low students within each table. Students are able to support each other during instruction and to complete many assignments.</p> <p>Math: Math teachers use the Carnegie Learning Teacher Guide as a resource for types of questioning and prompting for students during discovery activities.</p> <p>Math teachers use Desmos.com for interactive self-guided activities. These activities allow for non-threatening entrance to difficult math problems and build up to increase the student's depth of knowledge with the problem at hand. Math teachers use interactive notebooks for benefits of organizing and synthesizing student thoughts. Students do warm-ups, extend their thinking through writing prompts, and</p>	<p>Small group learning through Pearson (ELA)</p> <p>Photos of teachers modeling in classroom</p> <p>Examples of Cornell notes taken by students.</p> <p>Science articles Math problems Research articles Current events</p> <p>Seating charts</p> <p>Carnegie Teacher Resource Guide</p> <p>Desmos.com activities</p> <p>Picture of notebook</p>
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color code their notes in order to keep work organized in one notebook.	
<p>Science:</p> <p>Teachers use a variety of technology and strategies to help students engage in the classroom. Science uses the chromebooks and laptops to pair work on assignments. Teachers use interactive science notebooks. Some projects require students to work on one document at the same time so that every student in a group is collaborating. Students use simulations such as PhET to understand concepts that may be difficult to comprehend in a way that is fun and visually appealing to the students. Science teachers use paper projects and modeling for understanding of concepts. Also students read articles together and answer questions on the article they have read. Teachers have students create posters and use gallery walks and Venn diagramming to help make sense of ideas.</p>	Samples of Activities, screenshots/pictures
<p>Spanish</p> <p>Spanish teachers use Chrome carts so students have access to the Duo Lingual program. Students are able to do assessments that allow teachers to confirm they are understanding and have knowledge of the content area.</p>	Duo Lingual evidence
<p>Social Studies</p> <p>AP US and Euro teachers have attended AP training for recent test redesigns.</p> <p>AP Psychology is a new course this year. The Psychology teacher attended AP summer institute for course planning, tasks and materials, and developing a syllabus.</p> <p>The AP Government and Economics teacher will attend an AP summer workshop for the upcoming test redesign in this course.</p> <p>AP Teachers utilize Albert.io.com for additional practice, as well as Turnitin.com for further writing development. Students use notebooks or portfolios to organize work, boost comprehension and to better connect with the curriculum.</p> <p>Teachers use time lines, flow charts, and sequence diagrams to develop thinking skills in a variety of different ways. Students do warm ups and writing prompts to extend thinking skills and develop critical thinking skills.</p>	<p>Conference reports</p> <p>July 9-12, 2018</p> <p>Screenshot of website</p> <p>Sequence diagrams</p>

<p>English</p> <p>In addition to the strategies listed under “School Wide” above, English teachers incorporate videos, songs, and pictures when appropriate to make connections between literature and other media to increase student engagement. All teachers use multimedia incorporated within the Pearson curriculum.</p> <p>For example, AP Literature students listen to “It’s All Over Now Baby Blue” after reading Joyce Carol Oates “Where Are you Going? Where Have you Been?” and ERWC students view the 1984 Apple commercial and discuss its connection to the novel <i>1984</i>.</p>	<p>Pearson Online</p> <p>Video link: https://www.youtube.com/watch?v=axSnW-ygU5g song lyrics, Pearson multimedia videos</p>
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Equitable Questioning Strategies:</p> <p>Equity cards/sticks, chips, and rings of student names are utilized for equitable questioning. Band teachers also use random number generators to choose students to quiz or volunteer.</p> <p>Guided and Independent Practice:</p> <p>The English Pearson curriculum is structured to include small group and independent learning.</p> <p>Math teachers use discovery activities to move away from a lecture setting in order to increase conceptual understandings of mathematical topics. This allows the teacher to act as a facilitator/coach rather than a lecturer of the lesson.</p> <p>In science, students first complete procedural labs in order to learn about different types of equipment, the proper use of equipment, and ways to collect data. They then pose their own question and design an investigation to answer that question.</p> <p>Project-Based Learning:</p> <p>Science- Genetic Disease project in 9th grade science. Teachers present a genetic disease to the students, including: causes, symptoms and treatments. Students then choose their own genetic disease and learn the basics of genetics by researching the causes, symptoms, and treatments of that disease. At the end of the project they present their disease to their class and answer questions from their peers.</p> <p>7th Grade “Jag-Warrior” Project- 7th grade students are placed</p>	<p>Photos of equity sticks and cards</p> <p>Pearson textbooks/online program</p> <p>Discovery activities, examples, and worksheets</p> <p>Lab worksheet</p> <p>Copy of Student Presentations</p> <p>Jag-Warriors Lesson Plan</p>

<p>into groups based on their English teacher. Within the group each student chooses from the following roles: Facilitator, reporter, recorder, or time-keeper. Students are provided with a checklist of items that must be on their presentation board. These items include: The name of their warrior written in calligraphy, a published Bushido code, drawing and description of their warrior's primary weapon and armor, a labeled map of Japan with the locations of volcanoes and earthquake history, a document discussing the issues Japan faces and the availability of natural resources based on the location, a currency conversion flyer, information regarding customs and traditions of Medieval Japanese Samurai, and one original Haiku per student. The final project is a completed project board that is shown to other classes and parents during a presentation of learning.</p>	<p>Photos of student presentation boards:</p> <p>http://up.vvuhsd.org/staff_directory/english_-_cynthia_shanefield/photo_gallery/?portalId=15150&pageId=5890424&objectId.266955=7805556&contextId.266955=5890779&parentId.266955=5890780&action.266955=viewAlbum</p>
<p>Feedback:</p> <p>Teachers typically give feedback within a short amount of time. Some teachers will write questions on the tests and have the students respond back regarding what they did not understand or if something significant was occurring that interrupted their focus that day. Most work is passed back within the week it was turned in. Some teachers even manage to provide same-day or next-day feedback to students on assessments.</p>	<p>Photos of papers or assignments with teacher feedback</p>
<p>Teachers use Turnitin.com, Google Classroom, and Google Forms as tools to provide paperless and immediate scores students have access to.</p>	<p>Example of teacher feedback using these tools</p>
<p>Quick Writes: In Language Arts, quick writes are built into the Pearson program that all teachers are using. Quick writes are a quick, easy way to engage students and allow them to reflect on their own thinking and answers or ideas.</p>	<p>Screenshot of a quick write on Pearson Online</p>
<p>Gallery Walks: 7th grade English students participated in an activity called a gallery walk. Within groups students outlined their first draft of their Bushido Code on a large piece of paper at their table. Once the students finished their outline, they were given one marker per student. Students then walked around the room, quietly, and wrote meaningful feedback on each group's poster. At the end of the activity, the original group reviewed the feedback and made changes as they saw fit.</p>	<p>Photos from activity</p>
<p>Student-Directed Learning: In various classes students are jigsawing and becoming experts on a specific topic. They take</p>	<p>Photos of posters Literary Project Guidelines</p>

the topic, create a poster or presentation, and present the information to the class. This allows students to become responsible for their own learning while the teacher acts as a facilitator. For example, in 7th grade English, students were grouped and randomly selected a figurative language device. The students became an expert on this device and had to find ten or more examples of the device in magazines, online ads, or piece together words from different sources to create an example. Students present these posters to their peers in class. A quiz is given regarding these devices after all students have presented. Similarly, in 12th grade English, AP students were grouped by literary era to complete the “Literary Era Project” designed to familiarize them with historical background and context for their readings.	Literary Era posters/ Powerpoints/Rubric
QTEL: Select core teachers are currently enrolled in a 3 year program to improve overall school strategies for teaching English Language Learners.	Training documents

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>a) Organize, access, and apply knowledge they have already acquired:</p> <p>Math: Math teachers use performance tasks as summative assessments to increase cognitive rigor applied to a real life problem. Students demonstrate mathematical problem solving, reasoning, and communication skills through writing.</p> <p>English: Through the Pearson program students complete performance tasks and presentations at the end of each unit. These essays and presentations are an accumulation of the knowledge learned in the unit. Students learn to organize the information by following the directions in the performance task:</p> <ul style="list-style-type: none"> ● Students review key elements of the unit. ● Pearson provides a model of the specific essay type. ● Students complete a prewrite/planning assignment. ● They then formulate a thesis. ● Next, students organize details in an outline. ● The first draft is written. ● Students then revise their draft with the provided checklist. 	<p>Sample of performance task</p> <p>Screenshots of Pearson Online</p>

<ul style="list-style-type: none"> ● Students conduct a peer edit with a given checklist. ● Edit and proofread again. ● Final step, publish and present to the class. <p>Social Studies: In 12th grade economics students participate in current event portfolios and stock market portfolios.</p> <p>AP U.S History students use what they have learned in class to engage in debates about the issues surrounding the ratification of the Constitution and the moral arguments around the use of total warfare.</p> <p>As 8th graders in United States History students learn how to ask questions of their previous knowledge to gain a deeper perspective of American History.</p> <p>Teachers use Student-Directed Learning: In January, AP European History students are assigned a chapter and become experts on this chapter. The rest of the class is assigned to groups to prepare questions for each chapter. Each student is given a variety of choices from which to present their assigned chapter. During the course review in April, students present and review their chapter to the class. Students will ask questions during or at the end of the presentation. If needed, the teacher will ask the presenter to clarify or delineate further any information presented.</p> <p>Science: During lab investigations students first perform guided procedural labs or watch their teacher demonstrate correct use of scientific equipment. The students are then required to design and implement their own lab investigations to demonstrate the scientific process. This includes selecting the correct equipment, collecting data, constructing their own tables and graphs, and answering their original question.</p> <p>b) Academic tools to gather and create knowledge:</p> <p>Math: Teachers and students use Carnegie Learning at the high school level and Go Math! at the middle school level. With these resources, students obtain mathematical definitions and sometimes worked out examples to apply to discovery related activities. Students also have access to skills practice activities to fine tune their mathematical computation abilities.</p>	<p>Current events Interactive stock market portfolio</p> <p>Debate handouts</p> <p>Driving Question Rubric</p> <p>Lesson plans</p> <p>Lab forms and photos</p> <p>Evidence of book adoption</p>
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<p>Students at all levels have access to Mathia software to further develop their abilities in different standards. Mathia provides students more computation over comprehension access, but the online tutor is programmed to explain the students' common misconceptions and further their knowledge through tutorial videos.</p>	<p>Screenshot</p>
<p>English: As a part of our recent textbook adoption, students have access to a consumable textbook, as well as online access to <i>MyPerspectives</i>. All students are assigned a school email, which allows them access to Google Docs, Google Drive, Google Slides, Google Sheets, and many other resources. All English classrooms have an assigned chrome cart with forty computers for students to use. Students also have access to the computer lab before and after school and during most lunches. Also, some classrooms have resources such as past textbooks, novels, dictionaries, and thesauri. Additionally, teachers utilize online media such as Quizlet and <i>Kahoot!</i> that allow students to create study sets and/or quizzes on the material they have learned.</p>	<p>Photos of Chrome carts Screenshot of Pearson Online</p> <p>Student generated <i>Kahoot!</i> exemplar</p>
<p>Social Studies: The 7th and 8th grade history classes are able to borrow chromebooks from other history classes, which are used for research to give them access to numerous perspectives. Students also work in groups which encourages them to discuss their own interpretation of various sources. 7th grade students have access to district approved and adopted supplemental textbooks by TCI. The students use these TCI textbooks to explore other cultures in stations. 12th grade government and economics students have access to the chromebooks in the classroom that are used for research.</p>	<p>Research Projects</p>
<p>Science: Science currently has two laptop carts and two chromebook carts that are shared between the six teachers within the department. Students have access to two 3-D printers for use in projects. The department currently shares a chemical hood, spectrometer, incubator, lab oven, centrifuge and a warm water bath. A variety of glassware (beakers, graduated cylinders, erlenmeyer flasks, test tubes, etc) is available for student use. The science teachers share a class set (lab groups of 4) of binocular microscopes, stereoscopes, and skeletons. A large variety of consumable material (chemicals, dissection specimens, live materials, etc) is ordered each year in order for</p>	<p>Photos of store room</p>

<p>students to experience hands on wet labs.</p> <p>c) Opportunities to research, inquire, discover, and invent knowledge on their own and communicate this:</p> <p>Math: Students use the world wide web to complete research for their projects to see the real world applications of what they are learning. Using this research, they present digital presentations, poster boards or written reports.</p> <p>English: Chrome carts are used almost daily in some English classes. 7th grade students are taught proper MLA format when writing essays, particularly argumentative and research-based. Students are allowed and encouraged to choose their own career for the 7th grade research project. Students are also allowed to choose their topic from a supplied list of topics for their argumentative writing piece.</p> <p>ERWC students are required to write an eight to ten page argumentative research paper on a topic of their choice and then present their findings as part of a multimedia presentation.</p> <p>All English teachers require students to use and properly cite reputable sources when writing their essays. Plagiarism is checked and prevented through the use of turnitin.com.</p> <p>Social Studies: Students have access to chromebooks to further their research and understanding of a topic. This tool is used to strengthen and encourage students to create more extensive knowledge of history. Students are also asked to take that gained knowledge and share their own perspective on particular events.</p>	<p>Math triangle project (zoo example)</p> <p>Photos of chrome carts in English classroom Example of 7th grade career research project Example of topic list for argumentative writing essay</p> <p>ERWC Research paper requirements, questions list, rubric, sample student paper/presentation</p> <p>screenshot of turnitin.com</p> <p>Chromebooks in classroom</p>
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>School-wide: AP Courses use document based questions (DBQ) and free response questions (FRQ) to solve problems within specific AP subjects.</p>	<p>Copies of DBQs and FRQs</p>
<p>Cross-curricular projects completed in 7th grade to support</p>	<p>Photos and student work</p>

<p>student learning detailed by subject below:</p> <p>English: Students read <i>The Samurai's Tale</i>, create Haikus, recreate a personal Bushido code, and try their hand at calligraphy.</p> <p>Science: Students learn about plate tectonics including volcanoes and earthquakes.</p> <p>Social Studies: Students read the chapter of the textbook on Medieval Japan, specifically the Bushido code, samurai warrior armor and weapons, and create a comic book to demonstrate understanding of cultural values.</p> <p>Math: Students focus on proportional relationships and learn to convert Yen to dollars.</p> <p>Math: For Integrated Math 2, students take on semester projects related to a real life career. Students are tasked to research these careers and related fields, demonstrate how their learnings connect to these fields and create a project applying their knowledge in a group setting. Students have worked on:</p> <ol style="list-style-type: none"> Marketing Manager task exploring Olympic logos with geometry standards Tattoo Artist task creating a tattoo of congruent figures with geometry standards Architect task designing a hexagonal point of interest with geometry standards Game Designer task creating an Angry Birds level with function standards and Mechanical Engineer task designing a roller coaster with function standards. <p>For Calculus, students explore a real life application of any calculus topic and have an option in their project outcome. Students present their findings to the school and community</p> <p>English: Students complete individual and group projects and assignments in 7th grade English. These include a narrative story, novel project for <u>The Hobbit</u>, career project, argumentative essay, and novel project for <u>Hatchet</u>. Students learn to think, problem-solve, and reason during these assignments as they are working with other students to complete most assignments. Essays are typically an independent assignment and entail careful planning,</p>	<p>Project guidelines</p> <p>Picture of Victor Valley Daily Press</p> <p>Project information about Novel project for <u>The Hobbit</u>. Career Fair Project information Argumentative Essay topics</p>
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<p>organization, research, and investigation. Novel projects are completed most often with a group where students share ideas and research. They work collaboratively to think, reason, and problem-solve especially when it comes to time-management. Students have the opportunity to debate and discuss their viewpoints on controversial topics during the argumentative essay assignment. Students choose which side of the argument they are on and conduct research to defend their reasoning, while taking into consideration the counter-argument.</p>	
<p>In general, all English classes are implementing the Pearson MyPerspectives consumable and online resources. Students begin with whole-class learning and activities, then progress to small-group learning, and conclude with individual practice. Throughout these activities and assignments students think, reason, and problem-solve individually and within groups.</p>	<p>Screenshots of Pearson online</p>
<p>High school students create both individual and group projects. For example, AP Literature students complete the Literary Era Project that requires them to work both individually and as a group. Additionally, they complete 3-4 literary circle novels per year that have both group and individual components that require them to synthesize information they have already learned and apply it to a new scenario. ERWC students also present an individual research project. In 11th grade, students collaborate on writing an informative essay project in which they conduct research, write a paper, and create a multimedia presentation. AP Language students complete a news of the week assignment in which they pick a news topic as a group, read articles from different news sources, and present different perspectives to the class.</p>	<p>Samples of student work and rubrics provided. Literary Circle digital files and sample student collaborative folders.</p> <p>Sojourner Truth Project</p> <p>News of the Week Template</p>
<p>Students work in both small and large groups to discuss and debate the essential questions dealt with in the literature that they are reading.</p>	<p>Photos of group discussions</p>
<p>Social Studies: Social Studies classes provide both whole class learning and group learning throughout the year. Classes have multiple culminating projects such as posters, comic strips, and Power points to synthesize information. Students are given both individual and group debate and inquiry opportunities to demonstrate critical thinking and problem solving.</p> <p>Student groups study goals and implementation of totalitarian regimes to create a totalitarian country.</p>	<p>Planning and cost analysis for fall-out shelter, Debate topics over historical events, Presidential campaign project, Lesson Plans, student work samples for each activity mentioned.</p>

