

UNIVERSITY PREPARATORY SCHOOL
MID-TERM PROGRESS REPORT

**2200 Eureka Way
Redding, California 96001**

SHASTA UNION HIGH SCHOOL DISTRICT

March 8, 2011

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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INTRODUCTION

Mission statement: University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens.

University Preparatory School, a charter school of the Shasta Union High School District, was granted a charter by the state of California in March 2004. Its purpose is twofold: first to provide a small, comprehensive, public high school alternative for area students and second to support the academic mission of the school and prepare students for an academically rigorous high school experience with its middle school curriculum (grades 6-8). Born of the stakeholders' common goal to provide all Shasta County students access to college prep, public school education, U-Prep also meets the following statutory purposes for charter schools identified in Education Code Section 46601, including:

- Improving pupil learning,
- Encouraging the use of different and innovative teaching methods,
- Providing parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system, and
- Being accountable for meeting measurable pupil outcomes

In addition to the school's academic goals for students are the Student School-wide Goals (SSGs), which articulate the values of the school community and are central to both the academic and Advisory curriculum as well as the student recognition program. Every student who graduates from U-Prep will be:

A Mature Communicator

Able to read, write, speak, question, and listen effectively to support interpersonal and professional relationships.

An Information Manager

Able to locate, access, organize, evaluate, and supply information for a complex and technological world.

A Problem Solver

Able to use conflict resolution, creative and critical thinking, decision-making, and computing skills to produce solutions to practical and theoretical problems.

A Productive/ Health Member of Society

Able to demonstrate responsible behavior, work collaboratively and respectfully in a culturally diverse community, choose and follow a healthy lifestyle, and participate in lifelong physical activities.

A Lifelong Learner

Able to set educational and career goals, develop a realistic strategy to achieve those goals, and apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

U-Prep opened in August 2004 with 252 students in grades 6 through 9 with a staff of 22. Today the school has nearly 800 students in grades 6 through 12 with a staff of 52. U-Prep received a six year term of accreditation from the Western Association of Schools and Colleges (WASC) in January 2008 and graduated its first class in June 2008. In 2009 U-Prep earned recognition as a California Distinguished School. In January 2010 U-Prep was awarded a *Silver Medal* by *US News & World Report* and in June 2010 was ranked 492 by *Newsweek*, putting it in the top 500 high schools in the

nation. The school's Academic Performance Index (API) for 2010 was 890, maintaining U-Prep's top 10% ranking in state testing.

API/AYP/State and Similar School Ranking

Year	Students Tested	Previous Year Base API	API	Growth	Met AYP	State Rank	Similar Schools
2008	484	873	872	-1	Yes	10	8
2009	569	871	873	2	Yes	10	8
2010	681	873	890	17	Yes	10	7

Student performance on the CST/STAR assessments has been strong, and staff has focused on analysis of data and power standards since 2008. We attribute the steady gain in scores to these practices. ELA scores have been consistently high, with minimal improvement (1.6%) since 2008. Math CSTs have improved by over 5.8 percentage points. The scores in 8th and 10th sciences have improved 14.9% while end-of-course exams in science have moved from 57.1% proficient and advanced to 69.9%--a gain of 12.8%. The 10.9% gain in History-Social Science (grades 8-11) also shows significant improvement. Teachers have access to the DataWise system to analyze student performance on CSTs. Counselors also use data from this system to identify students (as they enroll) who may need support services.

Percent of Students Proficient or Advanced on California Standards Tests

Subject	2007-08	2008-09	2009-10
English-Language Arts	77.8	78.8	79.4
Mathematics	45.2	47.5	51.0
Science (CST, Grades 8 & 10)	73.0	80.7	87.9
History-Social Science	69.5	68.0	80.4
Science (End of Course)	57.1	67.8	69.9

In addition to data from state testing and nationally normed tests, the school pays close attention to data that indicates the level of student readiness for college.

Early Assessment Program

Year	Students Tested	English CST Participation	% Exempt	Math CST Participation	% Exempt or Conditionally Exempt
2008	51	100%	49	85%	69%
2009	86	100%	35	85%	66%
2010	72	100%	53	93%	72%

A-G Completers

Graduation Year	Number of Seniors	% Who Completed a-g courses with a "C" or better
2008	37	75
2009	54	72
2010	84	71

All U-Prep high school students have access to the UC required course of study; while the completion rate of a-g courses is higher than the state average, it is the school's goal for all students to complete the a-g path. The school's EAP scores indicate that, despite the high level of course

work at U-Prep, some students may require remediation in ELA and/or mathematics during their freshman year of college. Both students who received conditional status in math and students who did not qualify are counseled to take a 4th year of mathematics. The school uses diagnostic testing and end of course exams for math placement and has recently implemented ELA diagnostic and benchmark testing for grades 6-8 for early identification of students who need remediation.

SUMMARY OF AP TEST RESULTS

Year	Number of Students	Number of Tests Taken	Number Scoring 5	Number Scoring 4	Number Scoring 3	Number Scoring 2	Number Scoring 1	% Passing w/3,4,5
2007-2008	57	92	2	18	40	21	11	65.2%
2008-2009	75	127	19	31	35	21	21	66.9%
2009-2010	83	170	30	42	46	33	19	69.4%

Student participation on AP exams has increased and scores have improved. In 2006, 37% of the students (all 10th graders) who took the World History AP Exam passed. In May 2010, 83 U-Prep students took 170 exams with an overall pass rate of 69.4%. Although the AP passing rate is not as high we would like, the participation rate of our students is excellent with 72 to 75% of students enrolled in AP classes taking at least one exam.

S.A.T. Reasoning Test Mean Scores

College-Bound Seniors	Number of Test takers	Critical Reading Mean Score U-Prep/State	Mathematics Mean Score U-Prep/State	Writing Mean Score U-Prep/State
Class of 2008	27	591/ 499	585/ 515	573/ 498
Class of 2009	25	599/ 500	586/ 513	582/ 498
Class of 2010	53	571/ 501	545/ 516	542/ 500

A.C.T. PROFILE: THREE YEAR TREND

College-Bound Seniors	Number Test takers	English Average Score UPrep/State	Mathematics Average Score UPrep/State	Reading Average Score UPrep/State	Science Average Score UPrep/State	Composite Score UPrep/State
Class of 2008	20	24.1/ 21.8	25.5/ 22.8	26.2/ 22.4	24.3/ 21.3	25.1/ 22.2
Class of 2009	25	26.6/ 21.8	25.6/ 22.8	28.0/ 22.4	25.0/ 21.4	26.5/ 22.2
Class of 2010	31	26.9/ 21.7	25.0/ 22.9	27.3/ 22.3	24.1/ 21.5	26.0/ 22.2

Looking over our student performance on national tests (ACT, SAT, AP) it seems that our students should be scoring higher. This is something our academic departments have been working on for the last two years. Currently they are considering standards-based assessments; the math department has increased the weight of summative testing as well as the frequency of formative assessments for the spring semester.

The high school academic curriculum is comprised solely of AP, Honors and CP courses; all meet the a-g requirements. Two years of world language study are required for high school graduation with students having the option to choose from Mandarin, Russian, Spanish, French, and Latin. Students in grades 6-12 also participate in a daily Advisory or Tutorial class. Seniors have a weekly Senior Transition class that provides students assistance with college applications, financial aid, and other issues relevant to their transition from high school. In order to encourage high school students to pursue interests in fine arts, world languages or other subjects, U-Prep offers a seven period day plus Advisory/Tutorial. Full time teachers teach 6 classes daily; most also teach Advisory and Tutorial and have an extra-curricular assignment. This year (2010-11) all faculty are credentialed with the exception of one teacher who will take a CSET this year; the teacher is already credentialed in another subject. U-Prep has met the standards for NCLB compliance each year.

