UNIVERSITY PREPARATORY SCHOOL

FOCUS ON LEARNING SELF-STUDY REPORT

2200 Eureka Way
Redding, CA 96001

October 2014

University Preparatory School
2200 Eureka Way
Redding, CA 96001
www.uprep.net

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Preface

Self-Study Process

University Preparatory School

Preface: Self-Study Process

University Preparatory School opened its doors in 2004 and has quickly become a sought-after school of choice within the community, serving students from grade six through twelve. With our first WASC Self-Study in 2006-2007, we have continued to grow as a school, while maintaining our high level of academic achievement and our small-school environment. With our first WASC visit in 2007, we received accreditation and a six-year clear with a three-year follow-up in 2011. Our WASC process has continued on diligently, with the preparation for this 2014 Self-Study beginning in January 2012.

In preparation for the Visiting Committee review, our entire staff and many of our stakeholders have taken an active role in not only evaluating U-Prep but looking forward to the ways in which our school can maintain the successes we have been a part of these past ten years. Through the self-study preparation, the following steps were taken to ensure whole-staff participation and clear communication throughout the process:

January through March 2012 - Executive WASC Committee met monthly to map out timeline for the Self-Study process

March 2013 – Staff re-visited U-Prep's Mission and Vision statement to ensure our focus and goals are still in-line with our current Mission and Vision; staff agreed that our Mission and Vision remain as-is with no changes

April 2013 – WASC Executive Committee introduced WASC and the Self-Study process to staff at in-service staff development day, focusing on the process and the benefits to the school community; staff worked together in small groups to address our Essential Questions of what our students should know, understand and be able to do upon graduation

April 2013 – Working in small groups, staff collaborated on our students' core values, identifying what our U-Prep student should be continuously working towards and ultimately have accomplished by graduation, and what she or he needs from us at U-Prep to get to that point.

May 2013 – WASC Executive Committee worked with staff for Focus Group preferences, as staff had the opportunity to choose which Focus Group they preferred to participate in; Focus Groups were finalized and Focus Group Leaders were selected, establishing the WASC Leadership Team.

August 2013 – Staff collaboration at in-service staff development focused on our Schoolwide Learning Outcomes and ensuring staff buy-in and staff-created SLOs to support our school culture and student expectations; SLOs finalized

August 2013 - Staff met in Home Groups to review SLOs and how U-Prep applies these Schoolwide Learning Outcomes across departments

September 2013 – Staff collaborated on the school's critical areas of need, prioritizing our areas of opportunity and growth

September 2013 –WASC Leadership Team met to review the upcoming timeline and general expectations for each Focus Group and developed a timeframe for Focus Group meetings

October 2013 – Based on the critical areas of need, departments reviewed the list by staff from September, categorizing the list of opportunities and challenges

October 2013 – WASC Executive Committee attended WASC/CDE Self-Study Training (Part Two)

November 2013 – WASC Leadership Team and Executive Committee met to finalize upcoming Focus Group meetings and assign parents and students to each Focus Group

December 2013 – WASC Executive Committee held an informational meeting for parents and students interested in participating in the WASC Self-Study process and take part in the Focus Groups

December 2013 – WASC Committee Chair finalized WASC 2014 Teacher Survey

January 2014 – Focus Groups met during in-service staff development and responded to indicators and prompts for each criterion within the specific Focus Group format

January 2014 – Teachers completed the WASC 2014 Teacher Survey

February-March 2014 – WASC Committee Chair implemented Focus Group notes, evidence and responses and prepared drafts for each Focus Group

March 2014 – WASC Committee Chair finalized WASC 2014 Student and Parent Surveys

April 2014 – Focus Groups met during in-service staff development to review drafts of each Focus Group section and make final modifications

April 2014 – Teachers and staff reviewed WASC 2014 Teacher Survey results

April 2014 – WASC 2014 Student surveys completed during Social Studies classes

May 2014 – Staff reviewed WASC 2014 Student survey results by grade level and collaborated on top goals and priorities based on findings

May 2014 – WASC 2014 Parent surveys distributed and completed during Open House and two weeks following; survey results collected and compiled for staff review

May-August 2014 – WASC Executive Committee finalized WASC Self-Study Report

Throughout the Self-Study process, staff and stakeholders have played an active role and through this process, we have continuously evaluated our long-range action plans. As a staff that reflects on successes and future goals, Chapter 5 (Schoolwide Action Plan) is a true representation of the school's areas of need and aligns with the recent Local Control Accountability Plan (LCAP), the 2014-2017 Strategic Plan and the U-Prep Board Goals.

The overall WASC process has positively involved our entire staff and has provided a means of clarifying and ensuring our goals are consistent and in alignment with our school's Mission, Vision and Schoolwide Learning Outcomes. Students, teachers, parents, administration, support staff and community members have all taken part in our Self-Study process. Through this ongoing practice, we have and will continue to focus our collective efforts in providing our U-Prep students with a comprehensive, effective rigorous and well-rounded education.

Chapter 1

Student/Community Profile

University Preparatory School

Chapter I: Student/Community Profile

Student Profile Summary:

On August 23, 2004, University Preparatory School (U-Prep) opened its doors for the first time to 254 students in grades 6-9. With the culmination of over a year's planning by the Leadership Team (comprised of U-Prep's five founders) with input from parents, U-Prep was born of the stakeholders' common goals**:**

> **To provide a small-school alternative within the Shasta Union High School District, offer a rigorous, seamless education from middle school through high school, and ensure that our students would be academically and emotionally prepared for a successful transition to college**.

U-Prep originally added one grade level per year and celebrated its first high school graduation in 2008. University Preparatory School has grown each year and is currently enjoying a full enrollment of 940+ students in the 2014-15school year.

A 2005 study by Dr. Patricia McDonough of UCLA and funded by the McConnell Foundation provided our original data:

- Over 40 percent of Shasta County's adult population is functionally illiterate.
- Its high school graduates are under-represented in four-year colleges and universities.
- In 2003, only 2.5% of Shasta County high school graduates attended a University of California school, while only 5.3% attended a California State University program;
- These numbers were even lower in 2005, with 2.4% attending a UC, 4.5% attending a CSU.

The most recent information provided by the Postsecondary Education Commission indicates that in 2009, the college-going rate for students of all ethnicities statewide to any California public college or university was 40.6%, and the average for Shasta County was 42.9%. This included all students enrolled full-time, part-time, for credit and for no credit. While this represents huge growth from the last statistics, it still indicates that less than half of the high school graduates from our community attend college, much less complete a two- or four-year degree.

At University Preparatory School, our target population includes all Shasta County students with the potential to get "lost" in a large school system and who come from families where college is not an automatic option. Students currently attending U-Prep come from 10 regional schools districts; 29% of them will be the first in their family to attend a 4-year university. U-Prep provides the only completely college-prep public high school among the far-northern counties of California, and competes for student enrollment with several low-performing schools.

Community Profile Data:

Nestled in the north end of the Sacramento Valley, Shasta County and its three Cities - Redding, Anderson, and Shasta Lake - are 545 miles north of Los Angeles; 162 miles north of Sacramento; 433 miles south of Portland, Oregon; and 592 miles south of Seattle, Washington. The city of Redding has a population of 89,861. The unemployment rate is 14.7%, much higher than both the state and national unemployment rates. Shasta County is a largely rural area that supports an active agricultural economy. Its largest industries are trade, transportation and utilities, as well as government, education and health services. Construction and recreation are also important sources of income for families in Redding. While there are opportunities for post-secondary education locally, most are private and very expensive. Shasta County has much to offer its community members, such as numerous parks and open

spaces, a variety of recreational opportunities with beautiful lakes and mountains, and a relatively low cost of living and crime rate, although the latter has increased substantially in recent years. However, as in other areas of the state, a number of factors negatively impact teens living in the county; drug and alcohol abuse, teen pregnancies, and a significant number of children under the age of 18 living in poverty. In addition, wages are low, as compared to the rest of the state, with many families struggling to meet basic needs, and having few resources left over for other needs. ***Education, especially post-secondary education, is clearly not a priority for many of these families***.

School Purpose

Mission

University Preparatory School is a small, grades 6-12, college preparatory school committed to university level preparation in fine arts, literature, languages, history, mathematics, science and philosophy. Working together, University Preparatory School staff, parents and community will offer students learning experiences needed to achieve their leadership and academic potential, to become creative thinkers, compassionate human beings and ethical participants in a multi-cultural, democratic society. Students will be immersed in rigorous academics and meaningful extra- curricular activities and supported by a close-knit community of teacher/advisors which will enable them to choose any course of post-secondary education.

Description of our school and philosophy:

We believe learning best occurs in a small, safe environment where students have many opportunities to form significant, positive relationships with adults (teachers, administrators, counselors, advisors, coaches, paraprofessionals) and where all students can access a rigorous college-prep/honors curriculum with a wide selection of electives and a staff responsive to students' needs. All U-Prep students take a college prep/honors curriculum, so we offer a seven-period day to allow students more opportunities to take fine arts or continue in Advanced Placement courses – or both. To give each student every support for success we have added Advisory and Tutorial periods for small group guidance and instruction. Our Mission Statement includes realistic educational goals for U-Prep students that will enable them to become self-motivated, competent lifelong learners who achieve university baccalaureate degrees.