Findings	Supporting Evidence
<p>School-wide:</p> <p>Students utilize Albert.io to practice for their AP exams. Teachers assign specific groups of questions and both students and teacher monitor progress in terms of success rate and time spent on questions. Albert.io explanations also provide a good study guide for organizing content and standards that need to be met.</p> <p>Students regularly use computers/Chromebooks to complete assignments, essays, and activities. Often students use the chrome books to organize their work and access various sources for research related to problem-solving concepts assigned by teachers.</p> <p>Students have access to a computer lab before school, during lunch and after school. During this time students must maintain respect for each other and work hard to succeed in any assignment they are working on. Some students use this time to organize their notes or to study for an upcoming test. Students also collaborate on group projects in the computer lab.</p> <p>During spring semester Senior Transitions students use a spreadsheet to create and track their budget/cash flow during a 10 week simulation. (H&R block budget challenge)</p> <p>School City is a tool that most Math and some English teachers use to assess student learning. This tool prints graphs and reports to show mastery of standards and district assessments. SBAC scores can also be found on this website.</p> <p>Google Classroom allows students to work independently or collaboratively on projects or assignments. Teachers also use this as a tool to share important information with all students. Students demonstrate respect for each other as the classroom is often open to student comments or questions.</p> <p>Crash Course videos are shown in classes to introduce or review content standards that will be covered in lessons.</p> <p>Youtube is also used to hook students into the lessons, introduce concepts, connect students' previous knowledge to the current lesson, or to further explain a topic.</p> <p>Khan Academy is a website that allows students to review</p>	<p>Albert.io website</p> <p>Evident by classroom visits</p> <p>Photos of students working in library</p> <p>Spreadsheet</p> <p>SBAC Results via School City District Writing Assessment via School City</p> <p>Screenshots of Google Classroom feeds</p> <p>https://www.youtube.com/watch?v=leHy-Y_8nRs&t=484s</p> <p>https://www.youtube.com/user/bozemanbiology/videos http://www.youtube.com/watch?v=YutPkqJ4qL8</p> <p>https://www.khanacademy.org</p>

<p>specific topics that lead to mastery of content standards in areas such as Math or Science.</p> <p>NewsELA teaches students to read informational articles at their own lexile level. Students work hard to succeed at their own levels and continue to reach the standards or surpass them.</p> <p>Quizlet is a study guide tool that allows students to study a specific set of vocabulary words, content, etc. Students use this tool to learn how to properly organize and study information. With this tool students can play games and complete activities to work hard to succeed and pass assessments. Passing of assessments demonstrates knowledge gained and standards mastered.</p> <p>Science: In life science courses, students are instructed on how to use a microscope and then individually assessed on their ability to use a microscope. Students are given extra time to practice at lunch and after school.</p> <p>AP Biology students create a computer model to analyze the effect of multiple variables on a population of martens. Students create digital presentations at the end of group projects.</p> <p>In chemistry students use labmasters with heaters attached to perform a simple distillation with spices. The students regulate the temperature and while collecting the distillate.</p> <p>Some of the science courses use Vernier sensors in some labs such as force meters, gas sensors, and thermometers.</p> <p>Students use Autodesk Inventor, RobotC, and Arduino boards for some of the Engineering courses in the PLTW program. This software allows for students to work with CAD data, design models that could be 3D printed, test sensors, or design projects that the students can control using code.</p> <p>English: Pearson has an online component where students work in whole-class, small groups, or independently to complete assignments, performance tasks, and take assessments. Students learn to problem-solve by answering the essential question raised in each unit. They respect each other while working in small groups to complete the designated</p>	<p>https://newsela.com/read/elementary-essay-a-timely-leader/id/39412</p> <p><i>Grapes of Wrath</i> Quizlet https://quizlet.com/_4aomv2</p> <p>Photos with students using microscopes in class</p> <p>Photos Marten Spreadsheet</p> <p>Sample Student observation or write up.</p> <p>Sample screenshot of student work, photos of sensors used</p> <p>Autodesk Inventor website: https://www.autodesk.com/products/inventor/overview Screenshot of software</p> <p>Screenshots of Pearson</p>
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<p>assignments. The graphic organizers encourage and provide students with a model to organize their thoughts and ideas throughout the units. Students work hard to succeed by passing the assessments and mastering standards.</p> <p>Math: Students use TI-84 graphing calculators for higher level math courses to support higher level thinking problems.</p> <p>Students use scientific calculators to perform complex computations during instructional time and independent practice</p> <p>Students use Desmos.com as a graphing software to support complex graphing needs.</p> <p>Teachers use Kahoot! And Plickers as a formative assessment tool to bring material differently to students in an engaging way and additionally collect data.</p> <p>Physical Education: PE teachers utilize various videos to demonstrate rules or guidelines when introducing new sports or concepts regarding nutrition.</p> <p>Students are assigned online articles regarding sports or nutrition and are asked to read and write a report about their findings. These articles are relevant to the grade level standards.</p> <p>PE teachers utilize the school web page to post rules and guidelines for various sports about which they will be learning. This allows students to be organized and understand what is required of them at all times.</p> <p>Teachers also create weight training videos to demonstrate the proper form when lifting weights. This demonstrates to students that they need to ensure they are respecting each other and working hard to succeed in a physical manner.</p> <p>Performing Arts Some music teachers allow students to tune their instruments using tuning apps on their cellphones. This allows students to tune their instruments to the right key before performing with the class. Students also learn how to use sound & lighting</p>	<p>“Punkin Chunkin” activity</p> <p>Inventory Library</p> <p>Desmos.com</p> <p>Kahoot! Example Plickers Spreadsheet</p> <p>https://vimeo.com/18927231</p> <p>https://drive.google.com/open?id=0B-nsOdNynosPbkpuQkpiSkNtUWs&authuser=0 Found on Ms. Thomas’ webpage http://usadth.tripod.com/rules.html</p> <p>https://drive.google.com/open?id=0B-nsOdNynosPSU90STV6VnFY YXM&authuser=0</p> <p>Tuning App</p>
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<p>equipment when we perform school musicals. We utilize a variety of lights including LED strip lights incandescent stage lights and two Spot lights that are daisy chained to a light board. We also run up to 20 different wireless headset microphones through a mixer PA system. We utilize computer software programs such as Rehearscore and Accompanyese when we rehearse for our musicals.</p> <p>Social Science Albert.io is utilized to practice for AP exams. Questions are assigned by teachers at varying difficulty levels. Turnitin is also used to assign and assess writing prompts. <i>Kahoot!</i>, Jeopardy, Google classroom, I Have/Who Has, Youtube and Crash Course videos, and Quizlet are used to introduce or assess and review academic standards.</p>	<p>Screenshots, Strategy write ups/powerpoints</p>
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C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Social Studies Use of various documents in history classes, supplemental texts such as those public by Amsco and test prep books for AP. Excerpts from speeches, newspaper articles, news reports, political cartoons, paintings, etc are utilized to give a fuller understanding of historical time periods and show multiple viewpoints on significant historical events.</p> <p>8th grade students are invited to participate in the yearly Washington D.C. trip during the summer before their freshman year of high school. Students learn about U.S. history and experience visiting key monuments and locations.</p> <p>Tenth grade students are provided the opportunity to visit the Museum of Tolerance.</p> <p>Performing Arts Students attend various parades and festivals throughout the year.</p> <p>Science Use of various media reports in microbiology/anatomy/medical pathology class. Excerpts from events covered in news reports, newspaper articles, medical journals, etc... Examples would be the Ebola outbreak last year, Zika virus and West Nile Virus outbreaks, etc..</p>	<p>Examples of documents utilized in history classes.</p> <p>Photos and travel schedule</p> <p>Photos</p> <p>Photos</p> <p>Examples of media reports</p>

Students are given microbe collecting materials and are allowed to around the campus to collect samples to see which part of the school has the most microbes.	Photos and lab forms
Every year microbiology classes are brought to the school cafeteria where they see how food workers prevent food from being cross-contaminated or exposed to microbes.	Photos and worksheets
Student participate in dissection/s and other laboratory experiments.	Specimens/supplies in supply room, lab notebooks
AP Environmental Science visits Catalina island yearly to participate in the Catalina Environmental Leadership Program (CELP).	http://celp.net/the-program/ Photos
Problem-solvers share information regarding water usage to classes on campus. This is part of a PBS program where students have the opportunity to earn a \$3000 scholarship for the school.	Photos and scholarship entry requirements
The AP Biology Summer Assignment has students collect evidence/examples from their local ecosystem to demonstrate understanding of each essential knowledge standard.	AP Biology summer assignment
Physics students took part in Knott's Berry Farm Physics Day, where students placed 3rd in their <i>Most Creative Roller Coaster</i> competition in our most recent trip	https://www.knotts.com/explore/groups/student-and-youth/adventures-in-education Photo uploaded
Spanish AP Spanish students take an annual field trip to see a play based on the literature in their curriculum. Last year, students had the opportunity to see: <i>Antoñito el camborio</i> by Federico Garcia Lorca.	Photos
Students participate in cultural activities and celebrations. Every year, students from the Spanish Club get together and make an altar in a Spanish classroom to participate in the traditional celebration of "El día de los muertos." Also, they host school wide cultural events in the months of May and December.	Photos
Math Math teachers use Khan Academy for supplemental support to engage students in video tutorials and practice problems with immediate feedback. Teachers also use Desmos Student Activities to engage students in various concept development with graphs, sketchpad, written responses and computation	Student Accounts Khan Academy screenshots Desmos Activities spreadsheets

questions.	
Students complete projects that require independent research from outside sources and/or production of their own data. Students are expected to present findings and make arguments that are supported by data.	Project Samples
English: Students in 11th grade are working with elderly community members to write a memoir through The High Desert Branch of The California Writers Club.	Program information, photos

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Some students have the opportunity to obtain internships with Congressman Paul Cook and County Supervisor Robert Lovingood.	Photos
Juniors and Seniors have the opportunity to leave school early to attend ROP classes.	Student schedules Course offerings
Senior Transition classes explore career compatibility by taking the Rutgers Personality Survey. Some students volunteer at local hospitals including St. Mary's Hospital and Desert Valley Hospital.	Rutgers Personality Survey https://careers.rutgers.edu/page.cfm?section_ID=8&page_id=350ges
Seventh grade students research careers they are interested in pursuing. Students complete research on education required, salary and benefits, and conduct interviews with professions in the field of their choice. This research is displayed on tri-fold boards and students participate in a presentation of learning to view and learn about other careers.	Examples of student work Photos of student presentation boards
Seventh grade students also attend a Guest Speaker Fair where various members of the community present information about their career to students. Students must also ask questions regarding these careers.	Guest speaker schedule Worksheet with questions to ask guests regarding careers
Students have had the opportunity to participate in a field trip to Kaiser where they partake in a Hippocrates circle and learn about careers in the medical field. Students must qualify for this program which is offered to underprivileged and	Photos

economically disadvantaged students.	
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ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Teachers utilize a variety of strategies and modalities to provide challenging and relevant learning in an effort to increase academic achievement while addressing college and career readiness. All high school students are required take A-G courses and many add AP classes. Although University Preparatory is focused on college readiness, ROP classes are offered off campus and military speakers have been brought on campus to address the needs of those students who chose not to attend college directly after graduation. These efforts have resulted in an increase of students attending college.

Most teachers create and disseminate a syllabus with goals and expectations, a grading scale, and a general outline of the calendar for the semester or year. Teachers post objectives, essential questions, agendas, and/or assignments with due dates for student reference. Students in many AP courses receive Essential Knowledge/Essential Questions for each unit.

Staff members integrate a variety of instructional strategies that include but are not limited to Google Classroom, Albert.io, interactive online textbooks, etc. In math, students use software that assigns problems at their learning level. Many classrooms that have group seating arrange the students in heterogeneous groups based on ability level. Albert.io results are used to determine which areas students need to focus on and inform reviews for the AP exams.

Critical Learner Needs: Only a small margin, 11%, of our reclassified fluent English proficient learners are nearly meeting the standards on the CAASPP English-Language Arts tests. We have no students who are not meeting the standards for this test. Various teachers on campus are attending the QTEL trainings in an effort to address the discrepancy within our English Learner students' needs. For our economically disadvantaged students, we offer AP exams for a minimal cost of five dollars. Free breakfast is offered to all students on campus, which is key in brain development and focus retention. Many teachers on campus have chrome carts in their classrooms and labs are open before and after school and at lunch, allowing these students to have equal access to technology. Graphing calculators can also be checked out through the library to those students who cannot afford to purchase their own device.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

University Prep employs a variety of instructional strategies to enforce standards-based student learning instruction. Many of these strategies involve technology and multimedia usage. We offer a variety of courses that challenge our students, including Advanced Placement courses. We also offer a wide variety of science and music courses, some of which are not offered at other schools in our district. The number of students enrolled in an AP course that sign up to take the AP exam has increased; mainly due to the district's reduced price for exams. This allows all students an equal opportunity to earn college credits regardless of family income. Teachers often check for understanding throughout their lessons by utilizing equity cards, sticks, whiteboards, exit tickets, and many other methods. The majority of teachers use daily

warm-ups to review or introduce content. University Preparatory takes pride in our lack of discipline issues which allows teachers to make good use of the instructional minutes we have. Overall, University Preparatory exhibits many areas of strength in regard to standards-based student learning.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Our areas of growth in regard to standards-based student learning instruction include: increasing instructional time in each class period and offering more courses in the arts. We have also discussed limiting the number of Advanced Placement classes that we would allow students to take in an effort to increase AP test scores overall. Science teachers are currently in training to increase their proficiency in planning and implementing the New Generation Science Standards. We are also exploring how to implement the new state requirement that all students take three specific years of science (biology, chemistry and physics). Some science classes are at or close to the maximum class size of 38 students. This makes it difficult to conduct laboratory investigations in an effective and safe manner.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Collection of Data from State, National, and Local Sources:</p> <p>University Preparatory uses a wide range of acceptable standards based assessments that allow us to collect academic performance data, which can be disaggregated and shared with the community. Administrators and Staff leaders collect national, state, and local data to compile in a report and disseminate the outcomes to the teaching staff.</p> <p>State Assessments CAASPP Results for 7th, 8th, and 11th Grade assessments are collected and disaggregated through School City.</p> <p>EAP is embedded in the Junior Year CAASPP.</p> <p>The educational needs of English Second Language (ESL) students are identified from their California English Language Development Tests (CELDT). After being identified, teachers are informed regarding a student's academic needs through the demographics and testing tabs in AERIES.</p> <p>Students in physical education classes participate in the California Healthy School Survey. Those results are used to identify school wide goals for social development as well and provide a picture of students' home lives to better accommodate their needs.</p> <p>National Assessments: Students participate in a variety of National Assessments including AP, SAT, ACT, ASVAB, PSAT for grades 8,9,10, and 11, and the Presidential Physical Fitness Test. Counseling</p>	<p>District Benchmarks, State Test Reports, School City, College Board/AP, College Board/SAT, College Board/ACT, CELDT Results MDTP Exams PSAT results</p> <p>School City proficiency results</p> <p>EAP score reports</p> <p>CELDT results</p> <p>California Healthy Kids Survey</p> <p>AP, SAT, ACT, ASVAB, PSAT, FitnessGram data</p>

<p>department collects data from National assessments and organizes summary reports for administrators and teachers.</p> <p>The PSAT is given to 8th-11th graders in the fall each year. In 2016-17, all 10th and 11th grade students were administered the PSAT. Counselors visit classrooms to explain the score reports for the PSAT and higher-level students meet with the destination college counselor to discuss results and determine a course of action appropriate for their future.</p> <p>Local Assessments: Counselors use students' assessments in math to assist in master scheduling. Counselors review incoming students' profiles and achievement data from their district spring benchmarks in order to place students in appropriate math classes. If students are below standard levels, students will be placed in a study skills class or tutoring.</p> <p>English: The English department has beginning, middle, and end of year assessments in all grades using the new Pearson Curriculum. Students receive results that break down their performance by common core standards.</p> <p>Math: Math students take Mathematics Diagnostic Testing Project (MDTP) exams to identify strengths and weaknesses for individual students. Department members use results to plan instruction and evaluate the effectiveness of curriculum and instruction; making adjustments as needed.</p> <p>Math students take common formative district assessments using the assessments on the CAASPP website.</p> <p>Science: NGSS Pilot CAST assessments were given to 10th grade students during the 2015-16 and 2016-17 school years. Science no longer has standards based exams at district or state levels.</p> <p>Social Studies: AP European History VVUHSD teachers collaborate and assess AP Euro pass rate data and collaborate on quarterly assessments, content presentations, and strategies. The school history department evaluates DBQ grade level requirements and revise them as needed.</p>	<p>PSAT Student Results PSAT School Results Personalized KhanAcademy practice plans built from PSAT results.</p> <p>District benchmarks</p> <p>Pearson score reports</p> <p>Teacher MDTP Results</p> <p>Testing Calendar</p> <p>Participation reports for CAST</p> <p>AP European History pass rate</p>
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<p>Spanish: The Spanish Literature class utilizes resources online specifically designed for Spanish literature. These resources include homework assignments and tests to monitor student progress toward learning goals throughout the year.</p> <p>Disaggregation of Data for Ethnic Groups, Socioeconomic Status, and Students with Disabilities</p> <p>School City allows for data to be analyzed through a myriad of lenses and filters. Data can be separated and analyzed with respect to multiple subgroups including but not limited to: ethnicity, age, language development, etc.</p> <p>CAASPP data allows for tracking of subgroup proficiency levels for our African American, Hispanic, Economically Disadvantaged, Reclassified Fluent English Proficient and Special Education Populations.</p> <p>Students designated as 504 per Rehabilitation Act receive modifications on assessments specific to their individual disability to ensure equal learning opportunities. These students are evaluated annually and as needed. We have “high functioning” students with IEPs who also receive specialized educational plans and/or modifications and accommodations. reviewed annually or as needed.</p> <p>Analysis of Student Performance The staff meets as a whole and in department meetings to discuss school wide goals and objectives pertaining to school improvement based off assessment data.</p> <p>Results from the EAP are used to identify students who need to participate in the ERWC program to become ready for college level courses at Cal State campuses.</p> <p>Students are encouraged to self-assess through the use of rubrics and to monitor their grades in Aeries. They are taught from 7th grade to develop a personal responsibility for their learning.</p>	<p>https://my.hrw.com/tabnav/controller.jsp?isbn=9780547877372</p> <p>Demographic data figures 34 and 35</p> <p>School City, Aeries</p> <p>CAASPP Reporting System</p> <p>IEP Process, 504 Accommodations</p> <p>Leadership and department agendas</p> <p>CAASPP Reporting System</p> <p>Project rubrics</p>
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Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate*

stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Academic and College/Career Readiness Standards	
Parents can access information through Aeries portal, and have access to open communication with teachers, counselors, and administration via Aeries portal/email, parent teacher conferences, and school parent information nights. Our school district requires that all parents provide a valid email address.	Sign in sheets for parent information nights, Aeries Registration Logs
Parents report that they are pleased with the ability to monitor grades and attendance. They feel Aeries is an effective way to do so. A significant majority of parents reported that they feel the school promotes academic success for all students (99%). 72% of parents reported that the school does very well informing them of student progress in between report cards. A majority of parents report that the school does very well with regard to communicating students' class placements.	California School Parent Survey Table A12.4 pg 25 (CHKS)
Annual meetings are held to discuss student's progress and modify IEP and 504 plans to implement any accommodations. Parents, teachers, students, and counselors attend meetings to ensure that all stakeholders are represented.	IEP process
Progress reports are sent home to parents four times per semester. These include: two Academic Warnings, Quarter Grades, and final Semester Grades. The first two grading periods are sent home through students; however, the latter two are mailed home.	Report cards, Grading calendar
Parents are kept informed of students achievement through numerous meetings such as Coffee with the Principal, ELA Meetings, School Messenger calls, University Preparatory School website, and other forms of communication. The number of involved parents attending meetings has increased and continues to grow.	Parent sign-in sheets
School Site Council makes decisions regarding the allocation of funds based on the review of students' achievement. This has been an effective way to manage funds at University Preparatory. Tying requests to school site goals has allowed us to ensure any money spent helps reach goals. Improvement is needed in the area of attendance at school site council meetings and parent involvement.	SSC agenda/minutes
The Board of Education receives a report regarding the	District website