NCLB Compliance of Certificated Staff

	Teachers who are fully credentialed	Teachers who are not fully credentialed	Teachers outside subject area	Total Misassignments of Teachers
2007-08	28	2	0	0
2008-09	32	2	0	0
2009-10	37	1	0	0

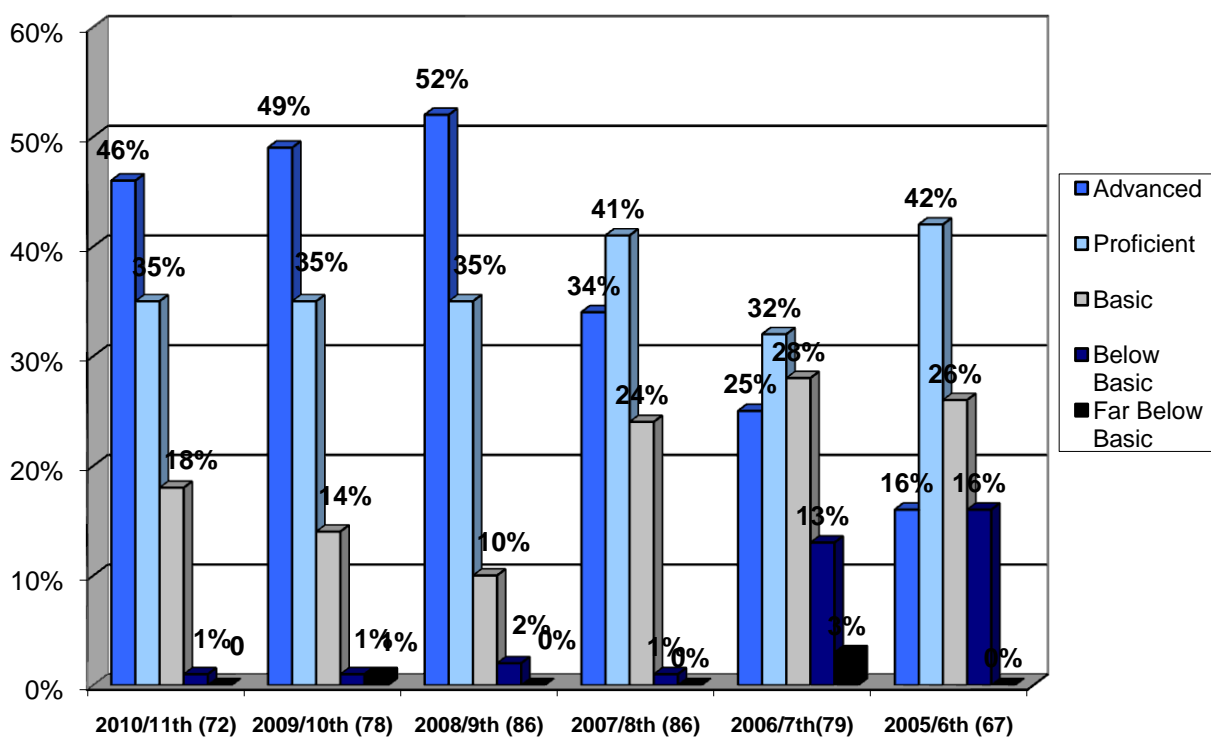
In order to meet the state and federal certification standards, several teachers have acquired additional credentials. For example, two of our middle school Core (ELA/Social Studies) teachers have tested or done coursework for additional credentials in history. Two of our world language teachers have also tested for additional credentials, U-Prep's faculty is relatively young with an average of 10.6 years of teaching experience. Among the staff are several teachers working on advanced degrees. In 2009-10, 25 staff members had a bachelor's + 30; 11 had Master's degrees, and one had a doctorate. Similar to our student population, ethnic diversity among staff reflects community demographics.

2009-10 STAFF DEMOGRAPHICS	
African American Not Hispanic	0
Amer. Indian/ Alaskan Native	0
Asian	2
Filipino	0
Hispanic/ Latino	3
Pacific Islander	0
White Not Hispanic	41
Two or more Races	1

From the start of the school, U-Prep's middle school curriculum has emphasized key cognitive strategies (Cornell Note Taking, Expository writing, and Academic Vocabulary, among others) and included Latin in 7th and 8th grade. It is the vision of the stakeholders that students attend U-Prep from sixth grade to high school graduation. Because our students come from 33-35 different schools in sixth grade (public, private, home, and charter), there is a significant range of abilities and skills.

In addition to the 25 minute Tutorial period, which meets three times a week, other student support systems are available. High school students may enroll in a study hall, arrange sessions with faculty, or see a peer tutor. Middle school students have access to a reading lab for small group instruction as well as a Pre-Algebra lab class for pre-teaching or re-teaching difficult curriculum. High School students in the Peer Mentoring class provide both academic and social support for the middle school students. We have two full time counselors, who provide guidance and personal counseling. The chart below represents the progress in English Language Arts skills of our current seniors, 20 of whom have been in the school since sixth grade. Another 12 have been at U-Prep since 7th grade. These 32 students represent half of the class of 2011. The chart below details the progress of these students through the CST tests for the last six years. Although the composition of the class has changed from year to year, the data suggests that students gained ELA skills in grades 6-9, beginning with 58% proficient/advanced in 6th and growing to 87% proficient/advanced by the end of 9th grade.

Class of 2011 ELA



At U-Prep, the special education students are mainstreamed and provided academic and social support by our full time teacher, part time aides, and counselors. The majority of our special education population comes from students on the Autism spectrum; currently we have 17 identified students with IEPs and 7 students with 504s.

Identified Special Education Students

Year	Students w/IEP's	Students w/504 Plans
2007 - 2008	11	7
2008 - 2009	12	10
2009 - 2010	17	7
2010 - 2011	17	7

Our middle school counselor teaches a Peer Mentoring class of high school students trained in conflict mediation who work with our 6th graders, helping them with the social and academic transition into middle school. Through modeling and role-playing, our high school mentors work with students who have social challenges, including our students who have Autism or Aspergers. In addition the mentors, whose class meets during 6th grade lunch, play games and manage intramural sports with the younger students. The Peer Mentors have become a great asset to the school; next year we will have an additional Peer Mentoring class during 7th and 8th grade lunch. To date all of our students, including special education students, have passed the CAHSEE before graduation, most during their sophomore year. The data below, from the February test of the class of 2010 shows the pass rate in comparison to the other high schools of the district. U-Prep’s pass rate has remained consistently between 98-99% since the first testing of sophomores in 2006.

CLASS OF 2010

	Math			ELA		
	TOTAL	PASSED	% Passing	TOTAL	PASSED	% Passing
EHS	315	269	85%	311	261	84%
FHS	358	333	93%	357	340	95%
SHS	432	377	87%	433	396	91%
PHS	8	5	63%	9	4	44%
NSIHS	44	35	80%	44	34	77%
U- PREP	92	91	99%	91	90	99%
SSHS	52	43	83%	54	42	78%

Classes meet daily on campus and are taught by teachers with the appropriate California Credentials. High school juniors and seniors have “blocked” social studies and English classes, which allows them to experience a college-type schedule. All students are immersed in rigorous academics and meaningful extra-curricular activities and supported by a close-knit community of teachers, counselors, and administration, which will enable them to choose any course of post-secondary education. U-Prep adheres to a non-weighted grading system. A=4, B=3, C=2, D=1, F=0. Students meeting the rigorous graduation requirements of University Preparatory School receive a U-Prep/Shasta Union High School District (SUHSD) diploma.

In addition to a steady increase in enrollment, U-Prep has also seen expansion of its Advanced Placement course offerings and added AP Physics C Mechanics, AP Physics C Electricity and Magnetism, AP Calculus BC, and AP Statistics to the courses offered in 2007-08 (AP Physics B, AP Calculus AB, AP World History, AP US History, AP Economics, AP American Government, AP English Language & Composition & AP English Literature and Composition). In 2008-09 and 2009-10, we also offered AP Environmental Science, a course we hope to offer in the future, perhaps alternating it with AP Biology, a course we will be adding in 2010-11. We have continued to work with Shasta Community College to provide transferrable classes on our campus. The college requires a class enrollment of 20 or more, so some classes have been closed due to inadequate class size. Currently, U-Prep students are taking Humanities 4 for spring semester. Students with

specific career interests have been able to take ROP classes in firefighting, cosmetology, and culinary arts. Although this represents a small segment of our population, we are able to access the CTE classes of our authorizing district or the county ROP courses.