Core Principles:

- Any student who wants to work hard, is supported by staff, peers and family, and is willing to accept assistance can achieve academically
- Students who connect to a significant adult within the school system will be more resilient and have a greater chance of success
- Students will rise up to the challenge of rigorous expectations
- Students whose families volunteer time or goods or contribute to school in other ways will be more successful

Goals (priorities and direction):

- Providing a sound, rigorous college preparatory curriculum for all students
- Providing academic and social/emotional support to help students succeed in school
- Encouraging students to pursue a well-rounded education including extra-curricular activities, sports, visual and performing arts, world languages and culture, and other opportunities
- Providing all students with technology in school and beyond the school day and giving them the training to use it meaningfully and ethically
- Preparing all students for the post-secondary option of their choice: four-year college or university, two-year junior college with a four to six year plan, any branch of the military, or technical school

University Preparatory School's Student Learning Outcomes (SLOs):
The staff established the following SLOs:

Every student who graduates from U-Prep will be:

- **A Mature Communicator**
  Able to read, write, speak, question, and listen effectively and professionally to support all aspects of communication
- **An Information Manager**
  Able to ethically and morally access, organize and evaluate information for a complex and technological world
- **A Problem Solver**
  Able to be innovative through critical thinking and decision making to produce solutions, while adapting and facing new challenges
- **A Positive Member of a Diverse Society**
  Able to demonstrate compassion and empathy throughout the community both locally and globally
- **A Lifelong Learner**
  Able to be accountable in setting and achieving educational, career and personal health goals to adapt to a rapidly changing environment

So that he or she can serve the world with character, skills and leadership.

Student/ Community Profile Data

Enrollment

Students need not live within district boundaries to attend U-Prep (we have traditionally had students from both Shasta and Tehama County). Although we are a public charter school, all students who wish to attend must submit an application. Testing is used solely for placement purposes. Our entire lottery process for admission (see Appendix M for Application for Admissions) is spelled out in great detail in the Student/Parent Handbook (Appendix L) and in our charter document. Our clientele comes from ten different school districts as well as from private schools, charter schools and home school programs. Our enrollment has increased annually from 254 students in 2004-05 to 943 students in 2013-14 demonstrating the increasing popularity of U-Prep.

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS) and CALPADS.

Grade Level	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 6	123	149	154	155	150	155
Grade 7	126	128	151	157	155	157
Grade 8	95	133	127	146	156	156
Grade 9	93	105	127	125	143	145
Grade 10	81	100	109	113	118	130
Grade 11	97	72	84	94	110	103
Grade 12	61	88	65	75	81	97
Total Enrollment	676	775	817	865	913	943

With the growth in our enrollment our staff has grown from 14 full-time teachers to 45 full-time teachers in the past 10 years. We have had waiting lists in every grade for the past two years.

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CALPADS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
2011-2012					
Racial and Ethnic Subgroup	#Students	%Students	**Racial and Ethnic Subgroup**	#Students	%Students
African American	6	.69	**Hispanic or Latino**	4	8.67
American Indian or Alaska Ntv	7	.81	**Pacific Islander**	3	.35
Asian	43	4.97	**White(Not Hispanic)**	668	77.22
Filipino	0	0	**Multiple or No Response**	63	7.28
20012-2013					
Racial and Ethnic Subgroup	#Students	%Students	**Racial and Ethnic Subgroup**	#Students	%Students
African American	4	.44	**Hispanic or Latino**	5	10.30
American Indian or Alaska Ntv	7	.76	**Pacific Islander**	4	.44
Asian	51	5.59	**White(Not Hispanic)**	666	72.95
Filipino	0	0	**Multiple or No Response**	87	9.53
2013-2014					
Racial and Ethnic Subgroup	#Students	%Students	**Racial and Ethnic Subgroup**	#Students	%Students
African American	5	.53	**Hispanic or Latino**	91	9.65
American Indian or Alaska Ntv	8	.85	**Pacific Islander**	5	.53
Asian	56	5.94	**White(Not Hispanic)**	693	73.49
Filipino	0	0	**Multiple or No Response**	85	9.01

While our percentage of ethnically diverse students attending U-Prep ranges only from 10 to 14 percent, this is reflective of the percentage of diversity in the Shasta County area and exceeds all but one of the comprehensive high schools in the Shasta Union High School District.

Special Programs

The population at U-Prep has fewer English Learners and low-income families than the population represented in the district. We attribute this to the fact that charter schools rarely provide bussing—we provide a bus with six pick up areas to accommodate our families, and also offer students access to the

Shasta Union High School District busses if they live near a regularly scheduled stop. However, since we cannot leave students at a public drop off area, their parents must provide their own transportation home. Likewise, charter schools do not receive any categorical funds, so we do not have Title 1 and some of the other district programs that would benefit these students.

English Language Learners and Low Socio-Economic Students

All of the students who speak English as a Second Language that currently attend U-Prep are classified as fluent. Low socio-economic status (low SES) families are defined as those who qualify for free or reduced meal (FRM) services. Our low SES population has slightly declined over the last three years, and our numbers of low SES students are well below the district average. We attribute this to the fact that we are a charter school, so there is no one feeder school that transitions to U-Prep and we have only one bus that picks up at six locations but we do not provide transportation home. Therefore, students without transportation are not likely to enroll. Additionally, the location of the school is in a relatively wealthy section of Redding.

School Year	2011-12		2012-13		2013-14	
School Enrollment	**865**		**913**		**943**	
English Learner	0	0%	0	0%	0	0%
Free/Reduced Meals	193	22%	167	18%	146	15%
District Enrollment	**5795**		**5727**		**5750**	
English Learner	19	0.3%	23	0.4%	18	0.3%
Free/Reduced Meals	2366	41%	2224	39%	2120	37%

Special Education Enrollment

School Year	Speech (SLI)	Spec. Learning (SDI)	Autism	504
2008-09	6	4	6	5
2009-10	3	4	4	5
2010-11	3	4	2	5
2011-12	3	3	2	4
2012-13	2	2	3	4
2013-14	2	3	7	6

Our number of special needs students varies annually, with our lowest number being eleven students in 2012-13 and our highest being 21 in 2008-09. Traditionally we have a disproportionately large number of students on the Aspergers/Autism spectrum; our small, safe environment, rigorous education and unique approach to support services seems to work well for this population. All of our students are fully mainstreamed into the regular program. Support services are given during one or two days a week pull-out from PE, electives, study hall, or tutorial; some students receive services during zero period. Another group of students received school-based services from our support staff (based on their academic need rather than disability). U-Prep has contracted with our chartering district, SUHSD, since our inception to provide special education services to our students. Due to our initially low number of special needs' students, we originally received services by district special education personnel working part time at U-Prep. This resulted in a change of personnel every year. Beginning in the 2007 – 08 school year, the district hired a full-time Resource Specialist Teacher for U-Prep and in 2008 – 09 they hired a part-time paraprofessional. Having these regular staff members as a part of our U-Prep team

greatly improved the quality and continuity of services rendered as a result. The district also provides us with a Speech Therapist one day weekly, a one-on-one aide for our orthopedically handicapped student, and last year, a note-taker and electronic note-taking system for our deaf student. The district additionally provides our students with occupational therapy, adaptive physical education and psychological services as needed.

Attendance Data

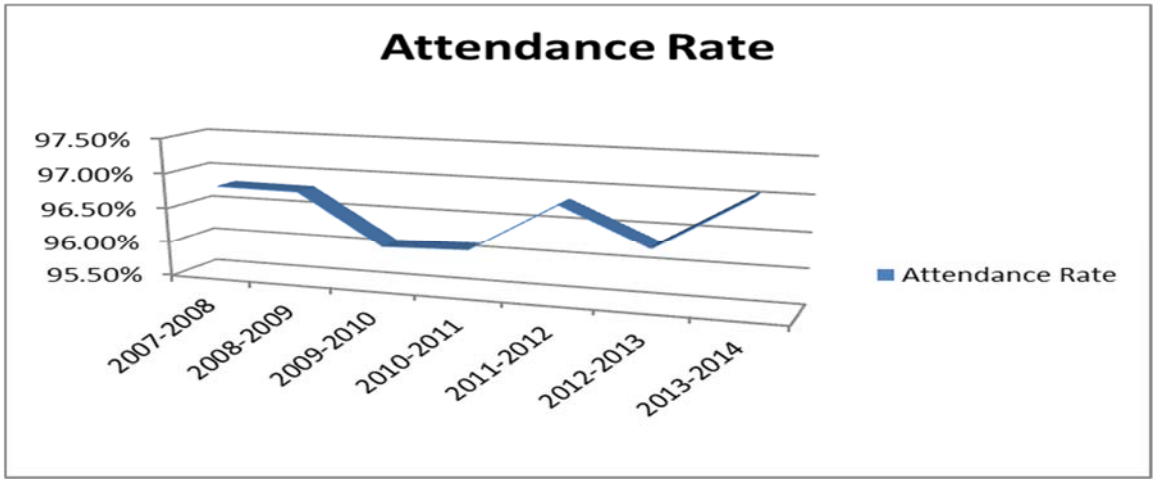
A high expectation for regular student attendance is part of our culture. We encourage all students to be prompt, present, and to value their time in school. Our parents support this by making appointments that disrupt learning the least and scheduling vacations whenever possible during allotted vacation time. Our handbook reflects our expectation and the consequence for not adhering to it: *"The grades of students who miss several (five or more) consecutive days of school, even if they are fulfilling a STIS contract, will be affected by their absences." (p.14 of 2013-14 Student/Parent Handbook).*

Percentage of Daily Attendance (as per CBEDS Report)

Year	Grades 6 - 8		Grades 9 - 12	
	P1	P2	P1	P2
2011- 12	97.69%	97.30%	97.55%	96.85%
2012 - 13	97.19%	96.86%	97.53%	96.59%
2013 - 14	97.53%	96.85%	96.53%	96.48%