<p>success of each site academically from the Assistant Superintendent of Education Services. This has been an effective way for the Board of Education to see our great accomplishments at University Preparatory School.</p> <p>Counselors meet with students to discuss their progress and assessment results. In the spring, freshman (transition scores from previous testing), sophomores, and juniors meet with their counselors for an academic review and to encourage them to take the PSAT. Seniors meet with their counselor in the Fall to discuss graduation status to be sure they are on track. Seniors also meet with their counselor in the Spring to ensure they are on track for graduation. Parents are contacted if students are not on target for graduation.</p> <p>The University Preparatory School web page, the School Messenger system, distributed letters keeps parents informed of assessment dates such as CAASPP, CELDT, PSAT, ASVAB, and other exams including exams for eligibility to colleges, universities, and scholarships.</p> <p>The University Preparatory School web page is also a way for the governing board members, teachers, students, parents, business, and community to celebrate the success and achievements of students.</p>	<p>Counselor meeting schedule</p> <p>Testing letter</p> <p>University Preparatory website</p>
<p>Schoolwide Learner Outcomes</p> <p>SLOs are displayed in each classroom and integrated into the morning announcements.</p> <p>Teachers are asked to give PROWL tickets to students that are actively demonstrating behaviors that correspond to the SLOs. The tickets can be submitted for a monthly drawing where students win various prizes. Recognition is a subjective process; as such our staff is currently in the process of creating rubrics and identifiers that would standardize this process.</p> <p>At School Site Council meetings administration communicates SLOs and reports on measurable growth for each standard as described in the section titled “School Performance Indicators” in Chapter 2 of the WASC Report.</p> <p>SLOs are on our school website in hopes to help communicate student expectations to parents and community members.</p> <p>SLOs are discussed at Monthly Coffee with the Principal</p>	<p>Evident in classroom visits</p> <p>PROWL tickets sample</p> <p>Chapter 2 WASC</p> <p>School website</p> <p>Meeting Agendas</p>

meetings. Parents have an opportunity to discuss SLOs and provide feedback in those meetings.	
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Counseling and Administration</p> <p>Counselors do periodic grad checks with students ensuring that all students complete their A-G Requirements. Counselors also conduct quarterly academic interventions to identify students who are in danger not completing A-G requirements.</p> <p>Students who do not meet academic standards are placed on academic probation. Students who fail to meet the conditions of their probation are released to allow for credit recovery at sites that are better equipped to provide those services. Once they have been able to successfully get caught up they are welcome to reenroll.</p> <p>AP Participation</p> <p>Students are being prepared to perform at a high level in academic courses. 85% of students took two or more AP classes last year. Approximately half of our High School students took at least one AP exam in each of the last two years; slightly less than half took at least one test in 2015. Over the last 3 years the total number of tests have steadily increased to a total of 753 Exams last year.</p> <p>English</p> <p>The English Department continues to exceed state and local proficiency rates on CAASPP and EAP.</p> <p>Our students exceeded the State of California average on the evidence based writing portion of the SAT during the 2016-17 testings dates.</p> <p>Our students exceeded the State of California average by 8 %</p>	<p>Counselors do periodic grad checks with students ensuring that all students complete their A-G Requirements.</p> <p>Counselors also conduct quarterly academic interventions to identify students.</p> <p>Academic probation letter</p> <p>Figures 74 to 77</p> <p>2017 CAASPP and EAP results.</p> <p>WASC Self Study Report (Figure 13)</p> <p>The ACT College Readiness</p>

<p>on the College English Composition portion of the ACT during the 2016-17 testings dates.</p> <p>Student scores on the AP Language and Composition exam have continued to increase over the last three consecutive years.</p> <p>District benchmarks given on the Pearson Easy Bridge testing platform provide instant feedback to students and teachers as to what ELA standards should be revisited and reassessed.</p> <p>Math</p> <p>Over the last few years, students at University Prep have outperformed similar schools on CAASPP, EAP, SAT and other assessments.</p> <p>Over the last three years our students have consistently outperformed the state average for the CAASPP. There was a dip in scores from 2015 to 2016 however scores markedly increased from 2016 to 2017. These differences between state and site achievement were consistent across grade levels and subgroups. We recognize that certain subgroups are not performing at the same level as the aggregate levels and are working to close achievement gaps.</p> <p>Participation in AP Classes and Exams has increased over the last few years. We currently offer three different classes. Participation rates are well above district, state, and national averages. We believe this is a contribution factor to the lower than average passing rates we see across the board.</p> <p>Science</p> <p>The department widely used CST - End Of Course Tests to evaluate student performance every year and make changes to content within tested areas. These exams were cancelled by the state because of NGSS development in 2013. The life science (10th) and physical science (8th) exams were cancelled in the 2015-16 school year. We have started to pilot the new California Science Test (CAST) in 11th grade in April 2017. We have not had any data the last two years on science student progress to use for evaluation. We use assessments in classes, finals, and projects to evaluate growth in student learning and performance. The teachers in monthly department meetings receive a grade analysis after each quarter that they can use to evaluate student progress.</p> <p>Social Studies</p> <p>Student scores on the AP Euro, AP US, and AP Gov and AP</p>	<p>Letter for University Preparatory.</p> <p>AP Five-Year School Score Summary</p> <p>District Benchmark Results</p> <p>WASC Self Study Report Chapter 2</p> <p>CAASP Results</p> <p>Figures 74, 75, 76, 77</p> <p>Sample of Grade Analysis</p>
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Economics tests have continued to increase.	AP test score data
Spanish AP Spanish Literature students have access to a site named HMcD online resources where they can find homework and other activities regarding the course readings. The site also has information for teachers.	https://my.hrw.com/tabnav/controller.jsp?isbn=9780547877372
Student scores on the AP Literature exam show 95% passing rate during the last three consecutive years.	College Board Subject Score Rosters

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
All teachers at University Preparatory use both formative and summative assessments to measure student growth and adjust instruction when necessary. From this collection of data, it is analyzed, disaggregated, and reported to staff at department and grade level meetings, students, parents, and other stakeholder groups when appropriate.	Quizzes, tests, presentations, final exams, Kahoot, MDTP, PSAT, School City, Google Classroom, projects, diagnostic assessments, Khan Academy, Carnegie Learning, Albert.io, Warm Ups, exit tickets, Exam View, student whiteboards, Aeries, flipped classrooms, rubrics for presentations and projects
Random Checks For Understanding (RCFU) are used often to assess student understanding. Methods such as equity cards, exit tickets, informal progress monitoring, etc.	Popsicle sticks, desk numbers, "Pick Me" application for the Ipad, playing cards, seating charts, desk numbers

<p>Students at University Preparatory have numerous opportunities to demonstrate understanding through oral presentations and in cooperative learning groups. Students have access to Chromebooks and district google accounts, allowing them to utilize Google classroom, Google Docs, and Prezi to collaborate with peers in order to create content specific individual or group presentations.</p>	<p>Seating charts, Chrome carts, student accounts,</p>
<p>Most teachers administer and end of semester final exam and use it to determine spiral review needs for the following semester.</p>	<p>Final Exam Calendar</p>
<p>Math The Math department utilizes software specifically designed for math to monitor student progress toward learning goals throughout the year. In years past Common assessments were used when possible; but currently, only one teacher teaches each subject offered.</p>	<p>Khan Academy, Carnegie Learning, Go Math, Exam View, Kuta, Desmos. Albert.io</p>
<p>English The English department recently adopted the Pearson myPerspectives textbook, which includes an online testing platform. Students can complete district benchmarks, quizzes for individual reading selections, and unit tests online. Once students submit their answers, they receive instant feedback.</p>	<p>Pearson myPerspectives Easy Bridge Program</p>
<p>Social Science The History department focuses on text analysis and writing skills which is monitored through DBQ and FRQ practice. We are going through textbook adoption currently and hope to adopt a book similar to the English department which would allow an online instant feedback to quizzes. We do use Albert IO in our AP courses which gives students multiple choice question practice and instant feedback.</p>	<p>Albert IO website</p>
<p>Students have numerous opportunities to demonstrate understanding using oral presentations and group learning. Students also have access to Chromebooks and Google classroom account applications. AP EURO adopted textbook has Mindtap online program which has online quizzes for each chapter, breaks down each chapter into smaller reading sections and review sections for additional assistance and assessments.</p>	<p>Mindtap site, student work samples</p>
<p>Science Science uses formative warm-ups and assessments via R.C.F.U, notebook daily checks, and think pair share.</p>	<p>Science notebooks, project samples</p>

Summative assessments include end of unit tests, projects, weekly quizzes, and semester finals.	
Spanish The Spanish Literature class utilizes resources online. These resources include homework assignments and tests to monitor student progress toward learning goals throughout the year.	Online site
Performing Arts The Music department uses both individual and group playing tests to evaluate the progress of each student throughout the school year.	Assessment rubric, spreadsheets

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers analyze results from quizzes, tests, projects, presentations, and other formative and summative assessments to determine the level of student learning, areas for student improvement, and any need for reteaching.	Lesson plan and district pacing guide adjustments
Teachers meet monthly in departments and discuss curriculum challenges and pacing. Teachers share best practices in grading techniques, and software such as Google Classroom, School City, Khan Academy, and others. They also discuss at grade level meetings student progress for those students identified as low performing.	Aeries accounts, monthly department meeting notes, sign in sheets, agendas,

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
At group meetings in September and October students were asked to provide feedback with regard to the effectiveness of grading procedures and communications related to grades. Students felt that:	WASC Collaboration Day Sign in sheets 9/13/17 and 10/04/17

<p>Most teachers use the district preset grading scale in Aeries and input student scores to inform parents and students current grades in each class. However frustration was expressed that this is not a uniform policy.</p> <p>Many teachers post student work, grades, and hand back graded work to their students in a timely manner in their classrooms.</p> <p>The counseling office informs upper grade levels about the A-G requirements. However, students felt that frequent reminders could be helpful.</p> <p>Students expressed a desire for additional opportunities to develop individualized plans for college and other educational opportunities.</p> <p>College/University visits to University Preparatory are a great way to keep students thinking about attending college and provided meaningful insight into options for the future.</p> <p>JSA sponsored a panel for teachers and students regarding academic integrity. The discussion opened up dialogue between staff and teachers about why “cheating” occurs.</p>	Meeting notes
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D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continuous program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: ***Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.***

Findings	Supporting Evidence
The district's involvement has provided tools and standards based assessments that can be used to track student progress and inform future instruction. Instructional coaches have helped to develop curriculum and make adjustments as needed.	Districtwide biannual benchmark
The Schools Board's involvement is through oversight and goal setting for the next instruction cycle based on results from formative and summative assessments. The board also approves instructional materials and provides training opportunities toward those materials' implementation in the classroom. These opportunities also include professional development, fiscal support and intervention for students and teachers.	In Service Trainings for the textbook adoptions, PARs for tutoring hours
Grade checks are completed every 4 weeks by staff, students and parents. Aeries allows for constant check on progress for staff, students and parents independently of each other.	Progress reports Aeries website
CAASPP Scores are organized by the district and provided to staff through SchoolCity.org.	CAASPP Result Printout from SchoolCity
CAASPP Results are sent home to students and parents by the district.	CAASPP result letter
All graduating seniors develop and present a senior project to local business and community leaders.	Copy of senior presentation and portfolio
The district supports the development of new and appropriate learning experiences through Rigorous Curriculum Design, Science Curriculum Advisory Board, development of new pacing guides and common formative assessments.	District Curriculum Guides SCAB meeting Agenda
The district provides funds for teachers to attend conferences like AP by the Sea, NGSS Conferences, etc.	Conference proof of attendance docs
Parents, students, counselors and teachers participate in IEP and 504 meetings as needed. Students needs are addressed and appropriate accommodations are put in place.	IEP/504 meeting schedule
University Prep has been the subject of multiple articles in local newspapers lauding the achievements of students and staff.	Newspaper Articles
Students have won awards through academic, athletic and performing arts competitions.	Awards and certificates

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
At the beginning of the school year the administration makes a presentation to the school staff on successes and areas of critical need from the previous years state test.	Powerpoints in section 3.1
AP teachers meet in a small group setting with administrators and counselors to discuss AP scores and develop strategies to address student needs and ways to improve passing rates.	AP Meeting Roundtable Minutes from 12/6/17 AP Results Reflect Sheet
All teachers have access to CAASPP assessment results through the district's website SchoolCity.com. The data can be used to identify students who may potentially struggle with difficult academic content in all subject matters.	2016-2017 CAASPP Results
Teachers use formal and informal assessments to develop student learning. Formative and summative assessments are used to track student learning and to identify needs as soon as possible throughout the school year.	Equity cards, Student quiz work sample, student semester final sample
English Students complete district benchmarks, quizzes for individual reading selections, and unit tests online. Once students submit their answers, they receive instant feedback. Teachers receive data on student progress toward mastery of standards, which allows teachers to track student progress and trends. In turn, teachers can modify curriculum and pacing to accommodate the needs of all students, including English language learners.	myPerspective assessment results, District Benchmark testing dates, email
Teachers use data collected from Collegeboard from previous year's AP scores to inform and direct instruction going forward.	2017 AP Scores
Math Math Department uses MDTP Results from 7th through 10th grade to help ensure the appropriate placement for students in math courses and plan curriculum.	MDTP score report
AP Score reports are used to plan and modify	AP Score Report from College

instruction/pacing for future years.	Board
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Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The math department used results from the summative MDTP to identify students to be placed into intervention classes during their junior year. This was done in an effort to help address any major gaps in learning that stemmed from the shift from traditional math pathways into the integrated model that we use now. Due to lack of flexibility in our staffing numbers this class was not offered in the 2017-18 school year.	MDTP score reports
As a way to address improving AP scores, our site has purchased an online curriculum supplement for all AP courses. Albert IO provides students with spiral review and enrichment opportunities.	Albert IO Documents, Class Lists, Assignment Lists
AP Scores indicated that additional training opportunities would benefit our students. To address this need teachers attended AP By the Seas Professional Development.	AP By the Sea Completion Certificates
To address district wide needs our teachers have participated in Rigorous Curriculum Design, Quality Teaching of English Language, Kagan Instructional Strategies for Student Engagement, Depth of Knowledge and others professional development opportunities listed in Chapter 2.	Workshop Rosters/Invitations/Emails

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
While we adhere to state and local graduation requirements, we require a 4th year of A-G math, to better prepare students for college.	Student Handbook, Graduation Requirements Page
We continue to modify course offerings and other programs to accommodate student needs in all subject areas.	Master Schedule
Staff continues to participate in RCD, along with colleagues in the district, to develop and change pacing to help students	List of staff/ RCD invitation emails

fulfill course requirements.	
As discussed in Chapter 1 of the WASC document, we have modified the district curriculum to provide a more rigorous course pathway for our students. Changes were made to math, science, and social sciences.	Master Schedule
Site administrators, district, and county personnel perform walkthroughs and provide feedback. Formal and informal observations by site administrators are conducted frequently. Following formal observations feedback is provided to teachers to help improve our practice.	Walk through feedback on large poster paper in evidence room

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
During state testing, PSAT, and AP test administration, all test administrators are certificated staff. All test administrators and proctors (which include both certificated and classified staff) have signed all necessary affidavits. Materials are kept locked in a secure location, and must be picked up by the individual responsible for administering the test. During testing, all mandated procedures are followed to guarantee the integrity of the test and environment. The test administrator or proctor constantly monitors the room. Once testing is complete, the test administrator returns materials to the secure location.	Signed testing affidavits, Security room for testing materials

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The staff and administration of University Preparatory understand the importance of assessment, and value the relevant feedback and data that it provides. Teachers are able to monitor student progress and growth by utilizing both formative and summative assessments in the classroom, adjusting their curriculum and instruction based on results. Historically, students at University Preparatory have performed well on local, state, and national assessments, yet there is still a need for improvement within sub groups. Student assessment data is readily available to all stakeholders and communicated through various reporting systems such as Aeries, SchoolCity, The College Board, and CAASPP.