DEMOGRAPHICS

	2007-08 (557 students)	2008-09 (677 students)	2009-10 (776 students)
	No. of students/percentage	No. of students/percentage	No. of students/percentage
African American Not Hispanic	7/ 1.3%	6/ .9%	5/ .6%
Amer. Indian/ Alaskan Native	2/ .4%	7/ 1.0%	12/ 1.5%
Asian	11/ 2.0%	28/ 4.1%	40/ 5.2%
Filipino	4/ .7%	4/ .6%	4/ .5%
Hispanic/ Latino	12/ 2.2%	17/ 2.5%	47/ 6.1%
Pacific Islander	2/ .4%	3/ .4%	3/ .4%
White Not Hispanic	477/ 85.6%	562/ 83%	646/ 83.2%
Two or more Races	0/ 0%	0/ 0%	17/ 2.2%

As the school has grown, its demographics have remained relatively stable and continue to reflect the community's minimal diversity and socio-economic realities. Although the North State is not characterized by cultural diversity, there is a significant population of socio-economically disadvantaged students. At U-Prep the number of students receiving Free/Reduced Meals has also remained fairly consistent: 23.4% (2007-08), 20.1% (2008-09), and 22.2% (2009-20). The ratio of students to teachers has grown from 19.7 in 2007-08 to 24.4 in 2009-10.

At U-Prep, the importance of good attendance is emphasized and students with perfect attendance are entered into monthly drawings for prizes provided by parent donations. Like many schools the percentage of ADA dropped in 2009-10 (to 96.7%) as a result of the H1N1 virus. U-Prep uses the Aeries system to monitor student attendance, which includes flagging students with several absences and/or tardies. The School Messenger system automatically calls the homes of students with period or all-day absences and a streamlined check in/out process was put into place in the last year. The Aeries data system also provides data about student truancies, suspensions, and expulsions.

Expulsion, Suspension and Truancy Information

	Enrollment	Unexc used Absence or Tardy on 3 or more days	Truancy Rate	Total Expulsions	Total Suspensions
2007-08	557	49	8.8%	1	15
2008-09	677	60	8.86%	0	4
2009-10	776	78	10.05%	0	15

The school's pattern of suspensions is consistently below both the state and district averages. Programs such as Conflict Mediation and Peer Mentoring assist with middle school discipline issues and often prevent more serious infractions that could lead to suspensions or expulsions. The truancy rate has improved in 2010 as a result of implementing new attendance procedures.

In December of 2009, Shasta Union High School District renewed U-Prep's charter for the maximum term of five years. At the same time our MOU for services was extended until June 2013. Since the school's inception, we have enjoyed a cordial and beneficial relationship with the district

administration and Board of SUHSD. Members of the Leadership Team and Board attend the annual SUHSD Board review of the school where the trustees receive a report on the school's academic progress (API/AYP), new programs and courses, student performance across all content areas, and other indicators of school improvement and accomplishments. Since data about U-Prep is readily available at all times, this report has evolved into single page of bulleted items that the Board reviews. U-Prep's audit report, proposed budget, first and second interim budgets, and unaudited actuals are part of the district's monthly budget reports. U-Prep's faculty, classified employees, and administration continue to work closely with our counterparts in the district and have developed a network of mutual support and respect.

SIGNIFICANT DEVELOPMENTS

The years since our full Self-Study have been busy and productive. By June 2008 we had a standards-based curriculum in place for all of our grades, and the 2008-09 school year was the first year we did not add a grade level. This gave faculty and administration more time to devote to implementing improvements in assessment, curriculum and instruction, and staff development. Board development became a priority as did retention of students and communication with our stakeholders.

In order to sustain school enrollment, we put several processes in place to improve recruitment and increase retention of students. One of our first actions was to refine our mission to a sentence that we could include in written communication: **University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens.**

In 2009, we hired Cornucopia, a marketing company, to help us develop the school's "brand." This process proved a valuable tool for solidifying our marketing goals for the school and enhancing the school's reputation in the community. After working with the creative director of Cornucopia, we have a 5 minute, high quality video that vividly portrays the school's mission, a social media platform for incoming middle school students (Facebook) and a text messaging plan to excite student interest in extra-curricular activities. We also have effective print media developed for future advertising. We use the video during information nights for new families and for Back to School Night as a way to celebrate the school with our school community. Because the parents of incoming sixth graders are both our biggest group and the most concerned about their children's transition to middle school, we developed and recently launched the Panther Cubs Club Facebook page. This social media platform makes it possible for parents to find out about the sixth grade teachers and curriculum. School events are featured on the page and pictures of current students on field trips and in class are in readily accessible albums. All parents of applicants for grades 6-8 receive a business card inviting them to visit the Panther Cubs Club.

At the beginning of this year, we began creating a texting community (panthercast) of students who are notified about games and special opportunities through text messages. For instance at one of our football games, ASB officers gave away over 400 t-shirts to students who came to the game and said "Unleash the roar." For the homecoming rally, the Athletic Director fired t-shirts out of a "gun" while riding in a golf cart driven by the Superintendent/Principal and carrying the Panther. Using panthercast has increased student attendance at games and supported the school's burgeoning traditions. Besides establishing traditions around athletics, the ASB leadership classes in middle and high school have added new elements to the Panther Afternoon Assemblies that are held once a month when Students of the Month, athletes, and students with perfect attendance are recognized. In both the middle and high school assemblies, student performances are featured; these include performances by music, dance, drama, and world language students, as well as performances from community groups in which our students participate. During the high school assemblies, announcements include information about college acceptances (just the names of the schools). Toward the end of the year, 8th graders are invited to attend the high school Panther Afternoon.

Retention of our 9th graders has been a priority for several years. This is the year when some of our continuing students feel ambivalent about staying at U-Prep instead of transferring to a large high school. Moreover, students new to U-Prep in 9th grade are dealing with finding a peer group within an existing community of students who have been together for 3 years.

RETENTION STATISTICS FOR 9TH GRADERS

School Year	2004-05	%	2005-06	%	2006-07	%	2007-08	%	2008-09	%	2009-10	%
Grad Year	2008		2009		2010		2011		2012		2013	
Total 9th	70		106		121		108		114		112	
Drops	7	10	23	21	13	10.7	7	6	17	15	7	6
1st Qtr	1		3		2				3		0	
			1									
			1		1							
	1		1									
					1							
								1				
									2			
2nd Qtr	1		1		1		1		4		5	
							1					
											1	
					1							
									2		1	
									1			
											1	
	1		1						1		2	
3rd Qtr	4		2		3				3		0	
									1			
	1											
	1				2							
			2						1			
					1							
									1			
	2											
4th/Summer	1		17		7		5		7		2	
			10		2		3		2			
			1									
			1				1					
											1	
	1		1									
					1				1			
											1	
					1							
			4		3		1		4			
No Shows	6	8	21	19.8	15	12	15	13.8	15	13	8	7
Total	57		62		90		82		82		97	
Total Grads	37		57		84							

Except for the class of 2008-09 retention of 9th graders has been about 6-10%, an improvement from previous years. Overall retention between 9th grade and graduation has also improved as indicated by the percentage of number of students graduating as compared to the number of students who enrolled in 9th grade: 75% (2007-08), 71% (2008-09), and 86% (2009-10).