Attendance Data - School Wide

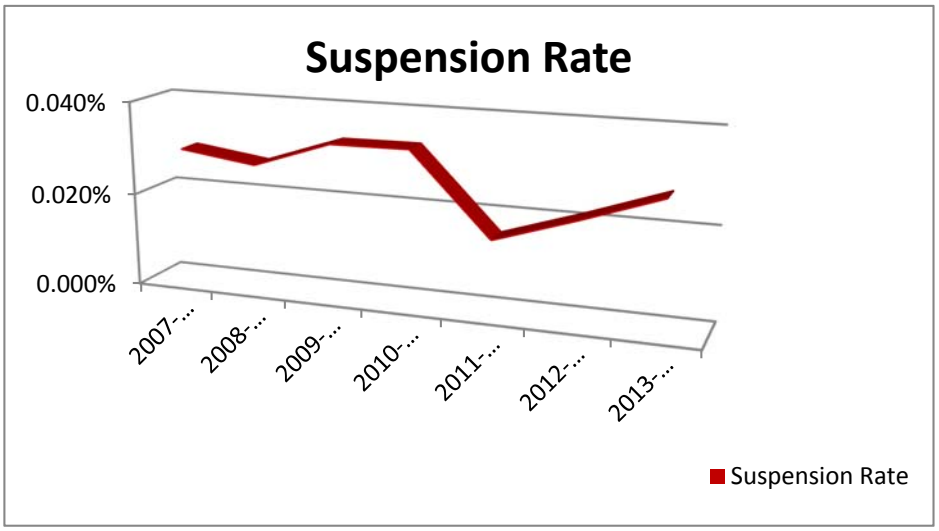
Year	Students	Days Enrolled	Days Present	Attendance Rate	Suspension Days	Suspension Rate
2007-2008	519	101672	98423	96.80%	30	0.030%
2008-2009	592	121013	117131	96.79%	33	0.027%
2009-2010	702	139561	134093	96.08%	46	0.033%
2010-2011	723	141878	136370	96.12%	47	0.033%
2011-2012	784	151263	146455	96.82%	24	0.016%
2012-2013	810	158531	152674	96.31%	34	0.021%
2013-2014	944	75924	73685	97.05%	8	0.011%



Suspensions and Expulsions

U-Prep staff and administrators consistently enforce the rules at U-Prep, lending to our low number of disciplinary referrals. We run a weekly detention that consists of a five-minute campus clean-up for both junior high and high school students. This largely dissuades students from committing minor infractions (being tardy, unprepared for class, gum). More serious issues are referred to administration and dealt with through consequences and counseling. Our numbers of serious incidents, including fights, incidents of alcohol use, possession of tobacco or paraphernalia, and sexual harassment are negligible and have decreased with each successive year. In some cases we take students with major infractions or habitual truancy to the SUHSD School Attendance in Review Board (SARB) or the SARB board in the student's district of residence to obtain a contract before returning them to their district.

	School			District		
	2011	2012	2013	2011	2012	2013
Number of Suspensions	11	16	15	632	364	367
Rate of Suspensions	1.3%%	1.8%	1.6%	11%	6.46%	6.38%
Number of Expulsions	0	0	0	16	18	14
Rate of Expulsions	0%	0%	0%	.28%	.31%	.24%



It is our belief that our suspension rate has remained consistently low over the years due to our practice of disciplining students with dignity, re-teaching more appropriate behavior and providing conflict resolution, and teaching and expanding our culture of respect through Advisory, Peer Mentoring, our Perfect Attendance program, and rewarding acts of kindness through the Panther Peso program and ASB (junior high and high school student government).

The Learning Environment

University Preparatory School is located in Redding in the area known as the Westside. The Shasta Learning Center houses U-Prep as well as North State Independence High School and the Shasta Union High School district office. The building itself, erected in 1927, is a historic structure with a beautiful

view where many local residents attended one of the five high schools that began there. Other highlights of the campus include the following:

- David Marr Auditorium -used for our drama, dance, and musical performances, assemblies, and Panther Afternoons.
- 3 Gymnasiums – used for PE, Pep Rallies, and after-school sports
- Computer Lab
- Classrooms remodeled in 2004 (paid for by a facilities Bond Measure passed in 2000)
- Dance Studio
- Turf all-weather football stadium – used for PE, Soccer, and Football
- All-weather track (completed in 2008) - used for PE, Cross-country and Track
- Lockers (a full bank in the east wing, upstairs and downstairs, and also in Pennant Hall)
- Little theater for drama classes, small productions, guest speakers, seminars

U-Prep provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the school-wide student goals. Many programs help promote our positive environment, including two Student Governments classes (Jr. High and High School) that plan, organize, and produce eight well-attended dances a year (including a Junior/Senior Prom, Pep Rallies, Homecoming), Spirit weeks, and community service projects. The dance, music, drama, and art programs hold productions annually to showcase their talents, including our musicals (*You're a Good Man, Charlie Brown; Schoolhouse Rock; Grease; Little Shoppe of Horrors; Once Upon A Mattress; The Boyfriend; Willy Wonka and the Chocolate Factory; Annie; Thoroughly Modern Millie and this year, Bye Bye Birdie* and this year *Hello Dolly*). A Celebration of the Arts showcases music ensembles and student art for parents and the community while drama productions are performed for classes and parents. *Just Dance!* showcases our unique dance program with its blend of ballet, modern, jazz and hip-hop.

Culture of Volunteerism

Because we believe that students whose parents are involved in their education do better, we encourage parents to volunteer at U-Prep in a variety of capacities. Parent leaders co-sponsor clubs with teachers, take on important projects (e.g., fundraising, eighth grade graduation, coaching), assist with the design of the parent and student surveys, help with recruitment, lead outreach efforts, pair up with new parents, develop service projects (e.g., Leadership High School), volunteer in classrooms and the office, and join ad hoc focus groups on special topics (i.e. safety, recruitment, college visits) as well as on-going committees (Foundation and various boosters clubs). Parent involvement in student learning is extremely important at U-Prep. Parents make a commitment to support their children's school success with specific times and places for homework, priority for school work over non-school activities, and close communication with teachers. Input from parents has informed us that they need to understand more about what their children were experiencing at U-Prep. In response we hold several Parent University seminars, evening briefings on instructional techniques to allow parents to support student learning, such as Common Core State Standards, Cornell Note-taking, Jane Schafer's writing format, Front-Loading Reading, Test-Taking, Study Skills, Bullying, and Coping with Student Stress. Parents connect us to the community and help organize community-based activities, recruitment, outreach to special populations, and U-Prep performing arts events. Our School Board also includes U-Prep parents.

Graduation Rates and A-G (College Entrance Course Requirements) Compliance

U-Prep's graduation rates exceed those of other schools in the area. Since the beginning of U-Prep, we have had 100% of our senior class graduate, with the exception of one year.

All of our high school students take an Honors and AP curriculum at University Preparatory High School. Between our middle school academic preparation of students (learning Cornell notes, Jane Schaffer writing, Academic Vocabulary, etc.) and our academic safety nets including Tutorial, counseling, ready teacher assistance before and after school and at lunch, Peer Mentoring, Senior Transition, summer school and credit recovery options, our high school graduation rate is almost perfect. Additionally, our graduation requirements match those of the CSU/UC system so most of our students are eligible for acceptance at a four year University upon graduation from high school. As evident in the table below, U-Prep students are prepared to transition to a 4-year college or university. Our high school counselor works closely with our students to monitor student status throughout their high school career.

Percent of Graduates Meeting UC/CSU Entrance Requirements

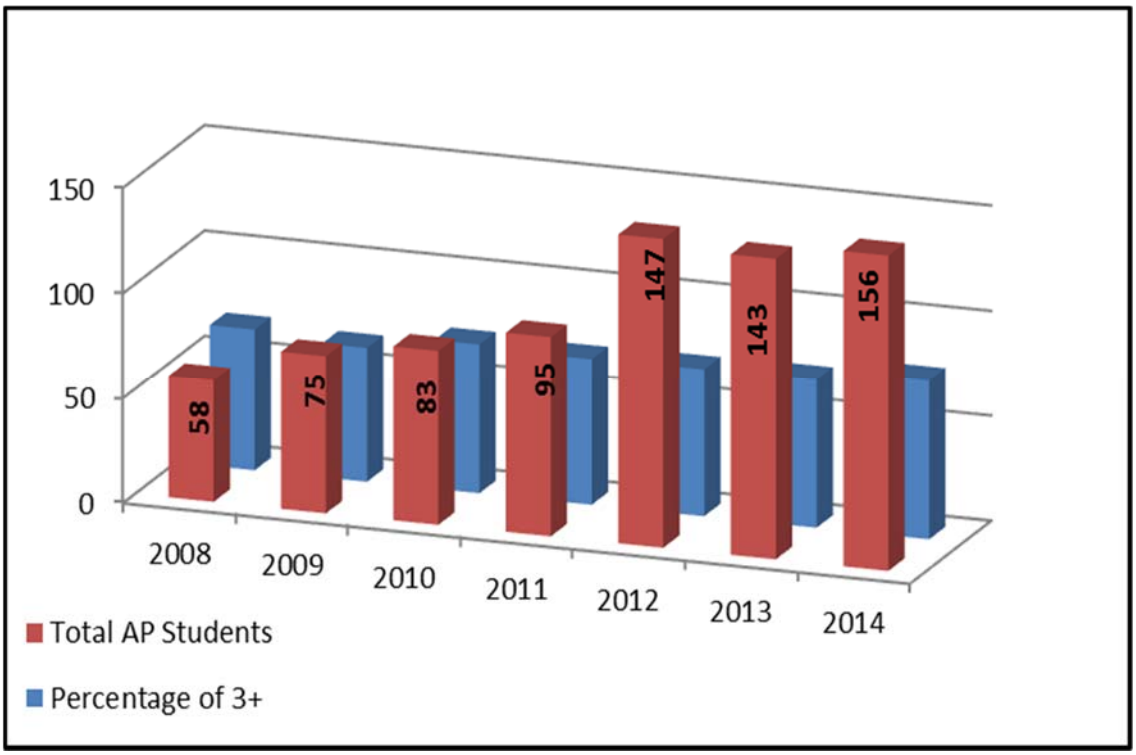
Year	U-Prep	Enterprise High School	Shasta High School	Foothill High School	County	State
2007-2008	**75%**	21.5%	23%	28%	17%	34%
2008-2009	**72%**	24%	41.5%	45%	26%	35%
2009-2010	**71%**	23.5%	38%	38%	23%	36%
2010-2011	**80%**	28%	39%	41%	24%	37%
2011-2012	**71%**	24.5%	39%	34%	23%	38%
2012-2013	**63%**	28%	45%	42.5%	25%	39%
2013-2014	**74%**	NA	NA	NA	NA	NA

Advanced Placement

The number of students taking and passing AP tests at U-Prep has grown over the last seven years (2008 was our first class of seniors); the number of tests taken has almost tripled and our average scores have increased 9%. In comparison to the national averages and pass rates, our pass rates (a 3 or higher scored on the exam) consistently exceed those of the national average. Our AP teachers frequently attend AP conferences during the summer. This year our entire high school English department attended an AP conference together. We added a new AP Psychology class for the 2014-15 school year, and that teacher attended an AP class as well. Two of our AP Social Science teachers attended a conference this summer, and the third scored AP Government and Economics exams during which time they were instructed as to what constitutes a passing score. Our AP Calculus teacher likewise attended a summer AP conference. We are planning to add an AP retreat for students in the 2014-15 led by our AP teachers to further prepare our AP students for their exams.