Students and parents at University Preparatory are frequently informed of student academic progress throughout the school year. Teachers keep up to date records of grades (including assessment scores), and send home three progress reports each semester prior to final semester grades. In addition, counselors conduct quarterly academic interventions, meeting with students that are not making grade level progress.

The Schoolwide Learner Outcomes are communicated to students and parents through various outlets such as posters in classrooms, morning announcements, and school site council meetings. The PROWL program has been implemented as a way to monitor student growth and progress in meeting the SLOs.

Teachers at University Preparatory utilize random checks for understanding, in addition to formative and summative assessment to measure student growth and progress in the classroom. Both formal and informal assessment strategies allow students the opportunity to demonstrate understanding, and give teachers the opportunity to adjust instruction when necessary.

With the support of our district and community, University Preparatory analyzes assessment data as a way to monitor student achievement. This allows our school's program to continually improve and allocate resources to meet our students' needs. The district plays a vital role in providing new and relevant curriculum and opportunities for professional development. Members of the community are informed of the school's progress and student growth, invited to participate in curricular activities such as senior presentations, and encouraged to attend informative events such as Coffee with The Principal or school site council meetings.

Critical Learner Needs: While our critical learner population historically outperforms local, state, and national assessment averages, there is a need for consistency and growth when we look at our sub group assessment data year to year.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

University Preparatory provides a rigorous, college prep curriculum for all students. The staff at University Preparatory understands the importance of both formative and summative assessments as a way to monitor student growth and drive instruction. University Preparatory teachers work to provide students with multiple forms of assessments including informal, formative, summative, project and performance based.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Currently we have one teacher per subject in many of our curricular areas, so creating common formative assessments is not necessary and discussions between teachers regarding common assessment results are not possible. The flip side to this is that all assessments given are CFAs, as they are given to all students within a grade level at this site. We are still in the process of working on vertical articulation and curriculum alignment from one grade level to the next in most subject areas due to the educational shifts that have occurred with the implementation of CCSS and NGSS. We believe a more cohesive approach would benefit students by reducing gaps in the curriculum and thereby increasing student skill levels.

We also need to spend more time analyzing, discussing, and comparing data more often from the national, state, and local levels (i.e. district benchmark tests). All math and English teachers give formative and summative assessments and adjust instruction deliberately based upon assessment results. However, it would be to our benefit to analyze data from all levels in an attempt to gain a "bigger picture" idea as to how our students perform compared to their grade level counterparts from other schools.

We use a holistic approach to assess effective grading strategies. Due to historic success it has been difficult for our staff to identify weaknesses in grading, curriculum and other practices.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>University Preparatory School is effective in the strategies and processes for the regular involvement of parents, students, staff, business, industry, and the community, including being active partners in the learning/teaching process.</p> <p>We offer numerous opportunities for all parents to become involved in the school environment, learning process, and have their voices heard. As a result, we have many parents/guardians that are actively participating in a multitude of events, trainings, festivals, extracurricular activities, and meetings throughout the school year:</p> <p>University Preparatory efficiently involves parents of non-English speaking parents by offering the ELAC group, the parent resource center, ESL classes, offering parent training, and sending home all information in Spanish, as well as English. ELAC is also responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).</p> <p>School Site Council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. Many of our ELAC parents are participants.</p> <p>Parents come to Jaguar Den/Coffee with the Principal at University Preparatory monthly. This platform allows us to</p>	<p>ELAC sign-in sheets, ESL class schedule, Parent volunteer sign-in sheets</p> <p>SSC sign-in sheets</p> <p>Meeting dates/Minutes</p>

<p>share our event calendar for increasing parent participation, it provides time to review our site plan, and it gives us an opportunity to host an open question and answer session.</p> <p>The Parent Liaison is located in the front office next to the receptionist. Her position primarily focuses on creating a platform for parent involvement. Yessica Barrientos is bilingual and has been very effective in building parent involvement. The Parent Liaison is here to help parents get involved in their student's education by showing parents how to monitor student grades and how to become more involved in the University Preparatory family.</p> <p>In order to foster an active partnership in the learning process, we welcome our parents to accompany their students to each of their classrooms. Parents are also provided with trainings and workshops.</p> <p>We hosted a FAFSA/College Night training. Parents were invited to attend training on how to file a FAFSA online. Families without internet/computers at home were invited to the school so they could have access.</p> <p>The District College Fair also allowed parents to interact with representatives from multiple colleges.</p> <p>In addition, we have hosted trainings for parents, on and off site, regarding digital citizenship, cyberbullying, A-G requirements, nutrition, and positive parenting. We also provided a translator for our Spanish-speaking parents.</p> <p>We also strive to include all parents in participating campus events University Preparatory offers numerous opportunities:</p> <p>Our Back to School Night creates an opportunity for parents to engage with their student's teachers and administrators.</p> <p>Orientation allows parents and students to become familiar with the University Preparatory site and family.</p> <p>During the 7th grade career fair projects students research various aspects of different careers and create a multimedia or tri-fold board presentation to demonstrate their learning. Parents were invited and attended to observe their student</p>	<p>Yessica Barrientos Facebook Page, Parent volunteer list(s)</p> <p>List of parent trainings, flyer of events, photos</p> <p>Family Night PDF</p> <p>District Flyer</p> <p>Jodi Oliver (Internet Safety), Parent Training Summit 2017, Nutrition class photos</p> <p>School messenger call records</p> <p>Back to School Night date</p> <p>Orientation date</p> <p>7th grade projects, letter to parents, photos Emails</p>
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<p>projects. In addition, our cross-curricular project incorporated all four core subjects. Students researched Japan and created a tri-fold presentation to demonstrate their learning. During both presentations parents were invited, and attended, to observe their students projects.</p> <p>Every senior must complete a senior presentation at the end of their senior year and present it in front of a panel. The panel consists of teachers, parents, and community members.</p> <p>The Hippocrates Circle is a Southern California Kaiser Permanente program designed to motivate underrepresented students towards careers as doctors. Parent participation included attending field trips and attending workshops pertaining to college readiness.</p> <p>An 8th grade American History Trip has been set up to take students to Washington DC after their 8th grade year to make American History more relevant to their lives. Parents are welcome to join us on this trip and are heavily involved in fundraising opportunities to raise money for travel expenses.</p> <p>Our parents and siblings are welcome to join their student at school dances and field trips. Those parents who are required to go through the district process i.e.fingerprints and background checks. Parents are required to pay the charges for fingerprinting etc, however school site will provide student school picture packet and Jaguar spirit mug in an attempt to offset the charge of the fingerprint fees.</p> <p>Events that have had with a large percent of parent participation are the following:</p> <p>The Fall Festival, Spring Fest and End of Summer Splash all provide opportunities for families to be involved and support the University Preparatory School family. Parent participation is high.</p> <p>All Hallows Eve invites University Prep and the surrounding community to a carnival style event which include the following activities: Featured bands within the school and from the surrounding community, a costume contest, various games and activities, various cultural foods.</p> <p>Una Noche En El Rancho, is a festivity hosted by the Spanish Club. Parents and students are welcome in this cultural</p>	<p>Panel member list</p> <p>Event photos</p> <p>History Trip list of travelers going to DC for summer of 2018</p> <p>Dance photos (2016 Yearbook page 75) Field Trips (2016 Yearbook page 75)</p> <p>Festival photos (2017 Yearbook page 15)</p> <p>All Hallows Eve photos (2016 Yearbook pages 44-45)</p> <p>Una Noche En El Rancho (2016 Yearbook page 60)</p>
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<p>gathering where people can taste different types of Mexican food and dance at the rhythm of music from all Latin American countries.</p> <p>Parents are invited to attend all home and away athletic events and attend the end of season sports/awards banquets. Parent volunteers also run our snackbar during basketball season.</p> <p>Parents are welcome to attend assemblies and many parents come to watch performances such as those in the multicultural assembly</p> <p>Powder Puff has high parent involvement, many parents (along with grandparents and siblings) come to watch the junior and senior girls play powder puff football and the boys do cheerleading.</p> <p>ASB parents also have the opportunity to become involved with attending functions, assisting with event set-up, and donating items for students and staff events.</p> <p>Coaching Opportunities are also open to parents. The Flag team is coached by a parent.</p> <p>University Preparatory had an all day Blue Ribbon Celebration. The students had a day of fun and relaxation, and we had many parent volunteers help with games and food.</p> <p>As University Preparatory School grows and further develops, so do our relationships with businesses and community partners. As a staff, we work hard to increase community involvement through communication and outreach. Several community foundations offer financial support to students in the form of scholarships, to aid in fiscally supporting parents with the cost of college.</p>	<p>Sporting Events (2017 Yearbook pages 86-112)</p> <p>Assembly Access (2016 Yearbook page 50)</p> <p>Powder Puff photos (2017 Yearbook page 80)</p> <p>ASB parent volunteers list</p> <p>Victor Valley Daily Press article, (2017 Yearbook page 79)</p> <p>Programs:</p> <ul style="list-style-type: none"> ● Victorville Rotary Club ● The Stoner Scholarship ● Senior Transitions Scholarship ● School's First Credit Union ● Dreamers, Visionaries & Leaders ● Victor Valley Chamber Foundation, Inc. ● Oro Grande Foundation ● Delta Theta Chi Sorority ● Doris Davies Trust ● Charlotte Mousel ● The Lions Club ● High Desert
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<p>Dorothy C Blakely Memorial Memoir Project is a special project that gives students a chance to utilize their strong academic writing abilities while connecting with a senior citizen in our community or at home. The collaborative community project is directed by the California Writers Club and is overseen by our ELA 11th grade teacher.</p> <p>Students have the chance to meet business and community members and form relationships that may help them in their chosen career path through the Senior Project panels.</p> <p>Music Boosters operates to enrich and create a culture of music making, learning, appreciation, and involvement in music within the University Prep school community. A majority of how we are able to purchase music, repair instruments, and give scholarship money is through this organization of volunteers, students, and parents.</p> <p>The Music Department opens their Spring and Winter concerts to parents and community members at specified dates toward the end of each semester. Each ensemble gets a chance to showcase their talent and draws the community together to celebrate student accomplishments in music.</p> <p>The music festival is an event reserved for the top ensembles on campus; Full Orchestra, Jazz Band, Madrigals and Wind Ensemble. The destination varies from Form Festivals to Heritage Festivals and provides an opportunity for each ensemble to perform in an adjudicated setting. Students receive written comments and comments tape. Heritage Festivals will have adjudicators come up do a small clinic with the group to enhance their understanding of their literature. Parents are encouraged to go and the performance is open to the community at large.</p> <p>Chamber Orchestra - Chamber Orchestra is a pared down version of the Full Orchestra but manages also to maintain a</p>	<ul style="list-style-type: none"> Community Foundation ● The Elks Club ● Victor Elementary Teachers Association ● Victor Valley Teachers Association ● American Red Cross ● Schools First Credit Union <p>Dorothy C Blakely Memorial Memoir Project Schedule</p> <p>Panel list</p> <p>Music Boosters photo, List of members</p> <p>Spring and Winter Concerts programs, photos (2017 Yearbook pages 40, 41 and 74)</p> <p>Music Festival photo from (2017 Yearbook page 51)</p> <p><u>Awards:</u></p> <ul style="list-style-type: none"> ● Certificate of
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<p>fairly high standard of music making. Chamber is a much more mobile group and is sent to various award ceremonies and banquet events throughout the district to provide music.</p>	<p>Recognition SBCSBA 2010 Spring Awards Program</p> <ul style="list-style-type: none"> ● Certificate of Recognition SBCSBA 2011 Spring Awards Program ● \$300.00 Award Victorville Rotary Club <p><u>Performances:</u></p> <ul style="list-style-type: none"> ● CLHS Awards Performance 2009 ● CLHS Awards Performance 2010 ● SBCMEA Awards ceremony Performance 2010 ● SBCMEA Awards ceremony Performance 2011 ● University of Redlands 2012 Fall/ Spring Showcase ● University of Redlands 2013 Spring showcase ● CLHS Awards Performance 2016 ● HDC Awards Performance 2016 ● Victorville Accolades Awards Ceremony @ Hilton Gardens Inn, Victorville 2016 ● Victorville Accolades Awards Ceremony @ Hilton Gardens Inn, Victorville 2017 ● Victorville Rotary Club Winter Performance @ El Pescador 2017
<p>Drama Performances are open to the community and there is high attendance from the students, parents, and community members.</p>	<p>Drama Performances photos (2017 Yearbook pages 84- 85)</p>
<p>Blood Drives occur three times per year and provide parents,</p>	<p>Blood Drive photo</p>

<p>students, and community members the opportunity to contribute. Blood drives are run by student leadership and students are awarded scholarships. Parent volunteers also help with organization.</p> <p>Food/Coat/Jean/Toy drives provides all families with the opportunity to help the community through University Preparatory.</p> <p>University Preparatory participants in city parades. Parents walk alongside the group, interact with community.</p> <p>Resources to assist with promoting parent involvement include the following:</p> <p>Digital Citizenship The Victor Valley Union High School District is committed to helping our stakeholders utilize technology responsibly by implementing a Responsible Technology Use Agreement environment. This environment includes:</p> <ul style="list-style-type: none"> ● PARENT/GUARDIAN: Acceptance of an opt-out only Responsible Use Agreement (RUA) during the online registration process. ● STUDENT: Annual Google Classroom digital citizenship lesson completed within 30 days of enrollment. Lessons are 20-25 minutes administered within classroom labs, the classroom, or at home. Content is grade specific utilizing <u>Common Sense Media</u> lessons. To access the digital citizenship classrooms, students login to Google with their district email, visit the <u>Google Classroom</u> homepage, and press the "+" to join their grade specific class using the below codes. If a student has lost access due to not completing the Digital Citizenship Google Classroom, they may click the grade level Lesson Link below to complete the Digital Citizenship activities and regain their technology access: ● STAFF: Acceptable Use Policy signed during employment process and acceptance of use upon computer login. <p>The parents' survey is designed to provide teachers, administrators, and other school staff with information directly from parents that can be used to foster positive learning and teaching environments, parent involvement, and student</p>	<p>(2017 Yearbook page 76)</p> <p>Food/Coat/Toy/Jean Drives (2016 Yearbook page 67) (2017 Yearbook page 12) (2017 Yearbook pages 17, 40)</p> <p>Parades photo (2017 Yearbook page 29)</p> <p>http://www.vvuhsd.org/departments/business_services/tech_ed_department/responsible_use_digital_citizenship</p> <p>Healthy Parent Survey findings</p>
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achievement.	
Parent Portal is a program available to parents for them to keep up to date on their student's grades and/or behavior. Contact person for Parent Portal issues are Lisa Warnett and Frank Wild.	Parent Portal Up.vvuhsd.org Aeries

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>Community and business provide support and extend student learning by participating in events on campus:</p> <p>English: 7th Grade Career Fair was a project that the seventh grade students completed last school year, (2016-17). Students researched various careers and created tri-fold boards or multimedia presentations to share their findings. Various community professionals volunteered to inform students about medicine, business, engineering, and careers in the public service arenas.</p> <p>Spanish: ELAC is responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement.</p> <p>Performing Arts: Our Wind Ensemble performs in two parades each year. They participate in the Veterans Day Parade honoring our Veterans. They also march in the Christmas parade, which many come to watch, but is also televised. These share our musicians' talent with the community, but we are also one of the few high school bands that participate.</p> <p>Our Music Boosters has also set up a Barnes and Noble fundraiser where students are invited to perform in the store and bring the communities' attention to our school's music program. This fundraiser also allows for our students to interact with businesses in a setting not as a consumer.</p> <p>The Music Boosters create gift baskets, which are raffled off</p>	<p>7th Grade Career Fair letter sent home, Career Fair participants, See Photos</p> <p>ELAC Sign in sheet, See photos</p> <p>Parade list, photo (2017 Yearbook page 29)</p> <p>Music Performance photos (2017 Yearbook page 40, 41 and 74)</p> <p>Music Scholarships</p>

to the community during concerts and other events. The Boosters ask teachers parents and community members to bring in materials pertinent to each gift basket theme. Gift baskets are sorted, packaged and created by members of the boosters and student volunteers and raffled off at the Spring and Winter concerts.	Purchase of New Music
Drama: Drama presentations are open to the public.	Drama Performance photos (2017 Yearbook page 34) List of participants
Social Science: Local officeholders have spoken in Government classes. Attorneys have also come to speak in Mock Trial classes. League of Women Voters speakers have visited GirlUp Club. A Rotary International speaker was a guest for Interact Club.	
Miscellaneous Clubs, Activities and Resources: Community members joining a group of staff and parents to help score Senior Presentations.	Senior Presentations
Community members are welcome to contribute to the school's blood drives.	Blood Drives 2016 page 46
All community members are welcome to view any sporting events.	Sporting Events 2016 page 80
Christmas Toy Run: Staff members, community members, parents, and students get together for a car show, vendors and a toy donation for those in need.	Christmas Toy Run Flyer
Military Day: Military members from all branches come to University Prep to give information to those students who are interested in going into the service.	Military day Sign in sheet
Adopt-A-Jag: Staff and parents adopt an alumni member who is in the military and an active member of the community.	Adopt-A-Jag Spreadsheet, Photos
Water Conservation essay- Noland Serumaga won a \$5,000 scholarship	Barstow Community- water conservation essay http://www.vvuhsd.org/cms/Online.aspx?portalId=14550&pageId=2967278