In order to encourage more of our 8th graders to choose U-Prep for high school, two members of the faculty started the Big Brothers/Big Sisters (BB/BS) program in 2008-09. High school juniors and seniors are partnered with small groups of 8th graders, with whom they meet once a month during a Tutorial period. The high school students lead discussions on relevant topics such as how U-Prep HS differs from the junior high school experience. The BB/BS students meet their 8th graders at games and occasionally attend a large group activity such as bowling or skating. This has helped us increase the rate of students who continue onto our high school; more importantly it's reduced some negative 8th grade behaviors, including talking badly about U-Prep, wearing the colors of their intended high school, and pressuring other students to transfer.

**ATTRITION between
8th and 9th GRADES**

	Total 8th Graduates	Total Not Returning	Transfer to District School	Transfer Out of District
2007-2008	91	31 (34%)	22	9
2008-2009	96	34 (35%)	29	5
2009-2010	130	30 (23%)	26	4
2010-2011	126	9 (7%) 20 (16%)	9	0

The figures for 2010-11's eighth graders are calculated from the current data based on the students who have returned their Intent to return forms (117 have indicated their current intention to attend U-Prep for high school); this figure (9 students-7%) is low as we normally lose more students over the summer. Based on the trends from previous years, we will probably drop 9-11 more students for about 16%. If this is accurate, we will see our attrition rate continue to decline.

To retain 9th graders, we started a Link Crew program in 2008-09 and began the freshman class trip to Patrick's Point in May 2008. We later changed this three day camping/science field trip to September in order to create a bonding experience for the class. While the first two trips had about 75% of the class participate, the trips in fall of 2009 and 2010 have had about a 90% participation rate. The sophomores also take a class trip to Ashland and Klamath Falls; both class trips include a visit to a college. Sophomores and upper classmen are eligible to go on the two college trips offered yearly. Students visit at least three colleges on a two or three day trip. The cost of the college trips has been significantly lowered with the support of the Foundation established in August 2008.

The University Preparatory School Educational Foundation was established to support the school's mission and has become an integral part of the school community. In March of this year, the Foundation will hold its third auction/dinner, an event which raises money to underwrite college trips; fund staff grants, and promote the school in our community. With representatives at all school events, the Foundation has given U-Prep a larger presence in the community and will likely be the source of significant funding in the future. Through participation in the Foundation's Scrip program, U-Prep Parents may meet their participation requirement. A direct donation of \$100 also fulfills the 10 hour annual requirement and is a realistic option for some families.

An on-going focus for the staff has been increasing involvement in the school and larger community through student service. The results can be seen in the growing number of programs and scholarships in which U-Prep is now included. The Redding Rotary Club has added U-Prep to its scholarship, Camp Royal, and Honor to Youth and Teachers programs. U-Prep's Interact Club has grown from 38 members in 2008-09 to 63 for this year. Interact students have participated in many community events (Electronic recycling competition, Rotary events), service projects (trail clean up, tree planting, food drives), and charitable projects (raised money for the Good News Rescue Mission, sponsored a girl through PACE International, purchased a llama and bees for Heifer International). Through their interactions with local, national and international charities, BLM, and Rotary, the club members have raised community awareness about U-Prep. Likewise, the blood drives and food drives organized by the two ASB Leadership classes have also let Redding know that U-Prep students serve their community. Our chemistry classes have an on-going partnership with a local engineering firm (CH2M Hill) and the freshman class participates in an annual tide pool macro invertebrate project, collecting data for the Department of Fish and Game.

This year we have enhanced communication with our school community in a several ways. Our goal was to increase parent and student attendance at school events, improve attendance accounting, and generally provide several ways to get information to our stakeholders. The texting to students using panthercast has been effective as has using School Messenger to call home with reminders about schedules and events and to report student absences. The Panther Cubs Club social media network has given parents of incoming students a place to find general information. "Bully Busters" is an anonymous phone line where students may report bullying against themselves or others. Last year our website was re-designed and has become much more user friendly due to the efforts of our Web Design class teacher. Nearly every teacher has an individual web page with at least the minimum information (syllabus, grading policy, and contact information). Many teachers use their WebPages to communicate with parents and students and post assignments/calendars. The faculty has also been trained to use the Aeries system to email grades and notices directly to parents. This fall we purchased Constant Contact, a program that allows students, staff and parents to register for information to be sent directly to their emails. We use the mailing of report cards to send hard copy notices about events such as the Honor Roll Awards assembly and the deadline for Intent to Return forms.

ON-GOING SCHOOL IMPROVEMENT

While school leadership has been responsible for ensuring the implementation of the Action Plan, all staff has been directly involved in that implementation. Action Plan committees/chairs, organized based on interest and skills, have changed in composition yearly to encourage new perspectives. Staff collaboration time has been dedicated to planning how to implement Action Plan goals as well as reviewing their progress. The revised Action Plan is posted on the school's website and the School Board receives monthly updates on progress as well as an annual report on progress toward completing the 15 goals.

When Action Plan committees meet, they review the goals, update progress, and add tasks as necessary. In January, the committees also identified evidence to support their reports and the committee chairs organized the work on the goal. Each goal has a folder that delineates its progress since January 2008. Those reports form the basis of the next section detailing the progress on goals 8-15. Goals 1-7 have been monitored and updated by school administration and the School Board, as those goals are applicable to governance issues. In February, committee chairs will gather and organize the evidence for the 3 Year Review Team. The report will be reviewed by the School Board, Action Plan committees, and representatives from the student and parent community.

SCHOOLWIDE ACTION PLAN PROGRESS ON GOALS

GOAL # 1: ANALYZE THE LEGAL STRUCTURE OF THE GOVERNING BOARD AND IMPLEMENT NECESSARY CHANGES AND POLICIES TO SUSTAIN BOARD DECISION MAKING PROCESSES.

Since the areas for improvement in school governance were identified in January 2008, Board and Leadership Team members have attended charter and legal trainings, met with leaders of non-profit charters, and reviewed the laws that govern those charters. In 2008, the Board established the University Preparatory School Educational Foundation and created a non-profit public entity to support the school's priorities. Working with legal counsel with expertise in charter law (Middleton, Young and Minney), Foundation and School Board members created by-laws and procedures for the Foundation. The School Board appoints a liaison to the Foundation, which now has a five member Board of Directors as well as active committees. The School Board looked at the advantages and disadvantages of making the school itself a non-profit and decided that the current status both serves the school well and maintains the relationship with SUHSD, who acts as the school's special education LEA and provides many services to U-Prep. The Board will continue to consider the school's status; having an established Foundation will simplify any future decision to become an independent, non-profit entity.

GOAL # 2: DEVELOP LONG TERM AGREEMENTS (MOU) WITH SUHSD REGARDING FACILITIES.

The school's Superintendent/Principal and Board president worked directly with the SUHSD superintendent on both the charter renewal (renewed 11/09) and the MOU, which sunsets in 2013. Recently the school superintendent/principal, associate principal, and executive assistant met with the SUHSD superintendent, associate superintendents, and CBO to list the services provided by the district. These lists of services provide more detail than the MOU. District leadership has changed since the school was accredited and the school Board felt it was important to have articulated agreements for future leaders of both the school and the district.

GOAL # 3: COMMUNICATE WITH SUHSD BOARD AND STAFF ABOUT U-PREP'S PROGRAMS AND THEIR BENEFIT TO SUHSD.

In addition to the annual report to the SUHSD Board of Trustees, Leadership Team members and school administrators attend SUHSD Board meetings and, when appropriate, share information about student performance and new programs. SUHSD Board members and district administrators are given VIP passes to U-Prep events. The SUHSD liaison to U-Prep receives Board meeting agendas, documents, and minutes. SUHSD Board members attend U-Prep's 8th grade and high school graduations.

GOAL # 4: PARTICIPATE IN PROFESSIONAL MEETINGS AND IN-SERVICE WITH SUHSD STAFF.