University Preparatory School: 6-Year Advanced Placement Results

Year	Total AP Students	Exams Taken	Scores 3+	Percentage of 3+
2008	58	94	39	67%
2009	75	127	48	64%
2010	83	171	59	71%
2011	95	184	66	69%
2012	147	274	103	70%
2013	143	310	101	71%
2014	156	342	118	76%

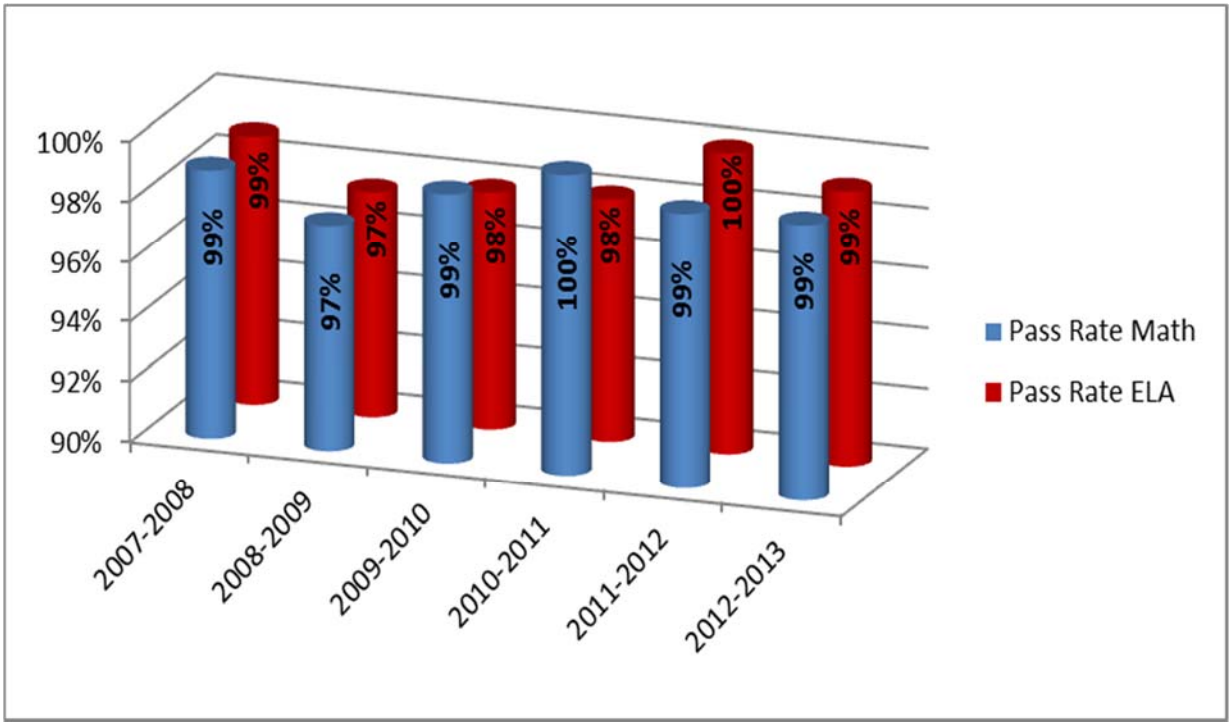


CAHSEE

U-Prep's CAHSEE (California High School Exit Exam) results are higher annually than other high schools in our district. We identify all students at the beginning of their sophomore year that might be at risk for not passing the CAHSEE based on classroom performance and standardized testing and place them in a special Advisory designed to remediate their areas of need in math or English Language Arts. This has proven very successful based on our overall CAHSEE pass rates. We have never had a student not pass both sections of the CAHSEE prior to graduation, including all of our special needs students.

University Preparatory School – 6 year CAHSEE Results

Year	Students Tested	Number Passed Math	Pass Rate Math	Number Passed ELA	Pass Rate ELA
2007-2008	92	91	99%	91	99%
2008-2009	79	77	97%	77	97%
2009-2010	94	93	99%	92	98%
2010-2011	103	103	100%	101	98%
2011-2012	112	111	99%	112	100%
2012-2013	116	115	99%	115	99%



Shasta Union High School District Comparison - 2012-2013 CAHSEE Results

School	Students Tested Math	Number Passed Math	Pass Rate Math	Students Tested ELA	Number Passed ELA	Pass Rate ELA
U-Prep	116	115	99%	116	115	99%
Enterprise	300	283	94%	300	266	89%
Foothill	316	298	94%	315	292	93%
Shasta	343	319	93%	342	318	93%
Pioneer	22	9	41%	26	12	46%
North State	43	34	79%	43	31	72%
Shasta Secondary	55	43	78%	54	45	83%

Adequate Yearly Progress and Academic Performance Index

Since its first year of operation, U-Prep has demonstrated gains in API scores and has met the Adequate Yearly Progress (AYP) each year. For the 2006 – 07 school year U-Prep demonstrated the highest high school Academic Performance Index (API) score in Shasta County. U-Prep has been ranked a 10 in state comparisons from 2004 – 2013. In 2012 – 13 U-Prep achieved an API Score of 910 making us the highest scoring middle school and high school in Shasta County.

AYP AND API Data

Students included in API	**2004 API Base**	**2005 API Growth**	**2004 – 05 Growth**	**2005 AYP Met**	**Statewide Rank/Similar Schools Rank**
	N/A	853	N/A	Yes	
	2005 API Base	**2006 API Growth**	**2005 – 06 Growth**	**2006 AYP Met**	
226	853	863	10	Yes	10/8
	2006 API Base	**2007 API Growth**	**2006 – 07 Growth**	**2007 AYP Met**	
354	858	873	15	Yes	10/8
	2007 API Base	**2008 API Growth**	**2007 – 08 Growth**	**2008 AYP Met**	
447	873	872	-1	Yes	10/8
	2008 API Base	**2009 API Growth**	**2008 – 09 Growth**	**2009 AYP Met**	
484	871	873	2	Yes	10/7
	2009 API Base	**2010 API Growth**	**2009 – 10 Growth**	**2010 AYP Met**	
569	873	890	17	Yes	10/7
	2010 API Base	**2011 API Growth**	**2010 – 11 Growth**	**2011 AYP Met**	
650	890	896	6	Yes	10/7
	2011 API Base	**2012 API Growth**	**2011 – 12 Growth**	**2012 AYP Met**	
703	897	914	17	Yes	10/7
	2012 API Base	**2013 API Growth**	**2012 – 13 Growth**	**2013 AYP Met**	
745	914	910	-4	No	10/8

Average Class Size and Class Size Distribution

One of the strong features of U-Prep is its small class size and low student to staff ratio. This enables our staff to know our students and decrease the chances of students falling through the cracks. The majority of 33+ classes listed are PE classes, and their numbers are lower than those of comprehensive high schools in our district. Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

2011-2012						
Grade	Eng	Hist	Sci	Math	Other	AVG
6	26	26	26	28.8		26.7
7	25.7	25.7	25.7	26.3	25	25.7
8	24.2	24.2	24.2	22.1	30	24.9
9	24.4	24.4	23.6	25.7		24.5
10	27.8	27.8	23.7	18.8		24.5
11	22	22	23.7	24		22.9
12	25	25	16.8	14		20.2

2012-2013						
Grade	Eng	Hist	Sci	Math	Other	AVG
6	24.3	24.3	24.3	26.2		24.8
7	25.2	25.2	25.2	24	23.6	24.6
8	25.5	25.5	25.5	24.3	25.2	25.2
9	23.2	23.2	22.8	27		24.1
10	23.2	23.2	25.4	25.8		24.4
11	27	27	25.4	25.3		26.2
12	26.7	26.7	19.3	17.6		22.6

2013-2014						
Grade	Eng	Hist	Sci	Math	Other	AVG
6	25.8	25.8	25.8	27.8		26.3
7	25.8	25.8	25.8	25.7	28.6	26.3
8	26	26	26	25.5	27.8	26.3
9	23.3	23.3	27.4	22.5		24.1
10	24.8	24.8	22.2	22.2		23.5
11	24.8	24.8	22.2	25.7		24.4
12	23.3	23.3	21.8	20		22.1

Staff

Due to adding a grade level each year in the beginning years, the staff has grown by 5 to 8 new members annually. We have continued to grow in enrollment and have continued adding staff to support this growth, up until the 2014 – 2015 school year, at which time we have reached our maximum enrollment. Staffing at U-Prep is designed to achieve our program goals and objectives, consistent with our mission. Staff recruitment is targeted to meet the needs of our student population; the process clearly identifies our methodology and educational program requirements. While U-Prep offers wages and benefits competitive with local districts, recruitment has little to do with those factors, and we have many qualified applicants for each teaching position. Staff must be qualified and energetic, and must agree to be employed "at will." Performance rather than tenure determines each teacher's future at U-Prep. All our teachers must be credentialed have clear background checks, be knowledgeable and supportive of U-Prep's mission, have expertise in their teaching content areas, and behave in ways that empower student learning in multiple modalities. Of our current staff of 41 full-time teachers, and 2 part-time teachers, 98% are "highly qualified" in terms of *No Child Left Behind* legislation. Ninety-three percent (93%) are CLAD certified which has not posed a problem due to our low incidence of non-fluent ESL students.