ASB students entered the Rotary Club essay contest, which discusses ethical dilemmas.	George R. Hensel Ethics Essay Contest flyer
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>ASB Events: Red Ribbon week is the week dedicated mainly to spread recognition of drug, drinking, and violence hindrance and the effects of it, schoolwide.</p> <p>The ASB/Leadership class has an anti-bully week to help prevent bullying and raise awareness. The ASB/Leadership class plans events to build awareness and also unify the student body. Events have included assemblies, guest speakers, posters, contests, kindness campaigns to build unity and support. One project that started in 2016 was for the ASB class to write 'good things' about every student on happy faces and there would be a mini-savenger hunt for students to find their names and their complement. (Some students still have their 'smiley faces' from 2016).</p> <p>School/District-wide Safety: VVUHSD has given all teachers/ buildings a safety flip chart of guidelines for actions in the event of an emergency.</p>	<p>Red Ribbon Week Lunchtime Activities</p> <p>Anti- Bully Week Assembly, guest speakers, posters and smiley faces</p> <p>VVUHSD Classroom Emergency Procedures Student /Civil Disturbance Accident, Injury and Sudden Illness Evacuation Biological Hazard Shelter in Place/ Lockdown Bomb or Terrorist Threat Explosion, Hazardous</p>

	Materials or Chemical Spill Airplane Crash Hostage Situation, Suspected Terrorist and Violent Intruder Earthquake Post- Disaster Fire Weather Communications Site- Specific Contacts and Utility Shut Off Information
On Campus Security- The district provides us with three security guards from 6:15 am- 3:30 pm.	On Campus Security Jeff Robinson Mark Bradley Heidi Sturm
All office staff, administration, security and Physical Education teachers have radios to keep all students safe.	Radio Communication Office Admin Counselors Security PE
The University Prep handbook is provided in each teacher's evacuation folder. The handbook discusses emergency procedures and also includes emergency phone numbers, Radio personnel, search teams, and role responsibilities	Safety Handbook
Gaggle is a school safety program that is used to screen email and student content by looking for keywords. Keywords include profanity and words associated with activities like suicide, sexual abuse or drug and alcohol use. We just implemented it this year. It monitors the student google emails that were created for each student.	Gaggle information flyer
Habitudes- University Prep is implementing "Habitudes" which is a series of images that relate to leadership qualities and values. Habitudes is being implemented in all English classrooms with a lesson being taught every two weeks. This is promoting positive leadership qualities and behaviors amongst our students on campus and at home.	Habitudes Lessons Book
Jodi Oliver is a district consultant and a grandparent who offers training on NearPod and educates parents regarding internet safety.	Jodi Oliver Parent internet safety

Administration is continuously patrolling the lunch area with their trash grabber to help with the clean up process and to show a great example to the students.	Admin patrolling lunch with grabber tools to help with cleanliness.
Custodians- Ralph Lopez and Lou Zamudio keep our campus sparkling.	Custodial Staff Ralph Lopez
Students sign a compact that discusses student character.	Student compact
Principal and AP and other staff members are at the front entry gate every morning greeting students. AP also helps to manage traffic control.	Staff and administration at front gate and traffic control
Teachers stand outside their door to welcome students, which also allows teachers to scan the campus and provides many more eyes on all the students during passing periods.	Teachers greeting students at door photo (2016 Yearbook page 30)
Any student who has received a D or F in any class at quarter is required to meet with a counselor. The middle school students who are highlighted are meeting with Mr. Santos via pull-out method 2-3 times a week.	Intervention with counselors List of students emailed to teachers
Visitors must sign in and out at the front office.	Visitor sign in sheet/name tag
Students who are assigned after school detention help to provide additional campus clean up.	After school detention sign in sheet
The entire school participates in the Great American Shakeout earthquake drill.	Great American Shakeout List of drill dates
Students and staff are provided parking tags to identify vehicles to faculty and students. This makes it easier for security to identify vehicles that do not belong.	List of staff/student parking to identify vehicles
University Preparatory participates in monthly fire or earthquake drills.	Monthly fire/earthquake drills calendar
Students wear uniforms so they feel safe and comfortable on our campus. This also makes it easier for security to identify students and/or adults who do not belong on campus.	Uniforms/dress code in student handbook
Multiple cameras are around the campus and monitored.	Security cameras contract with Apple Valley Communications
Spanish: Six of Mrs. Martinez's classes participated in an emergency project this year. The first part of the project consisted of the	Class emergency project, photos, Letters signed by

<p>PROWL Tickets: PROWL tickets are distributed monthly to teachers. Teachers pass the tickets out to students who exhibit the school-wide learning outcomes. At the end of the month, students who turn in their PROWL tickets are entering to win prizes.</p>	Prowl Tickets
<p>Breakfast: University Preparatory provides free breakfast to all students.</p>	VVUHSD Website
<p>Multicultural Assembly: Students in various cultural clubs perform at assemblies for both junior high and high school students to promote diversity and celebrate cultures.</p>	Multicultural Assembly photos (2017 Yearbook pages 82-83)
<p>Taste of UP: Cultural gathering where students and families have food and experiences from different cultures. The event includes food sampling and dance routines from multiple cultures. A multicultural assembly is also held for all students.</p>	Taste of UP (Spring Fest)
<p>Dia de Los Muertos Celebration: A festival to remember and honor the ones who have passed. Students celebrate the Hispanic culture through food, music, and remembrance of their ancestors.</p>	Dia de los Muertos Celebration photos (2017 Yearbook page 27)
<p>Various Culture Clubs GSA: Gay Straight Alliance Club - Brings students together to fight discriminatory means.</p>	List of clubs
<p>Japanese Culture Club: A club that teaches students about the Japanese culture and T- Pop dance.</p>	
<p>Spanish Club: Hosts Dia de los Muertos Celebration and teaches about the Spanish culture.</p>	
<p>Movement: A dance club that teaches hip- hop and contemporary dance.</p>	
<p>Islanders Club: A dance club that teaches a variety of cultural based dance, mostly Hawaiian and Polynesian.</p>	
<p>Model UN: A National organization that roleplay as delegates to the UN and US committees. This club helps students learn about government and foreign issues.</p>	
<p>Reach Out: A club focused on the outspread of positivity throughout the school campus. They provide emotional support and entice other students to get involved.</p>	

<p>Student Supports:</p> <p>Habitudes: University Prep is implementing “Habitudes” which is a series of images that relate to leadership qualities and values. Habitudes is being implemented in all English classrooms with a lesson being taught every two weeks. This is promoting positive leadership qualities and behaviors amongst our students on campus and at home.</p> <p>Tutoring: Various teachers offer tutoring during lunch and after school to assist students and provide extra opportunities for success. Mu Alpha Theta club helps with tutors for math tutoring sessions to all grade levels.</p> <p>Student Compact: When completing the admission packet, students must agree to maintain a 2.5 GPA throughout the school year and may be released if they do not maintain this GPA.</p> <p>ASB activities: Various activities are put on by Junior High and High School ASB including dances, pep rallies, fundraisers, lunch-time activities, etc. which all promote student achievement academically, as well as socially and physically. These events celebrate the cultural differences amongst students. ASB also passes out motivational items to both students and staff to promote a caring environment.</p> <p>Advanced Placement courses are offered to all ninth through twelfth grade students on campus.</p> <p>Water Conservation essay- Noland Serumaga won a \$5,000 scholarship.</p> <p>Our district has partnered with VVC to offer dual enrollment courses to our district students on our campuses.</p> <p>English:</p> <p>Academic Avengers Wall- In Ms. Shanefield’s class students who score a 100% on their first assessment receive a “SuperHero Card” on the Academic Avengers wall in the classroom. For every additional 100% they earn on an assessment, they receive a sticker. At the end of the year students receive raffle tickets based on the number of stickers on their cards and can choose from a variety of incentives.</p>	<p>Habitudes Lessons and book</p> <p>After School and Lunch tutoring offered by various teachers on campus. Sign in sheet sheets</p> <p>Student Compact- students must maintain a 2.5 GPA.</p> <p>Master Calendar</p> <p>Advanced Placement course list</p> <p>Barstow Community- water conservation essay - http://www.vvuhdsd.org/ cms/One.aspx?portalId= 14550&pageId=296727 8</p> <p>VVC Dual Enrollment Flyer of courses</p> <p>Academic Avengers Wall- Celebrating academic achievement in the classroom (Shanefield). Photos</p>
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<p>Performing Arts: String ensemble and Orchestra Challenges- Students earn chairs of contention in string and Orchestra ensemble classes through blind auditions. Any student is allowed to challenge students who have earned first and principal chairs for their positions and all the subsequent responsibilities that come with being section leader are transferred. Challenge material is selected by the teacher.</p> <p>String Ensemble and Orchestra Blind Auditions - Students are asked to prepare scale and an excerpt from their literature and are invited into a room that is partitioned by a drape to conceal their identity from the instructor. The test encourages an atmosphere that is unbiased toward the candidate taking the test; concealing the candidate's identity allows the instructor an opportunity to consider for a student's musical aptitude through their performance, their musicality, technique, and overall sound without disclosing their identity. The results of the test often change the perspectives of many students and help to refocus the class around the content effectively.</p> <p>Music students were recommended to go to Carnegie Hall to sing/perform this year. 2015-Jessica Archuleta 2016-Wendy Valenzuela 2017-Seth O'Neil. Students auditioned and were selected to perform at Carnegie Hall and want to go into a music profession. Music boosters, parents, and staff donated money to each student to help cover the expense of trip.</p> <p>Math: Our school organizes a math competition every month on both levels: high school and middle school. The organizer, Mr. Salazar, creates the questions and administers the tests. The competition is open to all students in our school and is limited to the number of seats in that classroom. Students should register for this competition with their math teacher. Math teachers encourage students to participate at these competitions and offer awards for winners. The winners will have their family's picture with Ms. Hatcher posted for a month on the school website. They will also receive gift cards as prizes.</p> <p>Physical Education: Students are expected to perform their best in Physical Education and have high expectations for the Fitness Gram.</p> <p>Social Science:</p>	<p>String and Orchestra challenges Rubric</p> <p>Carnegie Hall 2015 Jessica Archuleta 2016 Wendy Valenzuela 2017 Seth O'Neil</p> <p>Math competitions- Junior high and high school- pictures of winners on the school website.</p> <p>Fitnessgram results 2016</p>
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Posters, projects, papers that score 100% are posted in some classrooms. Some teachers also give out certificates of achievement and most improved awards at the end of each semester.	Photos of classrooms with student work.
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>School-wide:</p> <p>School site council meetings are every month as is meant to discuss and approve of Title I funds. They discuss the way this money is spent and come up with ideas that may benefit students' achievement. The council also discusses and approves some field trips and activities that are extracurricular ones. The school site council is the voice of students, parents, staff, and administration related to all activities that involves students.</p> <p>Habitudes promotes trust, respect, and professionalism amongst our school's leadership and staff. As we teach these attitudes and leadership qualities to our students we demonstrate them to act as positive role-models. For example, the image of the iceberg teaches students about the importance of having good morals and that good character is essential in becoming successful and maintaining that success.</p> <p>Department meetings occur once a month among departments. This allows for communication from the Leadership Team to the staff concerning upcoming events, trainings, and other issues pertaining to the subject in which they teach. Notes are taken and brought back for discussion with the Leadership team. This promotes communication and collaboration between teachers.</p> <p>Leadership meetings are scheduled for the first Tuesday of the month. Attendees include both ASB advisors, the principal, vice principal, and department chairs. During this meeting the calendar is discussed for the upcoming month and department chairs share what was discussed during department meetings. This demonstrates communication and collaboration between the Leadership Team and staff.</p>	<p>School Site Council sign in sheet and agendas</p> <p>Habitudes lessons on website</p> <p>Department meeting agendas</p> <p>Leadership meeting agendas and confirmation emails</p>

<p>Call-outs occur throughout the year to inform parents and staff of upcoming events, fundraisers, or important information.</p>	NTI scheduled calls
<p>Observations- Tenured teachers receive observations once every other year to receive feedback and examine their professionalism in the classroom. Non-tenured teachers are observed twice a year until they earn tenure. During these observations the principal or vice-principal conducts a period-long observation in the classroom. Teachers receive timely feedback. Leadership and staff discuss the observations, which creates a positive environment and builds communication and collaboration.</p>	Teacher Observation form
<p>Professional development meetings occur throughout the school year and allow for communication and collaboration amongst staff members. This is usually led by the principal and is an opportunity to grow as professionals.</p>	Professional Development (Collaboration) meeting sign In sheet
<p>Coffee with the Principal is a meeting on the second Tuesday of every month where our stakeholders and Leadership Team discuss our School Site Plan and how funds should be spent. Discussion also includes current issues on campus or upcoming events.</p>	Sign in form
<p>Back to School Night occurs within the first month of school. This is when our stakeholders are encouraged to come and meet their students' teachers. Parents communicate with teachers regarding any concerns they may have or ask questions regarding the content of the courses.</p>	Sign in form
<p>Professional dress amongst staff is highly encouraged throughout the school year. This promotes the importance of professionalism amongst our students as well.</p>	Yearbook photos of teachers and staff throughout the year
<p>Parent Liaison- Mrs. Barrientos is our parent liaison and communicates with parents on a regular basis. She collaborates with the Leadership Team, as well as with numerous staff members to ensure student success.</p>	Correspondence emails
<p>ELAC monthly meetings with Spanish speaking parents and Mr. Garcia to go over topics that are of concern to parents i.e. student grades, communication with teachers, cell phone policies, college and/or guidance questions and concerns addressed. These meetings are held in the teacher's lounge during the school day. Parents are able to request certain administration, counselor, and/or guest speaker presence to go over topics of question and/or concern.</p>	Agendas and photos

<p>Music: Music Boosters - The Booster program was created by parents and students in the University Prep community to help support the music program. It is completely run by parent volunteers in the University Prep School community.</p> <p>Parents and students are encouraged to come to monthly meetings to discuss the music program and how to improve it. The content of the meetings includes the planning of various events and fundraisers that happen annually on and off campus. Decisions are made primarily by the parents and students with participation from the music instructors relegated to advisors positions, not voting members. The Music Booster's club also offers a scholarship which is given to two students, one male and one female, at the end of the year. The criteria of the scholarship is determined by the input of all parents on the board and the music instructors. The music boosters club at University Prep reflects some of the best examples of collaboration between staff, parents, students and stakeholders.</p> <p>Social Studies: Parent meetings regarding the 8th Grade Tours allow parents to communicate with the Group Leader on a range of different topics regarding the tours. It begins as an informational meeting to inform parents what the tour is, what it entails, and the benefit they hold for students. It continues with parents and the Group Leader collaborating to fundraise, organizing for the trip, and encouraging continuous contact and support to ensure student success in the class and on tour.</p>	<p>List of parent volunteers</p> <p>Parent meeting minutes</p> <p>8th grade tour roster</p>
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Teachers must enter grades for all grading periods (in other schools not mandatory if grades above D).	Progress reports every grading period
SELPA referrals: Parent and/or teacher driven based on academic and/or behavioral concerns. SELPA counseling will come to campus and meet with student if deemed necessary at initial evaluation. These meetings will consist of a counselor meeting with student to instruct on coping skills and skills to succeed.	SELPA referrals
Crisis Intervention hotline: This is a number given to students and/or parents when needed for mental concerns. Personnel at this number are available 24/7 and have the ability to contact proper support services if deemed necessary when school is not in session.	Crisis Intervention hotline 1-888-360-6665
K16 Bridge: Program offered to students to help them go over skills inventory in order for them to see what careers are available to them. Through this program we are able to register, administer VVC assessment, have students go through orientation. Seniors choosing to go to VVC and who have participated in all of the K16 Bridge activities earn Level 2 priority registration for the first semester.	Student participation list
California Career Zone: Introduces careers to middle school students based on results of interest inventory taken. Students are able to compare different career educational needs, pay scale, location of employment and need for future career growth in that field.	California Career Zone (7th-8th)
504s: Students who qualify for accommodations based on a specific medical condition are given a plan in which all teachers and parents agree to. These can range from seat placement, notes being either copied or emailed for parents, assignment of peer to help keep on target, curtailing physical education requirement,s etc. These accommodations are reviewed yearly and updated or exited as needed.	504 plan
IEPs: We have very few students with IEPs on campus. These	IEP process

<p>students are provided with services that require additional support such as large print accommodations, the support of daily additional physical aide. These services fall under IDEA and allow students to have continue with these services at the post-secondary level as well.</p> <p>Students must apply to University Prep and meet the expectations and qualifications in order to be accepted to the school.</p> <p>Communication is always ongoing and parents, as well as students, can access their grades and communicate with teachers online.</p> <p>Staff members are available for conferences with parents and students when necessary.</p> <p>Adaptive Physical Education is available for students who need individual physical needs.</p> <p>Students are provided with Binders/Planners to help keep them organized.</p> <p>During PLC's teachers often discuss individual students who may need additional help.</p>	<p>Application packet</p> <p>Aeries Portal</p> <p>Aeries Discipline Intervention Visitation</p> <p>Master Schedule</p> <p>Student planner</p> <p>PLC's</p>
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Teachers are encouraged to observe and converse with other teachers in their department to utilize and learn new strategies from each other to continue to develop differentiation within the classroom.	Professional Development, PLC's, Buy Back Days, Kagan Book, Conference list
Numerous teachers were sent to Kagan workshops and have implemented it within their classrooms to promote collaboration between students. This method allows for students to personalize their own learning based on their needs and gives teachers a structured way of giving students the ability to think critically, share and explain their ideas, personalize notes for their learning style, lets students go at a pace that makes them successful, and gives them multiple options for assessments as well. This allows for student success and builds up a class and pod community between students and teachers.	Kagan workbook and binder
Teachers are continuously observed whether it be formal, informal, or just a drop by visit from administration.	Observation generic form provided
Teachers use a variety of instructional methods in their classrooms for assessments and activities.	Teacher lesson plans
Staff meetings provide information to teachers and staff to keep regular updates on educational curriculum, instruction, etc.	Staff meeting sign in sheets