SUHSD and U-Prep teachers and classified employees frequently attend the same meetings and trainings. The Associate Superintendent of Curriculum and Instruction includes U-Prep in district-wide in-service events. SUHSD teachers are also invited to U-Prep in-services; several world language teachers have worked with U-Prep teachers both in summer and during the academic year. Because some U-Prep teachers attended and/or taught in SUHSD schools, they have been able to establish cordial and professional relationships with colleagues. Both certificated and classified employees have used release time to "shadow" or observe their counterparts at SUHSD schools. U-Prep staff interacts and works with district staff frequently. For example, U-Prep's Executive Assistant works closely with the SUHSD's Accounting Supervisor and CBO. The district's Data Analyst provides support and training for our teachers and the Applications Systems Supervisor does the same for our registrar, attendance clerk and counseling secretary. In recent

years, teachers from SUHSD have served as BTSA mentors for U-Prep teachers. Currently U-Prep and SUHSD Administrators are members of a county-wide higher education task force.

GOAL # 5: DEVELOP A STUDENT RECRUITMENT AND COMMITMENT PLAN FOR LONG TERM SUSTAINABILITY.

Careful examination of the enrollment data for both 6th and 9th grades since 2004-05 led us to begin tracking drop patterns of 9th graders by quarter, reasons for leaving, and new school. As a result we have implemented exit interviews, revised our recruitment presentations, and created surveys that target certain groups (e.g. a survey for feedback on enrollment and orientation for new 6th grade parents). We have also added a Big Brothers/Big Sisters program for 8th graders, a Link Crew for 9th graders, and class trips for both 9th and 10th grade to further connect our freshmen to the school culture and to reduce attrition from 8th grade to high school. In January 2010 applications for 2010-11 increased 20% for grade 6 and 22% for grade 9. Attrition from 8th to 9th grade has decreased. The student, parent, community, and staff satisfaction survey was available online in April 2010. We received the following overall satisfaction ratings: Culture – 76%, Motivation – 73%, Recognition – 69%, and Performance – 77. In 2008-09 the Board dedicated funds to marketing the school; in 2009 we hired Cornucopia, a local marketing company to create the U-Prep “brand” and develop a recruitment video that may be widely distributed. In fall 2010 we established a social media network, Panther Cubs Club, provide information to the parents of middle school students (especially 6th graders) who will begin at U-Prep in August 2011. The Facebook page features teacher pictures and biographies, announcements about events, videos, and pictures as well as a link to our web page. It has been a great tool for connecting new parents and students to the school culture.

GOAL # 6: ARTICULATE A WRITTEN BUDGET PROCESS FOR USE BY U-PREP TEACHERS, BOARD, AND ADMINISTRATION TO ASSURE CONTINUITY OF SITE-BASED BUDGET DEVELOPMENT.

The process for budget development is outlined on the Board Action calendar with deadlines for proposed, interim, and multi-year budgets. Staff and Board receive updates at least once a month; recent revisions in the state budget have led to more frequent changes (cuts) in the school budget. Board and staff have been kept up to date on the fiscal situation. Department heads met with their departments in December 2009 to discuss ways to reduce spending. Staff voted on whether to reduce the school year by 3 days with 89% of the staff in favor of it. Parents and students also voted on which calendar they would prefer; the Board considered all the survey results (staff, students, and parents) before reducing the instructional year to 175 days. A budget update, published in the 3rd quarter newsletter of 2010 articulated Board priorities as well as the probable impact of revenue loss on the 2010-11 school budgets. The current status of school finances are articulated in department, staff, leadership Team, and Board meetings. In June 2010 the School Board “froze” step raises in order to maintain an adequate cash balance. The Board voted to retro the step increase back to July 2010 at the February 2011 Board meeting. With the assistance of the Superintendent/Principal and Executive Assistant, the Board has closely monitored cash flow, state revenue deferrals, and revenue reductions. All information about budget has been available to staff and articulated in newsletters for the parent community.

GOAL # 7: DEVELOP A TRAINING PROGRAM FOR NEW BOARD MEMBERS AS WELL AS A METHOD TO DEVELOP LEADERS FROM WITHIN PARENT SUPPORT ORGANIZATIONS.

Because of budget constraints we were not able to provide California School Boards Association (CSBA) training for the Board; however, it has proven beneficial to use resources from MYM and from charter organizations for Board and Foundation Board training. Our professional resources are CSBA, MYM, the California Charter Schools Association (CCSA), the Charter School Development Center (CSDC) and the Association of California School Administrators (ACSA). Locally, other charter and public school leaders are sources of information for our Boards. In June 2009 both

School and Foundation Boards received training on the Brown Act and Robert's Rules of Order presented by current School Board members. Since new members are appointed by the existing Board, people who are interested in serving on the Board are asked to attend meetings. Generally, school Board members attend several meetings prior to being seated on the Board. In December 2010, two new Board members were sworn in. One attended a CSDC governance workshop; the other is an experienced former Board member for SUHSD. Both attended a 3 hour orientation organized and presented by the Board president and Superintendent/Principal. All Board members are currently reading *Charter School Board University* by Brian Carpenter. The School Board dedicates time for Board development at each Board meeting, discussing a chapter at each meeting. The School Board also holds two yearly retreats, one half day and one full day event. Both have Board development as their focus. Similarly the Foundation Board holds two retreats annually to brainstorm priorities, review grant applications, and write job descriptions for each Board of Directors position (President, Vice-President, CFO, and Secretary).

GOAL # 8: DESIGN AND IMPLEMENT A FORMAL PROFESSIONAL DEVELOPMENT PLAN WITH INPUT FROM TEACHERS AND STAFF ON AREAS OF NEED.

At U-Prep professional development occurs in several ways: release days for departmental collaboration, observations and/or shadowing of job-alike colleagues, offsite conferences and trainings, induction program (BTSA) for first and second year teachers, and graduate level course work. New teachers and classified employees are also informally mentored by their department chairs or supervisors, who are their "go to" persons for school procedures and policies. A Staff Development committee, established in 2008, surveyed staff on preferences for professional development; the Leadership Team used that information to design trainings, etc. for 2008-09. In January 2010 the committee (with new staff added) met and designed a staff development needs assessment, a form for requesting professional development, and a rubric for evaluating professional development. Informal feedback from staff indicated a need for further training in DataWise, Aeries, and the Student Response System. Staff was surveyed again in April 2010 with results reported to the staff in May and to the Board in August as part of the Superintendent/Principal's self-assessment. In November 2010, the forms for requesting and evaluating off-site professional development were revised and the staff was surveyed for input on on-site professional development. Results of the survey were shared at the December staff meeting. Thirty-two people responded; staff identified further training in assessment, data analysis, learning how to effectively work with Autistic students, and using the Aeries system as areas of interest. At the professional development day on January 3, 2011, the Shasta County Superintendent of Schools presented a 2.5 hour session on formative assessment (faculty gave feedback through a Survey Monkey evaluation). In the afternoon, the Action Plan committees met and updated progress on goals. The Goal 8 committee determined the priorities for breakout sessions during the April staff development day (student response system training, assistance with websites, advanced techniques for using Aeries, using Microsoft publisher and Excel, and using the Scantron system to collect data). The sessions will be scheduled using on-staff expertise. SUHSD special education staff is planning to bring in a speaker on Autism in August, and U-Prep staff will be included in that in-service. Staff was also given a professional development spreadsheet in January to list professional development experiences during their tenure at U-Prep, which is summarized in the chart below. Participants are counted once even if they have participated in the same category of professional development multiple times. Of our current five Board members, three have attended charter workshops and/or a charter conference; one received WASC leadership team training, and one of our new members attended a CSBA conference when she was a SUHSD Board member.