One of our Core teachers, new from North Carolina last year, is currently credentialed in English and is a National Board Certified teacher. She passed her history CSETs in the summer of 2014, and will complete her clear teaching credential in social science upon completion of one subject matter class. Additionally, it is an expectation that all staff members will participate in coaching, sponsoring a club, or being responsible for performances (dance, drama, music) above and beyond the classroom. This affords students with the opportunity to forge close connections with the staff in a variety of settings.

U-Prep's administration shares supervisory and management responsibilities, such as appointing teachers for various co- and extra-curricular activities, identifying priorities for professional development, developing the school's master schedule and calendar and dealing with student issues. We have grown from one administrator to a management team consisting of a Superintendent/Principal, three Assistant Principals (one of whom is our Athletic Administrator), and one School Business Official.

Professional development is detailed at two levels: school-wide and individualized – all designed to support highly qualified teachers in meeting the needs of our target population. School-wide, every teacher must know and use proven strategies in content literacy for adolescents. School-wide emphasis also includes universal use of Cornell Notes, Depth of Knowledge levels, Front-Loading Reading, and writing across the curriculum. All of our teachers in sixth through ninth grade use the Organized Binder. Ninety-nine percent of our teachers have participated in the BTSA Mentoring Program for new teachers and one of our teachers will participate over the next two years. In December 2005 Kate Kinsella spent two days at U-Prep; the first day assessing our needs in the areas of expository reading and vocabulary development, and the second day training the staff at an all-day in-service. In 2008 we focused on data analysis that included professional development on Datawise; in 2009 Creating an Inclusive Environment, Team-Building and Personality Styles were featured. The Organized Binder and Formative Assessment were the focus of our professional development in 2011-12. In 2012-13 and 2013/14, the focus switched to Common Core State Standards, preparing for our upcoming WASC Self-study, and preparing our first Local Accountability Control Plan (LCAP) in conjunction with the new Local Control Funding Formula (LCFF).

In addition to school-wide development each educator pursues personal growth plans annually with the Principal and/or Assistant Principal. Currently priorities include technology training, Depth of Knowledge analysis, CSU/UC counseling and A-G requirements, AP English, math and science, and brain-based foreign language acquisition. Our own staff has experts in cross-curricular writing, Google Chromebooks, differentiating instruction, conflict resolution, career exploration, Advisory curriculum design and delivery, AP English and mathematics, to name a few areas. These teachers offer workshops and mentor other teachers both formally and informally, frequently teaching their peers cutting edge curriculum and instruction they have recently received at a conference. For example, our counselors reviewed A-G requirements for our high school teachers, one of our teachers does on-going training in the use of the Organized Binder, and our Latin teacher gave an in-service training on analyzing the Depth of Knowledge chart so teachers could consciously teach and ask for student response at higher levels of knowledge.

In response to a need and request by staff to have teacher input in professional development, we have created the Instructional Leadership Team (ILT) for the 2014-15 school year. The team is comprised of seven teachers who volunteered or were selected based on their experience and interest in moving professional development forward. Their ultimate goal is determining the needs of teachers on campus and planning and facilitating training opportunities and collaboration to meet these needs.

Teacher Credentials

	2013-14	2014-15
Total Teachers	41	43
Teachers with Full Credential	40.5	42.5
Teachers Teaching Outside Subject Area	1	1
Teachers with National Board Certification	1	1

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS. Our teaching staff comprises more teachers who have earned their Master's Degree than the number of District teachers with Master's Degree.

	School	District
Doctorate	1.0%	0.0%
Master's Degree	39%	8.2%
Bachelor's Degree plus 30 or more semester hours	60%	68.9%
Bachelor's Degree	0%	5.6%
Less than Bachelor's Degree	0.0%	0.4%

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	2010 - 11 FTE	2011- 12 FTE	2012 -13 FTE	2013 - 14 FTE	2014-15 FTE
Superintendent/Principal	1	1	1	1	1
Associate Principal **Assistant Principal**	1 2	1 2	2	2	3
Administrative Intern	1	0	1	1	0
Counselor	1	2	2	2	2
Registrar	1	1	1	1	1
Attendance Clerk	1	1	1	1	1
Secretarial Staff	2	2	2	2	2
Athletic Secretary	0	0	0	.5	1

Staff Ethnicity

	School		District
	Number of Staff	Percent Of Total	Percent Of Total
American Indian	0	0.0%	0.0%
Asian	3	0.0%	0.4%
Pacific Islander	0	0.0%	0.0%
Filipino	0	0.0%	0.0%
Hispanic	2	0.04%	3.3%
African American	0	0.0%	0.0%
White	39	86.7.0%	96.3%
Total	**45**	**100%**	**100%**

Extra- and Co-curricular Activities

High School electives include Dance, Journalism, Latin, Spanish, French, Mandarin, Russian, Computer Applications, Art I-IV , Orchestra, Symphonic Orchestra, Percussion Ensemble, Jazz Band, Concert Band, Concert Choir, Choraliers, Drama III, AP Studio Art (2013-14), Journalism, Sustainable Living, Music Production, Video Production, Drafting, ASB (Student Government), Peer Mentoring, and Study Hall. The full range of our visual and performing arts and AP offerings is unique in our region, as we have a 7+ period day with zero period Jazz Band and eighth period Earth and Planetary Science class.

Rounding out our classical curriculum are extra-curricular sports and recreation programs. Competitive team and individual sports include flag-football, football, basketball, track, baseball, swimming, volleyball, golf, wrestling, softball, soccer, cheerleading and cross-country. We emphasize participation in extra-curricular activities as part of our value system. Summer sports and recreation activities include athletic camps, music and dance auditions, yearbook camp, sixth and ninth grade level socials.

In the Spring of 2008, we took our entire 9th grade class of 100 students camping at Patrick's Point in Arcata for three days and two nights. We toured the Sumaq Village, collected data in the tidepools following an oil spill, hiked the trails to Agate beach, and enjoyed a presentation at Humboldt State University about their college program. The trip was such a huge success that in 2009–2010, we repeated the trip and added a sophomore class trip to Ashland to visit the Shakespearean Festival, see two plays, snow shoe at Crater Lake, and visit Southern Oregon University. The sophomore class bonded so much that there were no social outliers when we returned to school. After that trip, we moved the freshman trip in 2010 to the fall to help retain our new 9th graders.

We additionally have programs including Link Crew, high school and middle school Peer Mentors, Big Brothers and Sisters, among most recently WEB (Where Everyone Belongs). These are recreational and leadership activities designed to build strong interpersonal relationships. They assist our students in transitioning from elementary school to middle school and middle school to high school.

Excellence in performance is central to our Arts Program. For example fifty-two percent of our students are active in the Music Program (484 students are enrolled in a music class) and 120 students are active

in the Dance Program and dance classes. The Drama Program includes 111 students, not including many of the students involved in the Fall Musical and Spring Play that are not currently enrolled in a Drama class. Engaging students in all modalities of learning is a fundamental value at U-Prep, implemented by a talented and energetic staff.

With students quite active in VAPA and extra-curricular activities, sports remains a program at U-Prep that in continuously growing and improving with the needs of the student athletes. In the chart below, we have identified the students active in sports programs on campus and there is a staggering number of student athletes involved within this Program. Throughout the school year and between both middle school and high school, there is participation from 748 athletes. Though many of our athletes are active in more than one sport, this participation in our sports program further shows the culture of a well-rounded, active student here at U-Prep. The tables below illustrate participation in school-sponsored clubs for the 2013-14 school year as well as student participation in U-Prep's sports program for the same year.

Student Athlete Participation 2013-14

Students Athletic Participation 2013-2014					
JH Fall	**165**	**JH Winter**	**108**	**JH Spring**	**147**
Cheerleading	20	8th Grade Boys Basketball	13	Boys A Baseball	13
Cross Country	51	7th Grade Boys Basketball	13	Boys B Baseball	12
Volleyball A	14	6th Grade Boys Basketball	12	Girls A Softball	12
Volleyball B	14	8th Grade Girls Basketball	13	Girls B Softball	12
6th Grade Volleyball	14	7th Grade Girls Basketball	9	Track	98
Flag Football	19	6th Grade Girls Basketball	15		
Boys A Soccer	16	Girls A Soccer	16		
Boys B Soccer	17	Girls B Soccer	17		
HS Fall	**163**	**HS Winter**	**94**	**HS Spring**	**119**
Varsity Cheerleading	15	Varsity Boys Basketball	14	Varsity Baseball	14
JV Cheerleading	13	JV Boys Basketball	12	JV Baseball	12
Cross Country	32	Varsity Girls Basketball	13	Boys Golf	7
Varsity Football	18	JV Girls Basketball	12	Varsity Softball	16
JV Football	22	Varsity Boys Soccer	17	Track	61
Girls Golf	4	Varsity Girls Soccer	15	Boys Tennis	9
Varsity Volleyball	13	Wrestling	11		
JV Volleyball	10				
Swimming	28				

Summary	
JH Fall	**165**
JH Winter	**108**
JH Spring	**147**
Total	**420**
HS Fall	**163**
HS Winter	**94**
HS Spring	**119**
Total	**376**

2013-14 U-Prep Club Participation

University Preparatory School					
Club Participation 2013-14					
Robotics Club	6	Fellowship of Christian Athletes	20	Latin Club	38
Mathcounts	19	Club Interact	21	Mountain Biking Club	6
Mock Trial	19	Junior Statesmen of America	10	WEB	18
Odyssey of the Mind	12	Link Crew	40	Spelling Bee	10
Science Bowl	20	Cultural Connections	15	CSF	42
Math and Science Club	18	Peer Mentor	42	High School Leadership	5
Creative Writing	6	Student Government	49	Art Club	10
Big Brother/Big Sister	70	French Club	6	Chess Club	10
			TOTAL CLUB PARTICPATION:		482

District Policies and School Financial Support

U-Prep has elements of both a dependent and an independent charter. We have our own governing Board which sets policy, approves hiring of staff, curriculum, textbooks, etc. while the SUHSD Board has fiscal oversight. The school purchases services through the Shasta Union High School District, our chartering agency. We receive facilities and maintenance for our classrooms, offices and technical needs. We also receive financial advisement, transportation, special education and technology (IT) services and administrative and legal services when necessary. This is all spelled out in our Memorandum of Understanding, which was renewed along with our charter in June, 2013. We have a very good relationship with our district, and to date, this arrangement has served both U-Prep and the Shasta Union High School District well; U-Prep has brought new revenue into the district and the facilities and services we have received have been top quality.