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
<p>After school tutoring is available in multiple classes. Math tutoring is supported by MU Alpha-Theta club members. Club members help students with math concepts understanding and apply those concepts to the real life situations.</p> <p>For ASB, each class has an advisor who helps them with fundraising and multiple activities throughout the school year.</p> <p>Staff members are always available for students who need support.</p> <p>Our counseling department is available all day and after school for students.</p> <p>AP Extension is a class offered to AP students for an hour after school. AP teachers review any material that is not clear to students and/or give exercises in practice for the AP Exam.</p> <p>Destination College Advising Corps' (DCAC) vision is to make college a viable option for all students. Whether interested in a 2-year, 4-year, technical or trade school, the Destination College adviser works collaboratively with school site staff and partner programs to assist all students in making their post-secondary education and career goals possible.</p> <p>Program services include whole school services and individual student services.</p> <p>Whole-school services:</p> <p>College Information and Financial Aid Workshops</p>	<p>List of teachers tutoring</p> <p>Class advisors are as follows: 7th- Cynthia Shanefield 8th- Cynthia Shanefield 9th- Aimee Harps 10th- Stacy Porter 11th- Matthew O'Rane 12th- Manuel Colon</p> <p>Intervention lists by class, list of staff members on campus. (2017 Yearbook page 117)</p> <p>Counselors: Noemi Quevedo-Darling and Maya Wilkin (2017 Yearbook page 117)</p> <p>Sign in sheets of students Attending AP Extension Classes</p> <p>Maverick Santos PowerPoint</p> <p>Calendar dates for workshops</p>

Drop-in College Advising Parent/Family Events College Representative Visits Individual Student Services: Individual Academic Advising and College Planning Transcript Evaluations ACT/SAT Registration and Preparation College Application Assistance Financial Aid and Scholarship Application Assistance College Campus Field Trips	and college visitations Senior Transitions course Counselor appointment book Calendar dates for workshops
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>Our two counselors provide the students with a generic master schedule at the end of the school year for the following year. They work on the schedule throughout the summer and finalize it before school begins. Counselors finalize schedules within the first ten days of school.</p> <p>Students have access to multiple AP courses and some students are enrolled in four or five AP courses at one time. University Prep is still trying to figure out how to teach the students how to handle their caseload without overloading themselves.</p> <p>After School AP extension- An opportunity for students to go after school for additional AP coverage for 2 hours per week.</p> <p>The Career Technician does classroom presentations- grade appropriate (topics A-G requirements, ACT/SAT testing, school involvement, community involvement, FAFSA, scholarships, letter of recommendation, etc.) , contact representatives and schedule college visits, help students apply</p>	<p>Master Schedule</p> <p>AP Course list</p> <ul style="list-style-type: none"> ● AP Environmental- (Mrs. Price), ● AP Biology (Mrs. Zimmerman), ● AP Calculus (Mr. Salazar), ● AP Spanish (Mrs. Martinez) <p>Career Technician Samantha Lillard</p>

to college, help students apply to FAFSA, connect students with local and national scholarships, maintain page on website, keep seniors updated through REMIND, and also facilitate senior presentations and the senior baccalaureate.	
Students compete to be part of the Top 10 rankings in the yearbook.	Top 10 photo (2017 Yearbook page 48 and 49)

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Many clubs are provided to all students and they are encouraged to join any club.	Club list, constitutions (2016 Yearbook pages 162-171)
Students are present at district meetings to collect information for ASB, as well as represent our school.	Student representative at district meetings
Winter and Spring Concerts culminate each semester for all music groups. The top music ensembles prepare for a festival performance, which also happens in the spring. All ensembles are encouraged to come and play at the Barnes and Noble fundraiser, which is held in the winter season.	Performances: <ul style="list-style-type: none"> ● Orchestra ● Chamber Orchestra ● String Ensembles ● Bands ● Jazz Band ● Choirs ● Madrigals ● Drama
Drama hosts plays in the winter and spring seasons to culminate each semester.	
Chamber Orchestra is invited to play at meetings for City of Victorville Rotary Club, Chamber of Commerce banquet events, and California League of High Schools banquets in the winter season.	(2017 Yearbook pages 40, 41, 74, 84 and 85)
After school athletics are available to both Jr High and High School students. Students are encouraged to participate in athletics, but must maintain a 2.5 GPA to continue to participate.	Athletics High School: <ul style="list-style-type: none"> ● Volleyball ● Cross Country ● Boys Basketball ● Girls Basketball ● Boys Soccer ● Girls Soccer

<p>During the monthly leadership meetings, staff goes over the calendar for curricular and co- curricular activities.</p> <p>SchoolCity SUITE provides educators of all user levels with the easiest-to-use assessment platform and creation interface in the industry. Teachers are able to create items or assessments.</p> <p>The California Healthy Kids Survey (CHKS) is the largest statewide survey of resilience, protective factors, risk behaviors, and school climate in the nation.</p> <p>College Field Trips- last year destination college and this year with Mr. Santos and Counselors</p> <p>Field Trips- Students go on many field trips for education and college readiness.</p>	<ul style="list-style-type: none"> ● Softball ● Baseball ● Golf <p>Jr High:</p> <ul style="list-style-type: none"> ● Girls Volleyball ● Cross Country ● Boys Basketball ● Girls Basketball ● Boys Soccer ● Girls Soccer <p>(2017 Yearbook pages 86-112)</p> <p>Leadership meetings agenda</p> <p>School City</p> <p>Healthy Kids Survey PDF</p> <p>College field trips:</p> <ul style="list-style-type: none"> ● Mavrick Santos ● College Advisor <p>Planner with scheduled trips:</p> <ul style="list-style-type: none"> ● Colleges ● Museum of Tolerance ● Aquarium of the Pacific ● LACMA ● ASB Leadership Camp ● JSA conference ● History ● New York ● Recycling Plant ● Career Fair ● Robotics to USC ● Drama ● (Wizard of OZ) ● Hippocrates Circle <ul style="list-style-type: none"> ○ Kaiser ○ Med school
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Physics class went to Knotts Physics Day and one of our teams won Best Creative Roller Coaster.

Mr. Salazar's Class
See Photo

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

We are a small school with a close-knit culture. We value diversity, academic achievement, and social, as well as personal growth. Our various programs encourage our students to be successful citizens in the world, academically, emotionally, and socially. Stakeholders, including parents, students, teachers, staff, and community members play an active role in creating a positive learning environment. The field trips that are offered allow students to take learning beyond the classroom and provide opportunities for students to grow personally and academically. The music program at University Preparatory School is greatly valued and highly recognized.

Critical Learner Needs: English and math courses offer tutoring opportunities for our subgroups, as well as other students, to improve academically. Our African-American, Hispanic, economically disadvantaged, and reclassified fluent English proficient learners are all provided with numerous opportunities to work on any area they feel they are struggling with. University Preparatory also offers study skills courses, math seminars, seventh grade summer boot camp, and the AP bridge program to help improve our critical learners' scores. Interactive group projects also benefit these students, as we understand that not all students learn the same way. Instructors vary their teaching styles and focus on the needs of individual students who are struggling academically, based on assessment data. We continue to improve and implement new strategies in an effort to further improve our subgroups academic well-being.

The culture at University Preparatory School is one that is very different from most schools in our area. Our students and staff strive for excellence in all aspects. University Preparatory values all stakeholders and encourages community members to become more involved at our school. Overall, the various activities, clubs, field trips, committees, school site council meetings, meetings with the principal, and other activities mentioned in this section, impact our school's ability to address our critical learner needs in a positive manner.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

As a smaller school, our counselors and staff are able to make personal connections with the students. This provides a strong foundation for those relationships to flourish from 7-12 grade, and beyond, which creates a positive, nourishing environment for our students and staff. The essence of our school culture is rooted in professionalism and the drive to be successful academically and socially, on campus and in the professional world. We encourage our students to enroll in Advanced Placement courses, join diverse clubs, and become successful individuals and citizens. We encourage all stakeholders to attend on and off campus events and support the academic, athletic, and performing arts events throughout the school year. The majority of our students feel that it is a privilege to attend University Prep and that excellence is expected. Also, our music students have been highly recommended to perform at Carnegie Hall since 2015. These students demonstrate the strength of our music department and the support of our music boosters, parents, and staff

in fundraising for our students to attend this prestigious opportunity.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

As a school we feel that we can improve upon our school culture in regard to academic dishonesty. Our students feel the pressure of being academically successful and maintaining the required 2.5 GPA expectation of the school. This leads to the increasing problem of academic dishonesty. We can also improve on the resources and opportunities we provide our students when it comes to personal growth, especially emotional and mental preparation and stability. Many of our students are under a great deal of pressure from both internal and external sources and need to learn to develop stress management techniques.

We would like to gain more parent involvement in School Site Council meetings. We would also like to improve upon our school spirit when it comes to students and staff. We would like to revive the “College Day” tradition that used to accompany our CAHSEE testing. Another area for growth would be to reach out and involve our stakeholders and community businesses more in our school. Support for students who are not looking to attend a 4-year university needs to be more prevalent and encouraged. The physical expansion of our campus to offer more technical courses would help us address this subset of our population.

Prioritized Areas of Growth Needs from Categories A through E

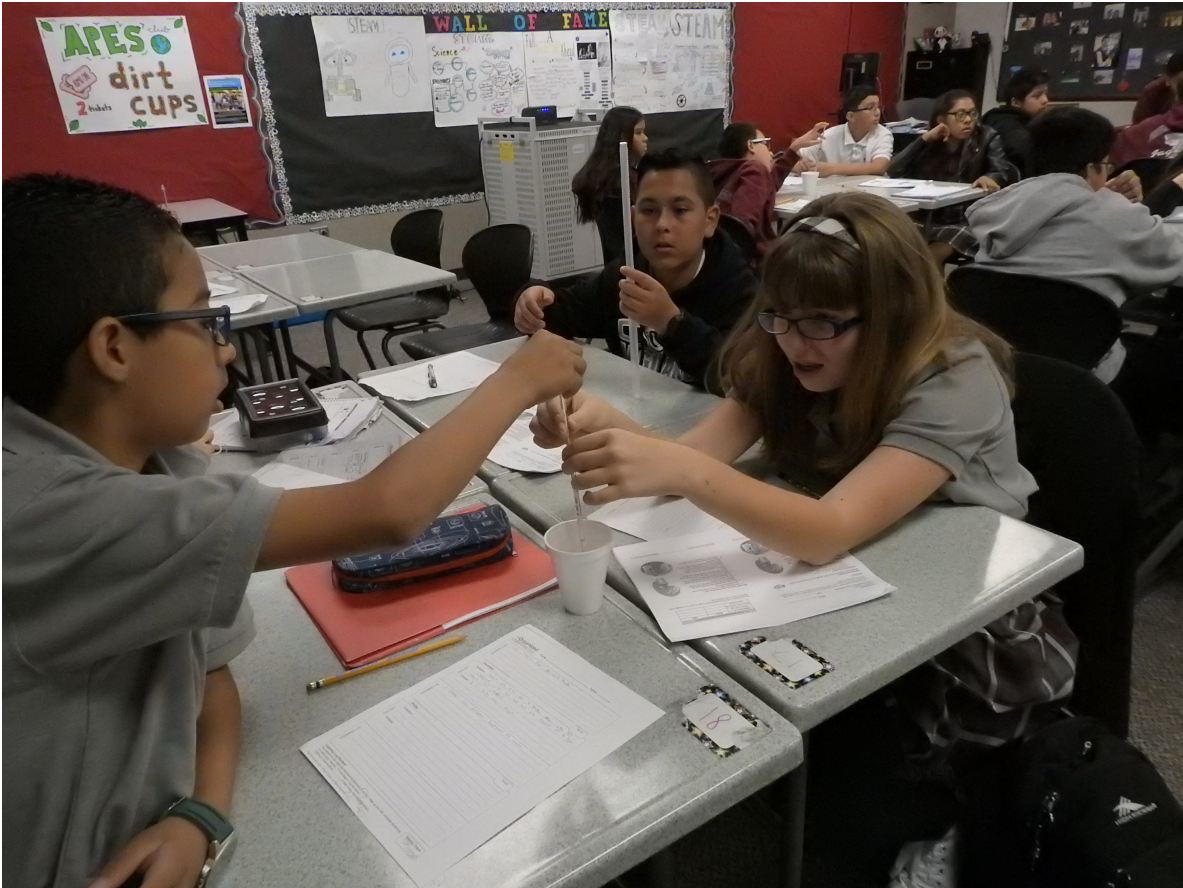
Prioritize the growth areas from the five categories.

- Expansion of facilities to include additional field space and lighting for PE and the creation of a Performing Arts Building to house our music and drama programs, thereby creating additional space for technical courses and a larger variety of elective courses to serve our existing student population.
- Increase instructional time in each class period to enable teachers to have more time for labs and instruction.
- Staff training to ensure consistent implementation of technology and instructional strategies within the classroom.
- Creation of a systematic approach to the utilization of data, to include the development of Alumni surveys aimed at better serving the needs of our current students.
- Yearly revisit of academic, social, and emotional support systems for our student population.
- Increase parental and community involvement at the school.
- Increase the number of counselors to better serve the needs of our student population.

WASC

Chapter IV

Summary from Analysis of Identified Critical Student Learning Needs



Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Although University Preparatory has an historic trend of doing well on state and national exams, we acknowledge that there is still room for improvement when it comes to the following sub-groups: African American, Hispanic, Economically Disadvantaged, Reclassified English Proficient, and Special Education. One of the largest difficulties we have assessing our subgroups is the fact that most of them are not numerically significant enough to yield statistically reliable information. Despite this, we still closely monitor each group to ensure that we are doing everything possible to help them succeed.

Our largest subgroup populations are our Hispanic, RFEP, and Economically Disadvantaged students, with only one percent or less of these students testing in the “Standard Not Met” category for ELA and approximately ten percent in this category for math. As to the “Standard Nearly Met” category, each subgroup scored in the ten percent range in ELA and the thirty percent range for math. That means that nearly 90% of these student populations have met or exceeded the standard in ELA and nearly 70% have met or exceeded the standard in math. These results are statistically higher than the same results for the State of California. See figures 3-8.

In order to more adequately service these students and all student who are having difficulties, we have funded tutoring and supplemental online programs through our Title I funds. Similarly, we have funded the Growing Leaders *Habitudes* Program to assist these students in meeting our Schoolwide Learning Outcomes and managing their day to day lives. Additionally, we are currently part of a district wide Q-TEL training program to learn strategies to support our RFEP population and other critical needs learners.

We have a variety of strategies to aid these students who may be having difficulties including: study skills courses, math seminars, the 7th grade summer boot camp and AP Summer Bridge Program, grade-level “PLCs” that enable us to better identify at risk students, after school tutoring with teachers and/or peers in the Mu-Alpha Theta Program, and counselor pull-outs that follow up with students who are not maintaining the required GPA requirements. We offer access to technology within most classrooms, in the computer lab before and after school and at lunch, and provide students with graphing calculators checked out from the library to ensure that all students have equal access to technology.

To aid those student who are struggling financially, our district has applied for and received a grant that allowed us to offer AP exams at a significantly reduced rate for all of our students. Free breakfast is also offered to all students on campus as a means of ensuring that they are properly nourished and to aid in brain development and retention of knowledge. Despite being understaffed, our counselors also offer parent meetings to educate our students and parents about the college application process and to assist all students and their parents in applying for and getting fee waivers for SAT tests and college application fees, as well as filling out FAFSA forms. As a further means of aiding these families, our bilingual parent liaison helps communicate with parents and organize events, thereby increasing parent participation in the subgroups we most need to reach.

While we work hard to address these needs, there is still more we feel we can do. We would like to develop and implement a system that allows us to better analyze data to meet our critical learner needs. We would also like to be able to offer a larger variety of courses for our existing student population so that they can be better prepared for the academic and career challenges they may face upon graduation. And lastly we would like to add an additional counselor to better service the needs of these students.

WASC

Chapter V

Schoolwide Action Plan



Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

The Single Plan for Student Achievement

School: University Preparatory School
CDS Code: 36-67934-0110064
District: Victor Valley Union High School District
Principal: Valerie Hatcher
Revision Date: October 25, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position: Principal
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Address: 13853 Seneca Road
Victorville, CA 92392
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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

University Preparatory School's Vision and Mission Statements

Mission Statement

Students will be successful at the academic, social and emotional level. Students will experience an environment that incorporates a sense of family and belonging. Serving as liaisons, counselors will teach students to value their potential in order to meet their goals and ensure their lifelong success. Honesty, Integrity, and Trust will be the ethical standards at the forefront of our program in order to produce citizens that not only serve themselves but their families and communities as well.

Vision

Our vision is to have all students graduate from our school with the academic readiness, emotional maturity and well honed abilities to easily move to the next threshold at the university or collegiate level. Our focus is preparing each student for entrance into an undergraduate program with an aspiration to further their education beyond the graduate level. Systematically, we will foster this strong culture of learning as well as a desire to enjoy the process and the merits of learning.

School Profile

Established in 2005 as a response to parental demands for a specifically rigorous learning environment, University Preparatory (UP) is a comprehensive middle/high school located in the San Bernardino County, high desert city of Victorville, California. The school began with 323 (7th and 8th grade) students, with a grade level philosophy was added each subsequent , 2010 was our inaugural graduation year.

Our propelling philosophy is to provide a no excuse academic attainment for all of our students in their year pursuit towards university admission. Our mission is to promote academic and character excellence, to foster effective instruction, support and to tailor resources such that each student is able to access a world-class education. We strive to produce effective members of society who are able to contribute to their community intellectually, socially and ethically. Our vision is to ignite a passion for learning and illumine paths for its obtainment.