PROFESSIONAL DEVELOPMENT CATEGORY	PARTICIPANTS
Subject Area Conferences and Workshops: AP Workshops, subject projects, SMART grant, SCOE projects, VAPA	26
BTSA: Providers and participants	33
Charter workshops regional meetings: CCSA, CSDC	8 (including Board members)
Athletic Trainings/Workshops/Meeting: CIF, CPR/First Aid,	22
Technology and Systems Trainings: DataWise, Measures, Aeries, Student Response,	All staff in at least one area
Educational Conference: CLMS/CLHS	21
Administrative Conferences/Academies: AB 75, AB 430, ACSA, CASBO, STIS, SARB, FCMAT, WASC	7
Culture Building Conferences/Workshops: ASB (CADA), Link Crew,	5
Business/Office Trainings/Conferences: Aeries, Blue Bear, FCMAT, CASBO, Constant Contact	6
College/Counselor Training/Conferences: FAFSA, UC/CSU, Career Tech	2
Special Needs Students Conferences/Workshops: Autism, ELL, PE	14
Department Release Day	17 teachers

GOAL # 9: CONTINUE ALIGNMENT OF CURRICULUM TO STANDARDS AND SSGS IN ALL SUBJECTS ACROSS ALL GRADE LEVELS TO INCREASE STUDENT ACHIEVEMENT.

The Curriculum and Instruction (C&I) Committee tracked the use of common, standards-based assessments to place students in the appropriate level math classes and piloted various Language Arts assessments. In 2009-10 Language Arts teachers developed assessments that identify reading deficits and that can be given 2-4 times yearly to check progress on mastery of standards. The committee surveyed teachers twice (2/09 and 4/10) to see which instructional strategies they use and how often they use them.

Instructional Strategies	2/2009 Survey (32 responses)	4/2010 (35 responses)
Cornell Notes	52%	55%
Jane Schafer writing system	45%	46%
Academic Vocabulary	77%	76%
Front-loading reading strategies	77%	82%
Formal Discourse	39%	39%
Grading Rubrics	84%	79%

The percentage of teachers using these instructional strategies is fairly consistent. New teachers receive training in the methods and use them more often as they gain practice and have opportunities to observe other teachers. In the most recent survey, teachers also indicated in which strategies they needed additional training with using Student Response Systems for formative feedback (56%) cited most often. This information was used when planning professional development for staff. The C&I Committee also reviewed actions taken to extend academic support for students. CAHSEE software has been used for intervention with identified students. In 2009-10 two math labs and one reading lab were available for students as was a summer math boot camp for identified incoming 6th graders. For 2010-11 a Pre-Algebra math lab as well as a reading lab is part of the intervention program for middle school students.

Discussion and feedback on curriculum and instruction is a feature of every staff meeting and the focus of all department-based release days. For example, CORE (middle school Language Arts/Social Studies) teachers use departmental release days to develop curriculum, pacing guides, and standards-based assessments. World Language teachers use their days to create and extend TPRS (Total Proficiency through Reading and Storytelling) activities that reinforce standards. In November 2010, the C&I committee reported that World Language teachers worked together to create common grading rubrics for assessment and that the math department aligned standards by subject and created new assessments for better placement of students. All teachers have received training in the school-wide instructional strategies (e.g.; academic vocabulary, front-loading reading). Department heads review rubrics, lesson plans, and summative tests. Teachers are also provided on-going support by their department heads, mentors (if new) and administration; formal evaluations and periodic collection of lesson plans by administration are the final pieces in the accountability system. Student support includes CAHSEE tutoring; while that was initially covered in sophomore Advisory, students are now identified through CST and pre-tests and are tutored during the Tutorial period in small groups for 2-3 months prior to the exams. Information about C&I is reported to stakeholders in a variety of ways, including mailings to parents about changes in instruction such as the math department's use of formative assessment to improve learning. At Back to School and Open House nights as well as during twice yearly Academic conferences, teachers share information about curriculum, including textbooks, and instructional strategies. The summer math "boot" camp continues to be held each August with the goals of improving skills such numeracy for in-coming 6th graders. In March 2011 middle school teachers will hold a Parent University for new parents to describe instructional strategies and provide methods for parents to support their students' achievement.

While alignment of subject matter to the SSGs has been focused on the Advisory curriculum, the SSGs are integrated into the instructional philosophy and extra-curricular opportunities at U-Prep and will be covered more extensively in Goal 14. Student service clubs, such as Interact, classes such as Peer Mentoring and Student Government/Leadership, and programs such as Link Crew and Big Brothers/Big Sisters reflect the school's emphasis on the School-wide Student Goals. The Senior Transition class, which takes the place of Advisory in 12th grade, culminates in a senior exit presentation; students demonstrate their mastery of the SSGs using technology to review their experiences of high school at U-Prep.

Currently members of the CORE and HS English department have formed a committee to design a school-wide writing assessment. High school students will be given the same topic on which to write on the same day. Middle school students will probably write on another topic. During an in-service day, staff will be taught to assess the papers holistically, with each paper being read by two different readers and papers that have more than a 2 point discrepancy in assessment being read a third time. Scores will be collected and analyzed to determine growth in writing patterns and establish a baseline for an annual school-wide writing assessment. Prior to the training of staff, the committee will develop rubrics and training materials for each topic. Scores in 8th and 12th grade should indicate the highest levels of mastery for middle and high school respectively. Rubrics will target both the essential and advanced elements of writing. This project has several goals: stressing the importance of student writing in a school-wide experience, training teachers in all disciplines on

writing assessment, and encouraging teachers across subject areas to use writing to assess student learning. Another goal is providing relevant feedback to students; past experience with this process indicates that students take their scores more seriously because they know their teachers scored their essays.

GOAL # 10: DEVELOP A CONSISTENT SCOPE AND SEQUENCE FOR VISUAL AND PERFORMING ARTS CLASSES.

The Fine Arts (music, drama, dance, and art) teachers have developed a list of relevant vocabulary and meaningful, performance-based assessments. The Fine Arts teachers continue to create partnerships with community groups to the benefit of the school. VAPA teachers meet several times a year to plan the arts calendar, review curriculum and collaborate on vocabulary. The Fine Arts vocabulary lists include an overall list of concept vocabulary which is relevant to all of the Fine Arts disciplines as well as subject specific vocabulary for each Fine Arts course. Curriculum in each VAPA class is aligned to the standards; each class also has a strong writing and vocabulary component which supports academic subjects across the curriculum. The Fine Arts history of each discipline is integrated into the curriculum with opportunities for students to learn about styles, composers/artists, and specific works through research, writing, projects, and performances. The following Fine Arts classes have been awarded a-g status by the University of California: Art I-IV, Honors Art V, Jazz Ensemble, Choraliers, Drama II-III, Beginning/Intermediate Dance, Advanced Dance, Mixed Choir, Concert Band, Concert Choir, Orchestra, and Advanced Concert Choir. VAPA teachers have continued to develop authentic assessments and solicited feedback from both students and parents. Parent organizations (Music Boosters and Theater Arts Boosters) have focused on fundraising and sustainability. Music Boosters have provided the clothing for all of the choirs as well as the jazz band; they have also purchased instruments. Theater Arts Boosters handle many of the production elements of the fall musical such as set design and construction, costuming, publicity, and program and poster design. Parents from both groups work backstage during performances, monitoring students, changing sets, and handling costume changes.

Student work is displayed through several co-curricular events: the Winter Concerts and Winter Arts Festival (drama); "Just Dance," a dance performance which features all current dance students; the Celebration of Art and Music which showcases student art and ensembles; the school-wide talent competition, and the spring concerts and dance/drama show. Student performances are featured in the monthly celebrations of student accomplishments (Panther Afternoons) and during evening events such as information meetings for new families. Students also have opportunities to express their talents through extra-curricular events and productions. U-Prep performing arts teachers produce a fall musical and spring play, providing showcases for singers, actors, and dancers as well as student technicians. The advanced drama students take on most of the production elements of the spring play. Dance, drama, and music students have had the opportunity to see professional productions; advanced students recently participated in a dance workshop in San Francisco. Music students participate in local competitions, and a parent donation made it possible for all Drum Corps students to participate in a Saturday workshop with a guest professional. The VAPA teachers have worked diligently to continue sustaining a balance between the authentic assessment opportunities of performance and the academic and technical focus integral to a superior Fine Arts education.