Physical Fitness Testing

At U-Prep the physical and emotional well-being of our students is important as is apparent with our SLO of becoming a lifelong learner who can set and achieve personal health goals. Our PE teachers test all of their students, but reporting to the state is required in the 7th and 9th grades. Both our 2011-12, and 2012–13 and 2013–14 Physical Fitness Summaries indicate that as a group our seventh graders exceed

both county and state rates of fitness for their age-mates. Our ninth grade is slightly more fit than their peers in Shasta county and the level of fitness far exceeds that of students tested statewide. Our students scored higher in flexibility, upper body strength, trunk extension, abdominal strength and aerobic capacity. U-Prep staff all contribute to the expectation of healthy minds and bodies; health education is included in P.E., the sciences, dance, and Advisory. The food services professionals in the Food Court serve healthy meals and personally encourage students to make good food choices at lunchtime. Additionally, all students are encouraged to attempt an after-school sport as part of their fitness regimen, and life-long sports such as track, swimming, tennis, and golf are included among their choices.

California Physical Fitness Test

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	-	-	-	-	-	-	24.5	26.7	22.3
7	50.7	42.2	66.7	-	-	-	28.8	30.9	26.8
9	48.1	48.3	48.0	41.6	43.9	39.4	26.7	25.8	27.5

California Physical Fitness Test District wide

School	Percent of 9th Grade Students Meeting Fitness Standards		
	4 of 6 standards	5 of 6 Standards	6 of 6 Standards
U-Prep	13.6	14.4	59.1
Enterprise	16.7	23	42.3
Foothill	19	28.4	34.7
Shasta	9.6	33	48.5

Student Performance Data

Standardized Testing and Reporting (STAR)

Our students, regardless of ethnicity, socio-economic level or gender, have outperformed their peers in the district and at the state level in English-Language Arts, mathematics, science, and history/social science for nine years. Additionally, we have been twice named a California Distinguished School, once in 2009 and again in 2012. One of the requirements to qualify is a significant number of students moving to higher levels of proficiency, from Far Below Basic to Below Basic, Below Basic to Basic, Basic to Proficient and Proficient to Advance.

While higher than state and district scores, our students' math scores are not commensurate with their scores in other subject areas. We attribute this to two factors. The bulk of our incoming students have pretty uniform scores in English from their elementary schools. The math scores of students coming to us from 16 different schools are very disparate; some students are very skilled in math, some have traditionally struggled in math, and others learn quickly but have clearly not received sound math instruction and are lacking in many skills necessary for math achievement in successive years. The second factor is that many of our students are advanced in mathematics and they test into a grade (or two) higher than their chronological age. The California State Testing Program required students in junior high to test in their chronological area, so for example, eighth graders were tested in Algebra even

if they were enrolled in Geometry or Trig/Pre-Calculus. Therefore, our Geometry and Algebra II scores are frequently our students who struggle in mathematics. We continue to analyze and refine our math program to meet the wide variety of needs of students in this area. Appendix Q includes detailed reporting and data on the CSTs by grade level and discipline. Below are charts, displaying mean scale scores and proficiency percentages based on varying math courses.

CST -- All Students
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

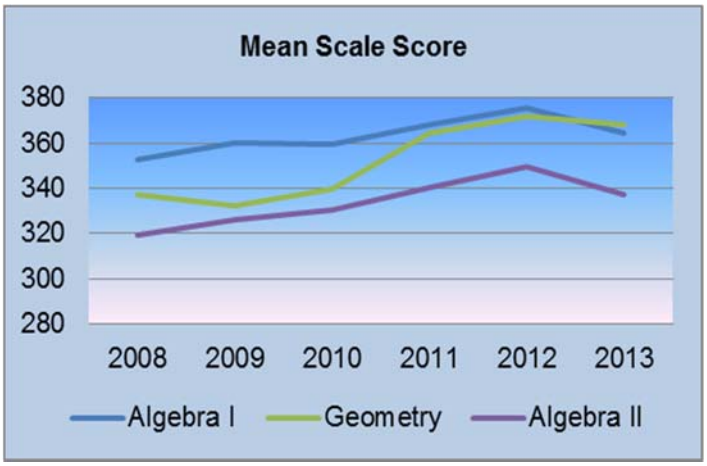
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	81	85	84	62	64	65	54	56	55
Mathematics	58	63	61	40	43	41	49	50	50
Science	87	91	91	67	67	70	57	60	59
History-Social Science	76	80	76	53	56	56	48	49	49

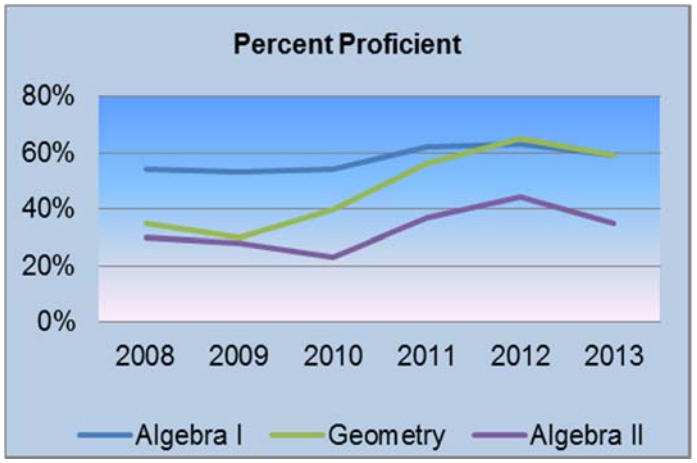
CST -- Racial and Ethnic Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	-	-	87	-	76	-	85
Mathematics	-	-	63	-	58	-	60
Science	-	-	*	-	90	-	91
History-Social Science	-	-	77	-	77	-	77

CST -- Other Subgroups
Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	82	87		76	67	
Mathematics	66	56		52	67	
Science	96	87		82		
History-Social Science	82	70		69		

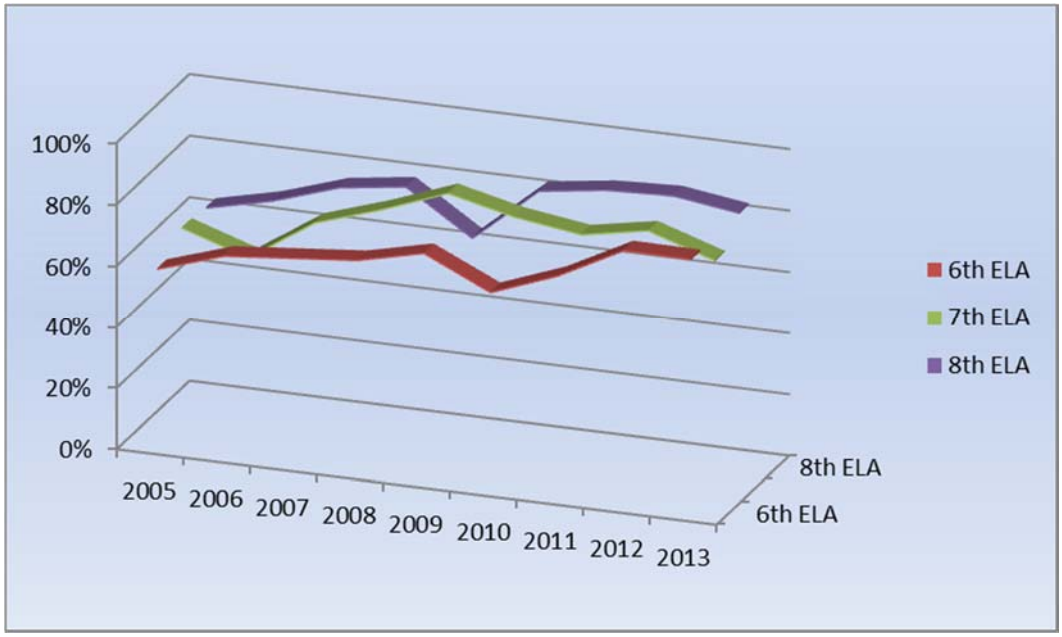




ELA Middles School CST Proficiency Rates

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013
6th ELA	58%	65%	67%	69%	74%	64%	72%	83%	83%
7th ELA	64%	57%	71%	78%	86%	81%	78%	82%	75%
8th ELA	63%	68%	75%	78%	64%	82%	85%	86%	83%

CST Middle School Proficiency Rates



Parent Education Level

The table below demonstrates that over a six year period, 29% to 34% of our parents did not graduate from college themselves, making their children first time college-goers. This is significant when paired with our 2008 - 2013 National Clearinghouse data that indicates that an average of 92% of our graduating classes enrolled in college the first year after graduating high school and remained enrolled for a second year. Of our 2008 graduates, 86.1% enrolled in college for the 2008 – 09 school year and another 5.6% enrolled for the following year. Four years later, in 2012-13, 50% of them had graduated

and another 25% of them were continuing their education. In this year's graduating class of 2014, 53 of our 93 graduates (57%) were accepted to a four year University. A list of the Universities and colleges to which our last graduating class was accepted can be found in Appendix O.