Our stakeholders play an integral role in the governance of University Preparatory. Staff adheres to professional standards, including dress and demeanor policies and students adhere to uniform and comportment policies. We have seven classes daily, with the first five classes of each day rotated and the last two classes always fixed to accommodate seniors and allow for an expanded curriculum. This format affords students extra classes and a focus of studies with less repetition, boredom and stagnation. It presents the ability to more quickly earn high school credits and potentially up to a years-worth of college credits through completion of AP classes.

Although our demographics present challenges, they do not serve as justifications for mediocrity, but rather serve as inspirations to work collaboratively, to challenge socially constructed assumptions and to recalibrate expectations and teaching approaches in order to make our mission, our reality. UP serves as a state model for high minority, high poverty, high performing schools and has been visited by state officials to study some of its success strategies. We hold our teaching and administrative staff to the same rigorous standards to which we hold our students. We practice inquiry driven methodologies and alter our teaching strategies, as needed so that they are responsive to student needs. We conduct regular and routine articulation within and between grades, systems and disciplines, and offer after school tutoring for struggling students. Through these connections with students, and through the inclusion of a myriad of clubs, sports, and events. We assist students to grow to their intellectual best and develop as global citizens.

In this pursuit, a variety of challenging academic courses are offered. Fifteen AP courses are offered to 750 high school students, 85% of whom are enrolled in two or more AP courses. Additionally, students are required to exceed the minimum A-G UC and CSU entry standards. Despite being a Title I school comprised primarily of low income students, 85% of our graduates are admitted to, and attend, four year universities, while the remaining 15% go on to community college, trade schools, or join the military.

As academic success alone is not enough to create a well-balanced student, we offer several extra-curricular opportunities. Students have access to ten CIF high school sports teams, eight of which have achieved league championships, and a competitive middle school sports program. Students participate in over thirty clubs, and our award-winning music program includes over 80% of our

student population. We believe in always doing what is best for students and propelling them to be highly successful members of the school community who strive toward excellence.

Our stakeholders play an integral role in the governance of University Preparatory. Staff adheres to professional standards, including dress and demeanor policies and students adhere to uniform and comportment policies. We have seven classes daily, with the first five classes of each day rotating and the last two classes fixed to accommodate seniors and allow for an expanded curriculum. This format affords students extra educational opportunities and it affords a focus of studies with less repetition, boredom and stagnation. It presents the ability to more quickly earn high school credits and college credits through completion of AP classes.

Our intent was to create a college-going climate in which every student has access to a rich and rigorous curriculum, and today, the depth and breadth of our determination to prepare our students for university admittance remains unaltered. Changing demographics bring the inevitability of challenges, both academic and social. Our students are not excuses, but rather inspirations for us to work collaboratively both within and across grades, systems and disciplines to make our mission a reality. Our adoption of a no-excuses approach for all students, using inquiry-driven methodologies, drilled-down data analysis and teaching strategies germane to the changing demographics and learning proclivities have netted greater student achievement and greater stakeholder satisfaction.

Our academic accomplishments and recognitions characterize us as a distinguished institution and instill pride and satisfaction that we are on a proven course of success. We are the highest ranked high school in San Bernardino County, and placed in the top 2% within the state of California. Our recognition and awards include: three-time US News & World Report Gold Medal School 2016, 2015, 2014; US News & World Report Silver Medal School 2013; a six year WASC accreditation lasting from 2012 to 2018; Title 1 Academic Achievement Awards for the 2009, 2010, 2011, 2012, 2013 and 2015 school years; California Distinguished School Award 2009; California Gold Ribbon School 2015; National Blue Ribbon school 2010 and 2016 and Educational Results Partnership and Campaign for Business and Education Excellence Honor Roll 2009, 2010, 2014, and 2015.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

University Preparatory

2016 – 2017 Parent Survey used at the end of the school year had been available in the both hard copy and computer generated forms. The general findings of the parent survey were most parents selected University Preparatory for our Academic program. The most important expectation for our teachers is effective communication with parents and that means of communication preferred is cell phone calls and emails home.

2016-2017 Student Questionnaire. Students were asked to fill in the blank questions regarding their feelings towards the school, their best subject and future goals beyond high school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- . Administration will conduct regular and consistent formal and informal observations providing constructive feedback via email, written documentation and informal conversations.
- . Best practice will be shared and discussed during PLC's and department meetings. Peer visitations for the purpose of sharing and discussing best practices are utilized.
- . While conducting both formal and informal observations, specific areas of need were noted. These areas included consistent posting of learning objectives, increased core subject rigor, bell to bell structure, and positive student engagement.
- .

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students continue to make performance gains on CAASPP with a 95% proficiency rate in ELA, with Math being an area which will need greater intervention with a 52% proficiency rate. Each department analyzes subject-specific data based on overall proficiency levels, as well as focus areas. This practice was created to address deficiencies. An interim assessment will be given as snapshot of student progress at each quarter. EL students who score a 3 or 4 on the CELDT Exam and who score basic and below have been identified and targetted for intervention. The Victor Valley Union High School District will utilize end of the unit exams for ELA and math and 7th-12th grade writing assessments, Benchmark and MARS performance task to determine student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

University Preparatory is utilizing common assessments for all shared CORE course work. In addition, summative interim assessments will be given each quarter to identify proficiency and strategies will be developed to remediate any deficiency.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meets requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately credentialed.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is developed through a collaborative process which includes training in common core, grade level teams and the initial phase of the PLC process. The goal is to increase overall student achievement.

University Preparatory has been allocated 18 collaboration days. University Preparatory uses a comprehensive and collaborative approach to developing our staff development calendar. All trainings are aligned to content standards and multiple measures are used in all decision making.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- . Peer visits will be utilized to share and discuss best practices.
 - . Time for grade level teams to meet and discuss support systems for teachers as well as students has been established.
 - . New teacher strategies will be utilized during collaboration for the purpose of exposure and modeling.
 - . The District's ELA, Math and EL intervention coordinators will be utilized to support teachers to improve instructional practices.
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Vertical and horizontal teaming will be utilized to provide an effective support system for all students, with a primary focus on struggling students.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

University Preparatory continues to modify curriculum, instruction and material to address the implementation of CSS and NCLB. ELA/Math teachers will use the District's CSS pacing guides and make modifications as needed. Common Core assessments are used. Our teachers regularly collaborate by utilizing data to adjust content and instruction for student achievement.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Although the minimum instructional minutes per state requirements will be met, an overall decrease in instructional minutes from the previous years has taken place do to a realignment in our district; however, the district is in the process of engaging in negotiations to increase instructional minutes and collaboration time.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Data from both state and local assessments are used to target students who need intervention. Student data and course requests are used to develop the master schedule.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- . All instructional materials used by the staff are SBE adopted.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

University Preparatory utilizes SBE adopted materials in all core content areas.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- . Teachers focus on good first instruction and re-teach if necessary to support all students.
- . All students have access to after school tutoring, which addresses students who are experiencing deficiencies in core subject areas.
- . Counselors provide intervention and additional support for struggling students.
- . W.E.B. program was created to assist all 7th grade student in transition into middle school.

14. Research-based educational practices to raise student achievement

University Preparatory has implemented research-based instructional practice throughout the campus, which includes the posting of learning objectives daily, random checking for understanding, DOK (Depth of Knowledge) questions and use of closure activity related to the learning objective.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

University Preparatory has implemented a variety of intervention strategies designed to assist under-achieving students. These strategies are both group and 1 on 1 meetings with counselors for binder checks, Student Study team meetings and mandatory tutoring for students falling below a C in core subjects.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is comprised of University Preparatory parents, students, teachers, classified personnel, community and business leaders. The Council is instrumental in the development, implementation and evaluation of all categorically funded programs, such as our 7th Grade Summer Bridge and AP Bridge programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

University Preparatory utilizes CAASPP and after school intervention programs to support students at risk. Teachers and administrators receive staff development in topics such as CSS, literacy writing and student engagement. University Prep also purchases supplemental instructional materials and technology to support under-performing students. All of these programs/services are funded out of categorical funds.

18. Fiscal support (EPC)

University Preparatory receives Title I and EIA funds to support student success and close the achievement gap.

Description of Barriers and Related School Goals

With a decrease in yearly instructional minutes due to a realignment of district minutes which resulted in a twenty one minute decrease in instructional time.

Instructional Goals

- A. Writing across the curriculum and integration of technology
- B. Random checking for understanding.
- C. Depth of knowledge questioning.
- D. Warm-up and cool down activities

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	187	187	199	183	186	198	183	186	198	97.9	99.5	99.5
Grade 8	203	191	184	202	190	184	200	190	184	99.5	99.5	100
Grade 11	165	168	181	163	168	181	163	168	181	98.8	100	100
All Grades	555	546	564	548	544	563	546	544	563	98.7	99.6	99.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2586.3	2594.5	2606.6	17	20	24.75	52	53	58.08	24	23	14.14	7	4	3.03
Grade 8	2603.7	2607.2	2620.2	19	17	20.11	48	59	61.96	31	20	16.85	1	4	1.09
Grade 11	2691.0	2700.4	2696.2	58	64	58.56	39	31	37.02	4	5	4.42	0	0	0.00
All Grades	N/A	N/A	N/A	30	33	34.10	47	48	52.58	20	16	11.90	3	3	1.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	25	26	36.36	56	59	55.05	19	15	8.59
Grade 8	33	33	39.67	57	54	51.63	11	14	8.70
Grade 11	55	54	56.91	44	44	41.44	1	2	1.66
All Grades	37	37	44.05	53	52	49.56	10	10	6.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	45	48	51.52	50	51	46.46	5	2	2.02
Grade 8	33	40	43.48	60	54	54.35	7	6	2.17
Grade 11	71	76	80.66	29	23	19.34	0	1	0.00
All Grades	48	54	58.26	48	43	40.32	4	3	1.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	17	17	23.23	72	74	73.23	11	9	3.54
Grade 8	17	16	14.67	79	80	83.15	5	4	2.17
Grade 11	31	45	45.30	67	54	52.49	2	1	2.21
All Grades	21	25	27.53	73	70	69.80	6	5	2.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	34	38	47.98	57	55	51.52	9	7	0.51
Grade 8	31	36	45.11	66	56	52.17	3	7	2.72
Grade 11	80	79	67.40	19	21	32.60	1	1	0.00
All Grades	47	50	53.29	49	45	45.65	4	5	1.07

Conclusions based on this data:

1. Based on the current CAASPP data, the percentage of students who meet and exceeded standards in all grade levels demonstrated an increase, while students who scored nearly-met and not-met demonstrated a decrease.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	187	187	199	182	186	198	182	186	198	97.3	99.5	99.5
Grade 8	203	191	184	200	190	183	200	190	183	98.5	99.5	99.5
Grade 11	165	168	181	164	168	181	164	168	181	99.4	100	100
All Grades	555	546	564	546	544	562	546	544	562	98.4	99.6	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2550.8	2560.4	2596.2	16	15	28.28	24	28	38.38	37	43	28.28	23	15	5.05
Grade 8	2589.4	2587.5	2600.2	24	26	26.23	29	24	27.32	34	29	29.51	14	21	16.94
Grade 11	2673.1	2662.5	2655.9	25	20	21.55	49	45	43.65	21	33	25.97	5	2	8.84
All Grades	N/A	N/A	N/A	22	20	25.44	33	32	36.48	31	35	27.94	14	13	10.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	25	26	43.43	43	47	41.92	32	27	14.65
Grade 8	31	34	29.51	49	40	46.45	21	26	24.04
Grade 11	55	39	39.23	38	52	48.07	7	8	12.71
All Grades	36	33	37.54	44	46	45.37	20	21	17.08

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	16	16	30.81	59	66	58.08	25	18	11.11
Grade 8	25	26	32.24	62	54	55.19	14	21	12.57
Grade 11	37	32	28.18	57	65	62.43	7	4	9.39
All Grades	25	24	30.43	59	61	58.54	15	15	11.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	17	20	36.36	71	67	58.08	12	13	5.56
Grade 8	24	26	27.32	62	61	60.11	15	14	12.57
Grade 11	34	32	29.83	61	65	63.54	5	3	6.63
All Grades	25	26	31.32	64	64	60.50	11	10	8.19

Conclusions based on this data:

1. Although CAASPP Math results demonstrate an increase in students exceeding state standards, overall achievement did not meet our goal of 58% proficiency.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	***			***					***						
10				***	***										
11		***	***	***											
Total	37	33	37	53	52	37	11	15	26						

Conclusions based on this data:

1. The majority of EL students scored in the Advanced and Early advance CELDT levels. With a smaller number of EL students scoring in the intermediate range, it is clear that student exposure to the advanced curriculum is a factor in improving CELDT scores.
2. The next task will be to move students who scored in the Intermediate and Early advanced to the next levels of proficiency. With continued identification an close monitoring by the EL site coordinator.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	***			***					***						
10		***		***	***										
11		***	***	***		***		***							
12			***												
Total	37	39	38	53	45	38	11	16	24						

Conclusions based on this data:

1. 84% of students who took the CELDT scored in the advanced and early-advanced range, with only 16% scoring in the intermediate range. Students continue to show improvement on all CELDT assessments.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
Identify actions that have the greatest likelihood of improving achievement in meeting state standards.
SCHOOL GOAL #1:
University Preparatory will focus on improving academic achievement in all core areas. Core subjects all utilize departmental, as well as, Cross Curricular meetings that work to incorporate Common Core State Standards, as well as phase in Next Generation Science Standards to insure our students are fully prepared for college and or a career.
LCAP Goal:
Goal 1. Increase the number of pupils who are on track to graduate from VVUHSD college a career ready
Data Used to Form this Goal:
CAASPP and EAP Data from 2016-2017 WASC Recommendations: 1. Follow-up with reading and math achievement to address subgroups that indicate continuing assessment deficiencies; 2. Implementation of literacy including writing across the curriculum needs to include all instructional content areas, both academic and non-academic; 3. Implement instructional strategies that address variance in year to year CST scores for biology, chemistry, algebra II and math; 4. Student and parent surveys Grade Distribution AP Test Passage Rate A-G Certification Rates College-going Rates (Bridge data, Career Center data)
Findings from the Analysis of this Data:
School-wide achievement on the CAASPP in ELA and Math are above state standards, although great achievement is desired as we move toward the top 5% in the state. AP participation rates are increasing, although passing rates in some curricular areas lag behind state and national standards. We are committed to out-perform both state and national standards.

How the School will Evaluate the Progress of this Goal:

University Preparatory will continue to monitor student achievement using common assessments, district benchmarks, AP scores and the results from the CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implementation of California State Standards in all ELA courses with focus on writing skills across grade levels.. 2. Continue to focus on increasing AP pass rate to insure increased success in college-level curriculum. 3. Collaboration with Victor Valley College to Increase pass rate on English Placement Exam.	2017-2018 school year	Administration ELA Dept. Chair PLC team Leaders ELA Department Middle School Teachers	Collect and analyze grade level writing samples to identify students from each grade level for ELA intervention.	None Specified	None Specified	0
	January 2018		After-school extended day instruction for AP students	1000-1999: Certificated Personnel Salaries	Title I	30,000
	January 2018		Field trip for AP students for cultural and academic purposes	1000-1999: Certificated Personnel Salaries	Title I	1,100
				5000-5999: Services And Other Operating Expenditures	Title I	1,500
1. Improvement of instructional strategies and materials. 2. District benchmarks utilized Pearson Imbedded Assessments.	2017-2018 School Year	Principal ELA Dept. Chair PLC Team	Support writing across the curriculum with the purchase of Turnitin.com	5000-5999: Services And Other Operating Expenditures	Title I	8,200
			Purchase of any instructional materials needed by English Department	4000-4999: Books And Supplies	Title I	18,000
			Academic Publications and memberships	5000-5999: Services And Other Operating Expenditures	Title I	5,000
			Purchase of Math Software Program (Kuta)	4000-4999: Books And Supplies	Title I	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring program implementation and results: 1. Walk-throughs 2. Common assessments built within and outside the data analysis system 3. Working towards how to efficiently and effectively use collaboration time. 4. Implementation of grade-level projects which incorporate all core subject areas. 5. As we create an environment where students can become well-rounded learners, utilize equipment which will build strength training, hand-eye coordination, skills improvement and self-confidence	2017-2018 school year	Principal ELA Dept. Chair Grade-level Teams ELA Department	Project materials	4000-4999: Books And Supplies	Title I	500
			Instructional Materials and Equipment	4000-4999: Books And Supplies	Title I	29,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: 1. Release time for peer visits. 2. Professional Development and training in conducting effective collaboration (PLC and Common Core). 3. District AP teacher's collaborative meeting. 4. Related conferences/training for all core subjects.	January 2018	Principal Certificated Staff	An opportunity for ELA, Math, and other core teachers to conduct peer visits for the purpose of sharing best practices. Bring in outside speakers to assist with training to maximize collaboration time. Once per semester meet with peer AP teachers for the purpose of sharing best practices. ELA, Math, and other core teachers will attend conferences for the purpose of acquiring new instructional strategies.	1000-1999: Certificated Personnel Salaries	Title I	4,000
	February 2018					
	January 2018			5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000
	On-going			1000-1999: Certificated Personnel Salaries	Title I	4,000
				5000-5999: Services And Other Operating Expenditures	Title I	15,000
				1000-1999: Certificated Personnel Salaries	Title I	5,000
Involvement of staff, parents and community: 1. Provide parent/student access to ABI. 2. Offer the opportunity for all staff to be represented in site decisions, SSC (School Site Council)	August 2017 - October 2018	Principal	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Auxiliary services for students and parents: 1. Provide translation services for written documents and parent phone contact 2. Continue EL Coordinator position 3. Purchase of supplementary instructional materials/books needed by the Spanish Department to enrich student learning.	August 2017	Principal Spanish Department	Instructional Materials for Spanish	4000-4999: Books And Supplies	Title I	20,000
	2017-2018 school year		Monitoring of EL student population which will include resources to ELA teachers and other core teachers for the academic success of all EL students. The coordinator will be a liaison between school and home.	1000-1999: Certificated Personnel Salaries	Title I	2,000
	December 2017		Existing staff utilized for translation services	None Specified	None Specified	0
1. Purchase of Advanced Placement Software (Learn by Doing) - 400 licenses, and Neopod software, which is used to increase student engagement of core curriculum.	August 2017	Principal	Learn by Doing and Neopod software	5000-5999: Services And Other Operating Expenditures	Title I	8,000
			Professional Development to learn new software	1000-1999: Certificated Personnel Salaries	Title I	2,000
Provide tutoring and re-teaching after school in all subjects	2017-2018 school year	Principal Teaching Staff	Target struggling students through use of after school re-teaching and tutoring	1000-1999: Certificated Personnel Salaries	Title I	60,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Implementation of California State Standards in all Math courses with a focus on mastery. 2. Provide continued training for teachers as they implement newly-adopted Math curriculum. 3. Provide release time for teachers to collaborate vertically with 6th grade teachers to provide effective student transition.	August 2017	Valerie Hatcher Timothy Edge	The Math Department will collaborate to determine appropriate Math instructional assessments, which will include higher-order thinking skills (DOK3 & 4).	None Specified	None Specified	0
			Certificated Salaries/Sub Cost	1000-1999: Certificated Personnel Salaries	Title I	4,000
			Additional Training, such as Instructional Strategies, Go Math Implementation	5000-5999: Services And Other Operating Expenditures	Title I	4,000
			Release time for elementary school collaborations	1000-1999: Certificated Personnel Salaries	Title I	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Building a College Going Culture
LEA GOAL:
All students in the Victor Valley Union High School District will be educated in an environment that promotes high academic standards.
SCHOOL GOAL #2:
Staff will seek to provide high academic standards for all students. The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the CAASPP and the California English Language Development Test, and include local measures of pupil achievement. The school site leadership team analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The School Site Council also obtained and considered the input of the school community. Based on this analysis the council has established the following performance improvement goals, actions and expenditures.
LCAP Goal:
Promote pupil engagement and achievement in a safe respectful, well maintained and equipped school learning environment.
Data Used to Form this Goal:
California School Climate Survey Panorama Education Survey University Preparatory Academic Prep Survey WASC recommendations Comments and testimonials of University Preparatory students and staff
Findings from the Analysis of this Data:
A greater understanding regarding the roles, and responsibilities of each stakeholder must be defined.