GOAL # 11: CONTINUE DEVELOPMENT, TRAINING AND IMPLEMENTATION OF ONGOING FORMATIVE ASSESSMENT SYSTEM THAT PROVIDES TEACHERS, ADMINISTRATION, AND PARENTS WITH RELEVANT DATA REGARDING STUDENT ATTAINMENT.

From the development of the Action Plan to the present, the faculty has devoted a great deal of time and effort to improving assessment practices. At least one staff meeting a month involves faculty discussion about assessment, and departments meet frequently to evaluate assessment practices, develop benchmarks, review placement of students (math and science), and share best practices.

Early in the process of working on the assessment goals, the committee determined that additional training in developing assessments using the DataWise program was necessary for most of the academic staff. Use of the Measures program to create benchmark assessments has been limited to those teachers who have the aptitude to navigate the program. While it is possible to contract with trainers from DataWise, it has not been as effective as we had hoped. The beginning trainings are not simple enough for new teachers and too repetitive for those who do use the system to access student data (limited to CAHSEE, STAR and CST data). A three hour training session yields little in terms of increased use of either data retrieval or test formation because too much information is imparted and teachers do not have the opportunity to use the program often enough to become conversant with its capabilities. That said, individual teachers, with strong backgrounds in computer programs, are able use DataWise extensively. SUHSD is considering buying a different data analysis system, so we have not invested a great deal of time in DataWise training for the last year. Most of the staff is able to access CST data about both current and previous students, either through DataWise or on Aeries, as a field for that information was added in 2009.

ELA, world language, science, and mathematics teachers examine student scores early in the year to inform instruction. The math department looks at student scores on state tests and end-of-course exams as well as student grades to determine placement in the following year's math classes. The math teachers have steadily improved their placement process; all new students are tested for math placement upon enrollment. In 2009 the school purchased six student response systems to facilitate formative feedback for students and teachers. Teachers have indicated a need for more training in the system, specifically using the LCD in combination with computer generated work.

Using Aeries to share information about student achievement with parents has been demonstrated at staff meetings and more teachers have implemented Aeries effectively to communicate with parents. We plan to dedicate time for a session on using Aeries during the first professional development day in August 2011.

Since last year the staff has read and discussed articles by Doug Reeves and Grant Wiggins within their department and all-staff meetings; this has led to some important school-wide decisions about grading, formative assessment, and standards-based assessment for learning. For one thing, the staff has agreed to use the same grades on report grades: A, B, C, C-, D, and F. Also all teachers now round up when the grade percentage is 69.5, 79.5, etc. Most of the staff no longer gives a student a zero for missed assignments, instead giving 55-59%. Currently a small PLC of interested teachers is studying assessment using a book by Rick Stiggins, the founder of the Portland Assessment Institute. This PLC is also looking at standards-based grading, possibly to use for middle school students in conjunction with the traditional report card.

Teachers have reviewed educational data on formative assessment at staff meetings. Staff has used release time to meet in departments and design standards-based formative and summative assessments. Since DataWise has proven to be unintuitive and unwieldy, the Assessment Committee has focused on using the Scantron system in combination with simple Excel spreadsheets to analyze data and the student response system and its software for formative feedback. The committee plans to train staff in these areas by the end of the spring semester, with the goal of having each teacher use the response system at least once before the end of the year.

Stakeholders have been included in the process of developing and refining our assessment system. Board members receive monthly reports on student achievement data as well as school assessment strategies. Parents and students are oriented to school-wide and teacher specific assessments through course syllabi, websites, academic conferences for struggling students, and letters that explain changes in grading/assessment. Recently the math department informed students in class and parents through a letter about the new grading system, which weights summative assessments as 70% of the grade (previously it was 50%) beginning with Algebra I and increasing to 75% in Geometry and 80% in all higher math courses.. The math department feels that summative testing, after several formative assessments and with opportunities for tutoring and test re-takes, will more accurately reflect student mastery of a math class. The teachers are committed to students

mastering the subject matter before moving on to the next level of math. We hope that this approach will be supported by parents as reflective of what a student actually knows. While a student may repeat a math class at U-Prep, we committed to graduating students with no need for remediation in math when they start college.

GOAL # 12: AGGREGATE AND DISAGGREGATE ASSESSMENT DATA (OTHER THAN STAR/CSTS) TO ANALYZE STUDENTS' STRENGTHS AND WEAKNESSES WITH INCREASED EMPHASIS ON ARTICULATION AMONG GRADE LEVELS AND DEPARTMENTS.

Academic teachers (math, science, social science, world languages, and English) meet frequently to articulate a vertical plan that supports student achievement and to examine data on student progress. High school teachers examine and revise course content based on summative test data (end of course exams, advanced placement tests, CAHSEE, and CSTs). Additionally, 6th, 7th and 8th grade Core (Language Arts/Social Studies) teachers developed benchmark assessments for 2010-11 to assess student academic needs and track gains in learning. Mathematics teachers use testing data and semester grades to correctly place students and to evaluate their curriculum and make necessary changes. We continue to follow the data on the class of 2011 who entered the school as 6th graders. By looking at grades, GPAs, national test scores (PSATs, SAT, etc.), performance on state testing from 6th through 11th grades, we can draw some conclusions about the efficacy of our curriculum, instructional strategies and assessments. A desire to improve our students' performance on nationally normed tests has led to changes in grading philosophy and assessment (see Goal 11). Effective use of the student response systems for formative assessment and feedback is central to data collection and appropriate revision of curriculum and/or instruction. Frequent discussions on formative assessment and grading have occurred among departments as well as with the staff as a whole. Teachers continue to integrate curriculum projects in middle school, with several significant assignments that encompass language arts and science curriculum and use instructional strategies such as Socratic seminar. The 6th grade Core teachers have finished planning their upcoming history unit, complete with extensive formative assessments and feedback opportunities. They will be teaching that unit soon. High school teachers work closely within and across departments with math and science as well as English and social science teachers combining meetings. Faculty discussion at meetings is inclusive and open with teachers tackling essential questions about student achievement, grading and assessment practices, and continuous improvement of instruction.

GOAL #13: CREATE A PLAN TO SUSTAIN CURRENT LEVELS OF PARENTAL AND COMMUNITY SUPPORT.

In 2008, the Board created a policy requiring 10 hours of annual participation by families of U-Prep students. This has helped to sustain parental involvement and led to the creation of an Excel database. In this way we are able to assess the rate of involvement from year to year.

Year	Number of families	Number/Percent who completed	Number/Percent who partially completed	Number/Percent who participated
2008-09	565	117/ 20.7%	53/ 9.4%	30.0%
2009-10	654	195/ 29.8%	113/ 17.3%	47.0%

The rate of participation has increased and has continued to be strong so far in 2010-11. Random checking with parent organizations and individual parents indicates that several families do not follow through on turning in their hours or records of donations to the office. We are working with coaches, teachers, and performing arts directors to notify the office of completed hours. Currently we have a system where the person in charge of the event/sport/show signs cards of parents as they participate and then the parent turns in the card when the hours are complete. Using the all-call system at the beginning of the 4th quarter to remind parents is one option. We are also looking at writing a "Participation Update" for inclusion in the newsletter or as a possible selection on Constant Contact; these would serve as periodic reminders of the participation requirement. The committee recommends that Panther Participation cards be available in gyms for athletic volunteers and on the website in a format that may be downloaded for improved accessibility. A drop box for the cards could be installed outside the Main Office. This would allow parents who volunteer at events during non-school hours to drop off cards at the time of the event. The committee is currently working on information for a Volunteer Section on the school website, which would include the PDF of the Panther Participation card, a list of contact names/upcoming events, and a "wish list" by department or grade level. Teachers could also post these "wish lists" on their WebPages. Surveys sent to new parents in August 2009 and 2010 indicate that satisfaction with communication from the school, helpfulness of office staff, and notification about events and deadlines is high.