Level of U-Prep Parental Education

Racial and Ethnic Subgroup	2008-09 Total / Percentage		2009-10 Total / Percentage		2010-11 Total / Percentage		2011-12 Total / Percentage		2012-13 Total / Percentage		2013-14 Total / Percentage	
(1) Not a High School Graduate	1	0%	2	0%	3	0%	6	1%	6	1%	7	1%
(2) High School Graduate	46	7%	50	6%	54	7%	70	8%	70	8%	61	6%
(3) Some College	181	27%	206	27%	209	26%	188	22%	208	23%	209	22%
(4) College Graduate	219	32%	254	33%	286	35%	303	35%	321	35%	348	37%
(5) Graduate School	215	32%	232	30%	242	30%	281	32%	295	32%	312	33%
(6) Unknown /Declined/Non Participating	14	2%	31	4%	23	3%	17	2%	13	1%	6	1%
Total Enrollment	676		775		817		865		913		943	

U-Prep ACT/SAT Test Results

Our students score higher on their ACT tests than the average Shasta County student and students at the state level, and are very comparable to other students in the Shasta Union High School District. Our students have traditionally taken the PSAT as Sophomores and the PLAN (now known as the ACT Aspire Test) as Juniors. They generally take the ACT and SAT tests several times attempting to improve their scores. We have added an SAT Prep class to the Junior Advisory for the 2014 – 15 school year. Additionally, with money from LCFF in the budget, we plan to encourage all of our Freshman to take the PSAT this year by paying for the test.

U-Prep ACT Test Results 2011 -2012

School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
University Preparatory	75	24	32.0	27.12	22	91.67
District: (Shasta Union Hi)	**1,359**	193	**14.2**	**24.79**	**157**	**81.35**
County: (Shasta)	**2,317**	**286**	**12.34**	**24.0**	**221**	**77.27**
Statewide:	**493,947**	**87,016**	**17.62**	**21.81**	**49,321**	**56.68**

U-Prep SAT Test Results 2011 - 2012

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
University Preparatory	75	49	65.33	579	552	544	36	73.5
District: (Shasta Union H)	1,359	314	23.11	549	549	523	212	67.52
County: (Shasta)	2,317	515	22.23	528	535	507	318	61.75
Statewide:	493,947	194,191	39.31	491	510	491	90,624	46.67

U-Prep SAT Test Results 2012 - 2013

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
University Preparatory	81	48	59.26	600	567	551	39	81.2
District: (Shasta Union H)	1,279	337	26.35	558	561	528	241	71.51
County: (Shasta)	2,235	534	23.89	540	544	516	351	65.73
Statewide:	496,859	200,543	40.36	492	508	489	93,136	46.44

U-Prep ACT Test Results 2012 -2012

	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
University Preparatory	81	19	23.46	25.0	15	78.95
District: (Shasta Union Hi)	1,279	193	15.09	25.31	161	83.42
County: (Shasta)	2,235	282	12.62	24.52	221	78.37
Statewide:	496,859	90,986	18.31	21.87	51,821	56.95

The SAT test is obviously our students' test of choice. U-Prep students score significantly above other same-age students in the district, the county and the state.

Chapter 2

Progress Report

Chapter II: Progress Report

Preface:
University Preparatory School opened its doors in August, 2004. By spring of 2008 we had been awarded a six-year accreditation in time for our first class to graduate. In our initial full Self-Study/WASC visit, the VC modified our goals, doubling the goals we identified, to incorporate fifteen Action Plan items. A complete accounting of our progress of these items is available as Appendix S. Based upon the three-year follow-up visit in 2011, the VC at that time were satisfied that many of the goals had been addressed and they identified those remaining goals in which to focus as referenced below as the Critical Areas for Follow-up.

Critical Areas for Follow-up (*WASC Committee Evaluation Report March 8 2011*)

1. Continue ongoing progress on goal #8 – "Design and implement professional development plan with input from teachers and staff on areas of need."

2. Keep working for completion on goal #9, "Continue alignment of curriculum to standards and SLOs in all subjects across all grade levels, to increase student achievement."

3. Continue work on goal #11, "Continue development, training and implementation of ongoing formative assessment system that provides teachers, administration and parents with relevant data regarding student attainment."

4. Continue work on Goal #12, "Aggregate and disaggregate assessment data (other than STAR/CST) to analyze students strengths and weaknesses with increased emphasis on articulation among grade levels and departments."

5. Refine Advisory curriculum to address U-Prep specified outcomes in all grade levels. Make advisory curriculum non-repetitive and scaffold seamlessly between grade levels.

6. Continue refinement of Tutorial classes to increase attendance for intended purpose with defined parameters/grading.

Significant Developments:
The Administration and staff at University Preparatory School dedicate themselves to continually growing, changing, and improving our school. As our student body has more than tripled since inception, we have continuously faced improvements. Since our last WASC visit in 2006-2007, we have grown by more than 600 students and have tripled our staff. In reflecting upon our needs and progress, it is apparent that we continuously assess the needs of our stakeholders and we make ongoing modifications to our programs and school based on this feedback. An example of this is evident as our curriculum offerings continue to grow based on the needs of our student body. Even with the considerable growth, we have a multitude of successes to highlight.

2007 – 2008 Highlights	2008 – 2009 Highlights
Demographics	***Demographics***
Added 4 FTE: Social Sci., Math, 9th English, 6th grade Science	Added 10 FTE: Spanish, 3 Science, 3 Core, Dance, AP Mod. World
	Hired Junior High Counselor
	Hired .5 counseling secretary, .5 receptionist/athletic secretary
First graduating class	Second graduating class
Students accepted to top colleges -- received significant school-based scholarships	2 National Merit Semi-finalists
	2009 California Distinguished School
	Increased junior high classes to 150 students per class
Curriculum	***Curriculum***
Added Russian	Dance classes accepted for A-G
Chinese I-II	Chinese I-III, Russian I-II, Latin I-IV
Added AP Physics	AP Environmental Science
	Shasta College classes on campus
Professional Development	***Professional Development***
new teachers involved in BTSA	new teachers involved in BTSA
Datawise	Learning Styles
Instructional Strategies (J. Adams)	Recruitment Strategies
WASC	WASC- Mission & Vision
Extra-curricular	***Extra-curricular***
	Student writing accepted in national publications
Little Shoppe of Horrors (Musical)/ *The Man Who Came to Dinner* (1st Spring Play)	*Once Upon A Mattress (*Musical)/ *You Can't Take It With You (*Spring Play*)*
	Added Drum Corp and Orchestra
Added JV Football	Award winning yearbook (Silver Medal)
Added JV Cheer Team	Added Varsity Football (League Champions)
	Wrestling, Jr. High Girls Soccer (winter)
	Link Crew, Big Brothers/Big Sisters
	Intermural Sports for 6th-8th

2007 – 2008 Highlights	2008 – 2009 Highlights
Leadership	***Leadership***
Admin. attended SUHSD Leadership Academy	Admin. attended ACSA CBO Academy

2009 – 2010 Highlights	2010 – 2011 Highlights
Demographics	***Demographics***
Credentialed/Classified FTE: 7th Core, .5 math, 6th Earth Sci., .5 counseling secretary	Added 3 FTE: Latin, Math, Science
Third graduating class	Fourth graduating class
Teacher promoted to Administrative Intern/ Athletic Administrator	Program and materials cut to offset revenue reductions
Admin. Intern promoted to Assistant Principal	
Newsweek's "America's Best High Schools" (Rank: 492)	
Assistant Principal promoted to Associate Principal	
US News & World Report silver medal	
Curriculum/Academics	***Curriculum/Academics***
AP Physics C and AP Calculus BC	Implemented ELA Diagnostic testing
	Added Peer Tutoring (Peer Mentors)
Regional Rotary and Lion's Club speech contest winners	Added Alumni Social Network
Added Chinese ROTA for 6th graders	Added Constant Contact email system
	Moved Patrick's Point Trip to the fall
	First Sophomore Trip to Ashland/ Southern Oregon University
First 9th grade trip to Patrick's Point/ Humboldt University	Math Department implemented greater emphasis on Summative Assessment for grading purposes
Two National Merit Semi-finalists	Applications for enrollment increased 20-22%

2009 – 2010 Highlights	2010 – 2011 Highlights
Professional Development	***Professional Development***
Focus on Formative/Summative Assessment (SCOE Supt. Presented)	Formative Assessment (Julie Giannini Previde)
Dealing with Difficult Parents	Subject Areas and Instructional Methodology
Your Brain on Stress (Fred Schafer)	AP Biology teacher (2011-12) attended AP conference
Creating an Inclusive Environment	Increased PLC time (Departments, Advisory, Tutorial, Grade Level, Assessment)
	Classroom Management Best Practices
Extra-curricular	***Extra-curricular***
Intermural Sports for 6th-8th	Began Attendance incentive program
Just Dance! performance	Student Performances added to Panther Afternoons
The Boyfriend(musical)*/ Harvey* (spring play)	*Willy Wonka* (musical) */ Blithe Spirit* (spring play)
Science Bowl team (2nd place)	S.M.A.R.T. (Science grant-partnership with SCOE
Drum clinic, choir trip	Science Ambassadors Program
College trips underwritten by U-Prep Educational Foundation	Flag Football, Zombie Tag, Math Counts, Science Bowl
Mountain Bike, Sign Language clubs	Bully Buster Hotline on website
Leadership/Community Involvement	***Leadership/Community Involvement***
Partnerships/Grants: Shasta College, SCOE, McConnell, CH2MHill, YMCA Simpson University, service clubs,	Board Development: *Charter School Board University by Brian Carpenter*
Rotaries: Camp Royal, Interact, scholarships, Ducky Derby, Honor to Youth, Freshman of the Year	Added two new board members; Attended Charter School Board Governance training workshop
Educational Foundation Auction	McConnell funded Conflict Resolution
	Added *Panthercast*
	Cornucopia – School Branding/ Created U-Prep marketing video
	Successful 3-year review by WASC Visiting Committee (March 2011)
	Administrators participated in *Reach Higher Shasta* task force