<p>How the School will Evaluate the Progress of this Goal:</p> <p>Department meetings</p> <p>Overall school wide meetings</p> <p>Collaboration meetings within grade levels</p> <p>California School Climate Survey</p> <p>Panorama Education Survey</p> <p>University Preparatory Academic Prep Survey</p> <p>This school's goal will be on a bi-annual basis as part of the CAASPP Evaluation Process.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: 1. University Preparatory teachers and administration will work together to provide the appropriate classroom forums for student achievement. 2. Administrative Walkthrough. Release time for teacher observations of other teachers, and/or classroom Management training.	2017-2018 school year October 2017	Administration U.P. Teaching Staff	Provide release time for teacher observations.	1000-1999: Certificated Personnel Salaries	Title I	1,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improvement of instructional strategies and materials: 1. Focus on effective instructional strategies in all academic areas with emphasis on ELA, Math, Science and Social Studies. 2. Staff will continue the process of training and supporting AP courses and AP Testing. 3. College Board trainings for select content areas will be available to teachers, counselors 4. Purchase of supplemental instructional materials needed by the Science department. 5. Part-time Lab Assistant for the Science Department to assist with set-up and tear-down of science labs. 6. Purchase of Eureka Career Assessment Software to aid students in career choice. 7. Purchase PSAT test for juniors without a fee waiver.	August 2017	Principal Department Chairs Counselors	All classroom settings will provide a focus on standards-based materials including instructional expectations.	1000-1999: Certificated Personnel Salaries	Title I	4,000
	November 2017			5000-5999: Services And Other Operating Expenditures	Title I	2,000
	January 2017					
	November 2017		AP teachers will be provided additional training to build and enhance instructional strategies.			
	February 2017		Teachers and counselors will attend various conferences, workshops and trainings to provide students assistance with SAT/ACT preparations, college applications, career choices and financial aide.	1000-1999: Certificated Personnel Salaries	Title I	3,500
	August 2017					
	October 2017					
			Supplementary materials, which could include lab supplies, dissection animals, books, Chrome books, laptops, etc	4000-4999: Books And Supplies	Title I	18,000
			Purchase of any supplementary materials/equipment needed to effectively administer AP testing. This could include wall clocks and cassette players.	4000-4999: Books And Supplies	Title I	2,000
			Professional subscriptions and memberships	5000-5999: Services And Other Operating Expenditures	Title I	5,500
Eureka Software			Classified Salary for Lab Assistant	2000-2999: Classified Personnel Salaries	Title I	4,000
				5000-5999: Services And Other Operating Expenditures	Title I	1,100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: 1. All staff will attend a meeting bi-monthly on early release days to examine and pre-plan for instructional delivery. These sessions will focus on the use of data to re-teach, amplify, or move forward in the specific course of instruction. 2. All staff will be involved in meeting together in Professional Learning Communities, as well as subject and grade level teams. 3. Share websites, "Marching Off the Map" book on teaching strategies, article reviews, discipline, technology and guest speakers. 4. Release time for peer visits. 5. Related conferences/training	2017-2018 school year	Principal UP Teaching Staff	Release time/teacher salaries	1000-1999: Certificated Personnel Salaries	Title I	5,000
	November 2017		Related conferences/training	5000-5999: Services And Other Operating Expenditures	Title I	5,000
	October 2017					
	February 2018					
Involvement of staff, parents and community: 1. Middle and high school student tours of college campuses.	January\April 2018	Principal UP Teaching Staff	Students will attend college tours to become familiar with the college experiences, as-well-as exposure to various college options. (Transportation)	5000-5999: Services And Other Operating Expenditures	Title I	22,000
			Sub Costs	1000-1999: Certificated Personnel Salaries	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents:</p> <p>1. Students and parents will have access to college and career information with career technician twice per week.</p> <p>2. Implementation of Habitudes, through their parent organization Growing Leaders. Habitudes is a positive behavior system designed to teach character building skills.</p> <p>3. The site will schedule Summer School and Enrichment Program for 7th - 11th grade, and AP students</p> <p>4. Planning and creation of a 7-year portfolio plan, which will begin in 7th grade and continue through the first year of college for University Preparatory students. The portfolio plan will provide lessons on career exploration, financial literacy, college selection and choices of majors. The 7-year plan will utilize the Bridges Program as a supplement.</p>	August 2017	Principal UP Teaching Staff Counselors	Classified Salaries	2000-2999: Classified Personnel Salaries	Title I	3,000
	November 2017		Habitudes Contract	5000-5999: Services And Other Operating Expenditures	Title I	3,500
	June 2017		Students will have access to Summer Bridge for the purpose of intervention for both middle school and high school. Special enrichment program will be offered for AP and honors preparation.	1000-1999: Certificated Personnel Salaries	Title I	30,000
	June 2017					
			Counselor time involved in creating and maintaining a 7-year portfolio plan for students.	1000-1999: Certificated Personnel Salaries	Title I	2,000
			Habitudes Instructional Materials for students	4000-4999: Books And Supplies	Title I	9,900
			Habitudes Training by Contractor	5000-5999: Services And Other Operating Expenditures	Title I	10,000
The School Site Council will act as a planning committee for the planning of the Panorama Education Survey. The University Preparatory Leadership and PLC Teams will receive survey data and develop a strategic plan.	April, 2017 to May, 2018 2nd survey given to students.	Principal PLC and Leadership Teams	Between November 1st and December 20th, 2017, the Panorama Education Survey is created and given to students. In January, 2018, the School Site Council and Leadership Teams will meet to review the results and make recommendations to Site Leadership.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide additional college preparation support through independent contract of Maverick Santos to increase college acceptance and going rate.	September 2016 July 2017	Principal	Provide for the continuation of Maverick Santos to assist students with the college process and promote college the best college fit.	5800: Professional/Consulting Services And Operating Expenditures	Title I	37,000
1. Provide additional resources for the Parent Resource Center to educate and support parents with educational opportunities for their students. 2. Provide professional development for Family Engagement Liaison. 3. Salary for Family Engagement Liaison	November 2016	Principal Family Engagement Liaison	Parent center with computers, and other resources which will help parents make informed choices, Supplies needed to create.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,000
			Training for Parent Involvement Liaisons	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,000
			Classified Salary for Family Engagement Liaison	2000-2999: Classified Personnel Salaries	Title I	38,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Making School Relevant
LEA GOAL:
All students in the Victor Valley Union High School District will be educated in an environment where school is relevant.
SCHOOL GOAL #3:
Develop incentives for students to increase their academic achievement, foster appropriate peer relationships and increase student participation. Staff will develop and implement student reward and recognition program based on both academic and social achievement during the school year. Staff will continue to research, develop and implement a multitude of activities, events and other means to make academic content more relevant to students.
LCAP Goal:
Promote pupil engagement and achievement in a safe, respectful, well-maintained and equipped school learning environment.
Data Used to Form this Goal:
Panorama Education Survey
Findings from the Analysis of this Data:
An increase in the number of students who participate in the incentives program, along with an increase in students engaging in the curriculum.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Student academic achievement• Number of students eligible for academic rewards• Formative assessments• Reduction in discipline referrals• Increase in student attendance• Decrease in number of referrals for social media incidents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will develop and implement a student reward and recognition program for both academic and social achievement.	January, 2017 to May, 2018	Administration Site Leadership Team	Celebrate student success and reduce discipline referrals through school and department awards, field trips and dances.	5000-5999: Services And Other Operating Expenditures	Title I	9,000
				1000-1999: Certificated Personnel Salaries	Title I	2,500
				4000-4999: Books And Supplies	Title I	3,500
Music staff will design collegiate experiences through participation in an annual music festival for advanced musical groups.	January, 2018 - May, 2018	Music Teachers	Music judication at Festival and transportation	5000-5999: Services And Other Operating Expenditures	Title I	11,500
In time, core subject extended learning opportunities will be provided through hands-on and in-the-field activities.	November, 2017 - May, 2018	Principal Teaching Staff Support Staff	Sub Costs	1000-1999: Certificated Personnel Salaries	Title I	2,500
			Transportation	5000-5999: Services And Other Operating Expenditures	Title I	9,000
Purchase of any materials/Equipment/Services needed by the Social Studies Department to enhance student learning	August 2017 - May 2018	Principal Teaching Staff	Instructional subscriptions and memberships	5000-5999: Services And Other Operating Expenditures	Title I	3,000
			Materials/Equipment	4000-4999: Books And Supplies	Title I	18,000
Purchase of Chromebook Carts for peer edit and student engagement in the classroom to enhance student learning.	August 2017 - May 2018	Principal	Purchase of Chromebooks to enhance student learning	4000-4999: Books And Supplies	Title I	40,000
Purchase of Student Planners to support organization.	July 2017	Asst. Principal	Student Planners	4000-4999: Books And Supplies	Title I	5,000
Addition of a part-time, after-school Fine Arts/Visual Arts instructor for the purpose of improving student engagement in the area of Visual/Fine Arts.	February 2017	Principal	Certificated Salaries	1000-1999: Certificated Personnel Salaries	Title I	5,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of instruments for student use for the purpose of helping students that otherwise would not be able to participate in band and/or strings.	August 2017 - June 2018	Principal Music Department	Instructional Materials	4000-4999: Books And Supplies	Title I	10,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
LCAP Goal:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
LCAP Goal:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
LCAP Goal:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
LCAP Goal:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
None Specified	0.00
Title I	563,900.00
Title I Part A: Parent Involvement	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	178,000.00
2000-2999: Classified Personnel Salaries	45,000.00
4000-4999: Books And Supplies	183,600.00
5000-5999: Services And Other Operating Expenditures	128,300.00
5800: Professional/Consulting Services And Operating	39,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	178,000.00
2000-2999: Classified Personnel Salaries	Title I	45,000.00
4000-4999: Books And Supplies	Title I	178,600.00
5000-5999: Services And Other Operating	Title I	123,300.00
5800: Professional/Consulting Services And	Title I	39,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	5,000.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	227,800.00
Goal 2	226,900.00
Goal 3	119,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Valerie Hatcher	X				
Barbara Caballero			X		
Shelli Flores				X	
Gennie Lorenz				X	
Folodia Malgoge				X	
Matt Czarnota		X			
Dennis Harps		X			
Mark Schreckengost		X			
Joe Zimmerman		X			
Alejandro Lobo					X
Josue Rosales					X
Elena Valladares					X
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

X Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 25, 2017.

Attested:

Valerie Hatcher

Typed Name of School Principal

Signature of School Principal

Date

Mark Schreckengost

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation of At-Risk Programs from Previous School Year

Program	Narrative	Positive Outcome	Negative Outcome	Conclusions

Restructuring Plan for University Preparatory School

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet AYP growth targets or future common core performance task targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student subgroups not meeting state standards:

GOAL for Restructuring in English/Language Arts and Mathematics:	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

Actions Steps, Strategies for Implementation to Reach This Goal Consider all appropriate dimensions (Teaching & Learning; Staffing & Professional Development, etc.)	Start Date Completion Date	Persons responsible	Estimated Cost/Funding Source	Monitoring/Evaluation Plan
Alignment of instruction with content standards:				
Improvement of instructional strategies and materials:				
Extended learning time:				
Staff development and professional collaboration:				
Involvement of staff, parents and community:				
Auxiliary services for students and parents:				
Monitoring program implementation and results:				

University Preparatory School
2015-2016

Annual Evaluation of the SPSA

Plan component:

Program Goal #1: Student Achievement

Goal:

University Preparatory will focus on improving academic achievement in all core areas. Core subjects all utilize grade-level PLC's that work to incorporate Common Core State Standards, as well as phase in Next Generation Science Standards to insure our students are fully prepared for college and/or a career.

LCAP Goal:

Goal 1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready

Desired Outcome:

Students would exceed the goal.

Result:

Implementation of Activities	
Activities that worked well for us: .Turnitin.com worked well. Teachers utilized it. .AP teachers meeting as a district.	Activities that we would like to continue, with minimal modifications: .Continue use of Albert with modification regarding how and if it's being graded. .Continue use of Carnegie. Survey teachers to talk about use.
Activities that we would like to continue but require significant modification: .	Activities that we will eliminate: .Eliminate pull-out for ELA reading of district assessment.

Plan component:

Performance Goal #2: Building a College Going Culture

Goal:

Staff will seek to provide high academic standards for all students. University Preparatory will use an Academic Prep Survey created by our PLC's, in conjunction with the student leadership team. The purpose of the Academic Prep Survey will be to review current practices and identify potential strategies or intervention to increase staff's academic standards for all students.

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the CAASPP and the California English Language Development Test, and include local measures of pupil achievement. The school site leadership team analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The School Site Council also obtained and considered the input of the school community. Based on this analysis, the council has established the following performance improvement goals, actions and expenditures.

LCAP Goal:

Goal 1. Promote pupil engagement and achievement in a safe, respectful, well maintained and equipped school learning environment.

Desired Outcome:

Students would exceed the goal.

Result:

Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
.AP By the Sea training. .Destination College .7th grade and AP Bridge Programs	.Lab Assistant actually an internship. . .
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:
.Set aside time to plan 7-year career and college plan. .	.Google Classroom training .SAT teacher training

Plan component:

Performance Goal #3, Making School Relevant

Goal:

Develop incentives for students to increase their academic achievement, foster appropriate peer relationships and increase student participation. Staff will develop and implement a multitude of activities, events and other means to make academic content more relevant to students.

LCAP Goal:

Promote pupil engagement and achievement in a safe respectful, well maintained and equipped school learning environment.

Desired Outcome:

An increase in the number of students participating in incentive programs.

An increase in students attending college.

Result:

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Implementation of Activities**Activities that worked well for us:**

.PROWL tickets.

.Student Planners for 7th - 9th grade.

.Participation in Music Festival.

Activities that we would like to continue, with minimal modifications:

.Creation of Student of the Month for both High School and Middle School Math Competition.

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Activities that we would like to continue but require significant modification:

.Purchase of Planner extended to all grade levels.

.Find a Visual Arts teacher.

Activities that we will eliminate:

.Academic Survey

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Plan component:

Performance Goal #4, Making School Relevant

Goal:

Planned Improvements in Student Recognition, Rewards and Making School Relevant.

Develop incentives for students to increase their academic achievement, foster appropriate peer relationships and increase student participation. Staff will develop and implement student reward and recognition program based on both academic and social achievement during the school year. Staff will continue to research, develop and implement a multitude of activities, events and other means to make academic content more relevant to students.

LCAP Goal:**Desired Outcome:****Result:****Implementation of Activities****Activities that worked well for us:****Activities that we would like to continue, with minimal modifications:****Activities that we would like to continue but require significant modification:****Activities that we will eliminate:**

Plan component: Program Goal #1:		
Goal: LCAP Goal:	Desired Outcome:	Result:

Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:

Plan component: Program Goal #1:		
Goal: LCAP Goal:	Desired Outcome:	Result:

Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:

Plan component: Program Goal #1:		
Goal: LCAP Goal:	Desired Outcome:	Result:

Implementation of Activities	
Activities that worked well for us:	Activities that we would like to continue, with minimal modifications:
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:

Appendices:

- A. Local Control and Accountability Plan (LCAP): provide link
- B. The most recent California Healthy Kids Survey
- C. Master schedule
- D. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- E. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
- F. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information
- G. School accountability report card (SARC)
- H. CBEDS school information form
- I. Graduation requirements
- J. Any pertinent additional data (or have on exhibit during the visit)
- K. Budgetary information, including school budget