Staff has access to the parent participant database and parent organizations have limited access. Parents may indicate their willingness to have information shared or not. Emphasis has been placed on increasing methods and frequency of communication with our families and the community. Our website has been re-designed to be user-friendly and more informative. School messenger allows us to remind families about special schedules and events; feedback indicates that the reminders are appreciated and that attendance at events is increased as a result. Recently we added Constant Contact, software that will "push" information to parents' emails based on the groups they choose on our website. As of January 31, 2011, Constant Contact had 250 active contacts receiving information from 38 different sources, including the school newsletter and daily bulletin, sports and events schedules and announcements, college and senior information, and Foundation news.

The school's community advocates include former students and parents as well as various organizations such as Rotary, Lions Club, and Soroptimists that have on-going relationships with our students related to service learning, speech contests, and college scholarships. The recent addition of Panther Cubs Club on Facebook has spurred the interest of community members with children that are too young to attend U-Prep. This social media platform was designed by a marketing company to attract parents of students in grades K-5 who are looking ahead to a middle school for their children. The Facebook page was launched in December and has been loaded with information, pictures, videos, and invitations to events of interest to the K-5 parent community.

GOAL # 14: ARTICULATE AND DOCUMENT BENCHMARKS, CURRICULUM AND ASSESSMENTS FOR ADVISORY.

The on-going focus for Advisory is to continually improve and refine the curriculum at each grade level by adding and eliminating assignments and activities and to identify repeated themes (i.e.: goal-setting, study and organizational skills, and interpersonal skills) with the ultimate goal of marketing the materials. Advisory teachers have selected the critical pieces (activities, assignments) from each grade level which constitute the graded components of the class. Analysis of these assignments, which includes student feedback, will form the benchmarks for mastery of the SSGs. Final assessment of student mastery occurs through the Senior Exit Project.

Advisory grades are kept on a shared program through Excel for those Advisory classes where students move from teacher to teacher (9th, 10th, and 11th grades). Advisors for 2010-11 have had

several opportunities to meet this year and three staff members have received a stipend to rewrite the curriculum (6th, 7th, and 9th) in a standardized format. These teachers have identified which SSGs are addressed in each assignment. An outline of the major topics for each grade level has been given to staff and interested parents and students; it is updated annually. High school advisors have solicited feedback/suggestions from students about the content of the classes in on-going discussions; additional changes were implemented in 2010-11 advisories. Curriculum for 9th grade Advisory includes a format for student evaluation of each assignment. Student feedback led to a significant change—the creation of gender specific Advisory classes in the ninth grade in 2008-09. Advisory teachers meet monthly during staff meeting time to evaluate and improve the programs and to articulate with advisors from other grade levels to assure there is no duplication of material. Feedback from the April 2010 Satisfaction Survey indicated that students felt Advisory material/activities were repetitive.

The Senior Transition class is the culmination of the Advisory program with students preparing an exit project that demonstrates their mastery of the SSGs. Staff and senior students evaluate the project and improvements are made yearly, including the upgrading of last year's rubric and providing staff with an in-service training to ensure that students are evaluated equitably. A U-Prep Facebook for alumni has been created and, recently, a survey was distributed to obtain feedback as to how successful Advisory and other U-Prep programs were in preparing our students for college. The surveys are going to be emailed to alumni again in hopes of gaining more responses; data from the survey will be made available to staff before the end of this school year. The teacher who monitors the Facebook page will be adding additional questions to the survey, based on staff input.

GOAL # 15: DEVELOP A COMPREHENSIVE PLAN FOR EVALUATION AND ONGOING IMPROVEMENT OF THE TUTORIAL PROGRAM.

The Tutorial program was designed to provide time for students to begin homework in a quiet classroom, seek help from teachers, and make up tests and quizzes. Surveys indicate that parents and students see the value of a dedicated tutorial. However, it is during Tutorial that parents pick up students for appointments (or for convenience) thereby interrupting and undermining the program. Therefore, the staff has looked at ways to improve Tutorial and make it meaningful to students and parents. In 2009-10 several teachers piloted a grading program for Tutorial, which was implemented school-wide in 2010-11 to make students more accountable. The staff has devoted much time to refining the mechanics of Tutorial; each change has improved the class. Examples of maximizing the use of Tutorial include a regrouping of students needing additional preparation for the CAHSEE (California High School Exit Exam), and the use of peer tutors in Latin and Geometry Tutorials. Seventh and eighth grade teachers have requested that Tutorial be arranged to include their own Core class students next year to ensure that they direct students to use their time wisely. A Perfect Attendance award was instituted this year to help increase attendance in general and in Tutorial in particular, with donated gift cards being awarded through a drawing of qualified students. Parents who consistently remove students from Tutorial are flagged by the attendance clerk and receive a call from an administrator. Students who miss so much time in Tutorial class that they are averaging below 60% must make up the time in Saturday School. High School students must earn a minimum of 30 credits in Tutorial unless they are excused from the class during their junior year because they have maintained a 3.0 or higher GPA.

SCHOOLWIDE ACTION PLAN REFINEMENTS

The school has adhered to the tasks and plans for implementation of our goals in nearly every area. Goals 1-7 have been nearly completed with an adjustment to include ongoing discussions about SUHSD services to U-Prep. More budget transparency will be an additional piece of the governance goals 1 and 6 as the state and school continue to deal with revenue loss. In 2011-12, U-Prep will become the only charter school in this facility. Currently Redding School of the Arts has approximately 200 students in grades 2-8 in the building. As a result, Action Plan Goal 2 will receive a great deal of staff and Board attention and will no doubt be expanded for 2011-12.

Professional development (Goal 8), curriculum and instruction (Goal 9), and assessment (Goals 11 and 12) are areas which will require frequent refinement to maintain our culture of continuous school improvement. All three areas will need to be re-examined in light of the Common Core Standards, future book adoptions, and school-wide implementation of formative assessment for student learning. Acquiring a student response system for each classroom will need to be a budget priority as faculty learns and masters the system and embraces the value of formative assessment. Although we have listened to and studied experts on assessment and student motivation as well as standards-based grading, there is much work to be done to bring all of these elements together in a the ways that best serve students. For many teachers this represents a new way of thinking about learning, and much discussion and collaboration will be needed to support this shift in philosophy. Already teachers are examining data and reconsidering teaching practices as we focus on the goal of graduating every student with a-g requirements met and no need for remediation in math or ELA.

The difficulty in using the DataWise system, has spurred faculty to find other ways of collecting and disaggregating data. Although it is a simple system, the Scantron system can provide powerful feedback for teachers and students. In the same way, the relatively simple student response systems we have purchased have great potential for formative feedback.

While a great deal of progress has been made in standardizing Advisory curriculum, it's accurate to note that staff has had to overcome resistance to Advisory before it could be improved. Not surprisingly, developing and teaching an additional and unfamiliar curriculum created obstacles that had to be addressed. Each Advisory level has a counselor or administrator assigned to the group to help with this process. The initial marketing of our Advisory curriculum will begin with our 6th and 9th grade materials as those are transition grades and have a greater potential audience. We are fortunate to have teachers who are dedicated to refining the curriculum for publication in nearly every grade level.

One area that has been overlooked is the inclusion of students in the improvement of the Tutorial classes. Recently we engaged high school students to discuss preferences for tutorials with their teachers. Our math department has decided to pilot a Geometry drop-in Tutorial using peer tutors. Other teachers are looking at designating specific days for tutoring each of the subjects they teach. We will continue to look at improving tutorial through monitoring attendance patterns, soliciting student and parent input, and communicating about best practices.

Finally, it is apparent that sustaining parental and community support (Goal 13) will be an ongoing process as the needs of our students, parents, and community change and the methods of communicating expand. For instance, when we wrote our original Self-Study we had no access to communication tools such as Constant Contact, panthercast, and School Messenger. In the future there will be more ways to engage the community through marketing and more methods to increase parent participation. The U-Prep staff will look toward improvements and bring new ideas, goals, and technologies into Action Plan refinements.