2011 – 2012 Highlights	2012 – 2013 Highlights
Demographics	***Demographics***
Added 4 FTE: Art, Latin, PE, Latin/Prep Latin/Computer Apps.	Added 3 FTE: Counselor, Admin. Intern, 6th grade Core teacher
Two Founders Retire (August, 2012)	Third Founder Retires (August, 2013)
Associate Principal promoted to Supt./Principal	Charter and MOU with SUHSD renewed (2013 – 2018)
Fourth graduating class	Fifth graduating class
Waiting lists for grades 11, 12	Senior class increased to 83 students
	Admin. Assistant promoted to School Business Official
U.S. News & World Report (Silver Medal)	*U.S. News & World Report* (Gold Medal)
Curriculum	***Curriculum***
Instituted Dress Code Powerpoint Presentation - Advisory	Added junior high fitness PE class
Expanded Reading Lab to include 8th grade	Added Science Bowl Advisory
AP Biology	Piloted CCSS class – Math 8
Wrote first 3-year Strategic Plan	3 teachers involved in SCOE math grant/ task force to create CCSS curriculum
Standardized grading in Tutorial	Achieved a 914 API
Added additional GPA calculation for transcripts to be used for scholarships	
Revamped Senior Transition	
Professional Development	***Professional Development***
Formative Assessment (presenter from McKinleyville returning)	Common Core State Standards - SCOE
Organized Binder by Mitch Weathers	Anti-Bullying
Admin. Assistant attended CASBO, FCMAT, School Services Seminar	WASC Training at SCOE
	Drop Box/ Tech-niques
	Meeting Facilitation
Extra-curricular	***Extra-curricular***
Jr. Panthers (Pop Warner Football)	College logos worn on minimum days
Tennis teams in NAL	Added Competitive Dance Team
"Wall of Wishes" (teacher supplies)	Unveiled new website

2011 – 2012 Highlights	2012 – 2013 Highlights
Extra-curricular	***Extra-curricular***
	Started girls' golf program
Annie (Musical), *A Curious Savage* (Spring Play)	*Thoroughly Modern Millie* (Musical), *The Importance of Being Earnest* (Spring Play)
Leadership/Community Involvement	***Leadership/Community Involvement***
New Record keeping system for Family Participation	Two new board members (replacing others)
	Increased Educational Foundation board to seven members
	Ed. Foundation added myuprep.com
	Two Administrators to Board Governance Training
	Administrative Assistant promoted to School Business Official
	Added Marquee – completely donated (materials and labor) by community
	Baseball Scoreboard donated by Boosters/ Pepsi

2013 – 2014 Highlights	2014 – 2015 Highlights
Demographics	***Demographics***
Added 6 FTE and (1 .5 Earth Science/Physics): 9th grade English, 8th grade Science, 7th Core, Counselor, Math, 6th Core	Added 2 FTE: 6th Core, Math Added Media Resource Center Director
943 Students (maximum potential enrollment given space at SLC)	Promoted Admin. Intern to Assistant Principal (June 2014)
Added ½ time Athletic Secretary	Increased Athletic Secretary to full-time
First National Merit Scholar Finalist 1st student scores perfect 36 on ACT	
Increased senior class to 93 students	
Curriculum	***Curriculum***
Added 8 Google Chromebook labs to junior high	Added 8 Google Chromebook labs to high school
Added Mac Lab for Video Production & Music Production	

2013 – 2014 Highlights	2014 – 2015 Highlights
Curriculum	***Curriculum***
Added laptop lab for World Languages	Added a second laptop lab
Added CCSS classes Integrated I, Math 6, Honors Math 6, Math 7, Honors Math 7, Honors Math 8	Added CCSS class Integrated II; Added Earth and Planetary Science "aka *Rock Star"*
New electives: Sustainable Living, Video Production, Music Production, HS Fitness PE, Drafting	New Electives: AP Psychology, Entrepreneurship
Updated/ordered textbooks for CCSS	Added Mock Trial special Advisory
Added ½ time Science Teacher	Added SAT Prep to Junior Advisory
Increased After-School Care staff 1 to 2	Rewriting 3 year Strategic Plan
Professional Development	***Professional Development***
Supt./Principal & Assistant Principal attend UCLA Principal's Academy (summer 2014)	Instructional Leadership Team plans staff development in conjunction with admin.
Asst. Principal attends Principal's Academy (Fairfield)	
School Business Official accepted for prestigious FCMAT mentorship with the state	
7 AP Teachers attend AP conferences (summer 2014)	VDI on your Ipad
Entire math team attends CPM training (summer 2014)	Teambuilding/ Advisory staff development
8 junior high Core teachers attend summer retreat in Tahoe to align standards, create CCSS curriculum	
3 World Language teachers attend National TPRS conference	
WASC self-study and LCFF training	
3 staff attend WASC visits	
LCAP written and board approved Depth of Knowledge/ Academic Toolkit	
Extra-curricular	***Extra-curricular***
Added Pennant Hall	Refurbished Weight Training room
*Bye-bye, Birdie (*Musical), *Arsenic and Old Lace* (Spring Play)	*Hello, Dolly!* (Musical), *Twelve Angry Men* (Spring Play)

2013 – 2014 Highlights	2014 – 2015 Highlights
Extra-curricular	***Extra-curricular***
Fall College trip to St Mary's, UC Santa Cruz, CSU San Jose, Monterey Aquarium; Spring trip to UC Chico, UC Davis, UC Berkeley	Added a 3rd College Trip to Chico for 8th graders
Added Mock Trial	Fall college trip to University of Pacifica, CSU Stanislaus, UC Merced
Increased Jr. High Softball program	
Leadership/Community Partnerships	***Leadership/Community Partnerships***
APES & Sustainable Living classes partnered with Parks & Rec, City of Redding to do Trail Restoration at Turtle Bay	Assistant Principal joins SCACSA
McConnell Foundation/ Shasta College grant for Operation Wallacea (APES)	WASC visiting 6-person team – Visit October 26-29
U-Prep Educational Foundation donates Ipad/ Apple TV to every teacher	U-Prep Educational Foundation donates all furnishings for the new Media Resource Center
Rotary high school teacher of the Year	SCOE high school teacher of the year
School Business Official becomes President of local CASBO	
U-Prep teacher/ community members create Leadership High School with 5 area high school students participating (based on Leadership U-Prep model created by a board member)	

Addressing Critical Areas of Follow up:

1. Continue ongoing progress on goal #8 – "Design and implement professional development plan with input from teachers and staff on areas of need."

Professional Development -U-Prep staff has regular input specific to their professional development needs. This input is solicited annually by the administration through surveys and Department meeting minutes. Professional development occurs in two major formats at U-Prep: professional time is scheduled into the school year with two minimum day Mondays allotted to staff meetings, department meetings, grade level meetings and specialty meetings such as meetings related to Advisory/Tutorial; other professional development involves sending staff to conferences and off-site trainings. Conferences include everything from Blue Bear and Aeries Training for classified; CASBO and FCMAT conferences for our School Business Manager; UC/CSU trainings and suicide prevention for counselors, California League of Middle School and High School (CLMS/CLHS), California Charter School Association (CCSA), and Advanced Placement (AP) conferences for teachers, California

Association for Directors of Activities (CADA) for ASB teachers and our ASB clerk, and Association of California School Administrators (ACSA) for administrators, to name a few. Professional development is a focus in the annual highlights (see charts above). The entire staff, classified and certificated, participates together in staff meetings. Additionally, professional speakers have been brought in to address school-wide issues: Kate Kinsella (*Front-loading Reading*, 8/2005), Julie Adams (*Instructional Strategies*, 8/2007), Tom Armelino & Julie Previde, *Formative and Summative Assessment*, 12/2010), Mitch Weathers (*Organized Binder*, 8/2011 & 10/2011), Jennifer Baker, Shasta County Office of Education (*Common Core State Standards*,12/2012). In 2014-15 we created an Instructional Leadership Team comprised of an administrator and seven teachers whose main purpose is to gather information from the staff to plan appropriate professional development that will meet the needs of the staff in areas of curriculum, instructional strategies and best practices, technology, and other staff needs.

2. Keep working for completion on goal #9, "Continue alignment of curriculum to standards and SLOs in all subjects across all grade levels, to increase student achievement."

Student Achievement - The increasing success with our scores, including CST, API, AP, CAHSEE, and SAT and ACT attests to our students' academic achievement. With the adoption of Common Core State Standards (CCSS) in California we have made the shift to realigning our curriculum to the new standards and re-writing our benchmark tests. To this end, we held an initial overview in-service training in December of 2012 on CCSS for the entire staff. In January we began sending teams of teachers (6^{th} grade Core, 7^{th} grade Core, 8^{th} grade Core and high school English) to a series of in-service trainings provided by Shasta County Office of Education. Several members of our math team participated in a math grant, also sponsored by SCOE, to learn about and write curriculum aligned to the new Common Core State Standards. Our entire math team participated in CPM math training this summer to adopt a new math curriculum in the 2014-15 school year. A significant part of Department meetings are devoted to analyzing our data and adjusting curriculum and instructional practices to further facilitate student achievement. As we shift our focus to CCSS and switch from CST data to the new Smarter Balanced Assessments, we plan to look into an outside company and/or software to help us more effectively analyze our data and apply the results to continue improving student achievement results.

With a significant proportion of new staff hired in the last several years, we devoted many hours of staff development time in the 2013-14 school year, re-visiting our Vision and Mission from scratch and our Schoolwide Learning Outcomes—what did we want our students to know and be able to do when they graduated from U-Prep, and what did they need from us to achieve that end? Our end results were remarkably similar to the previous SLOs, with the addition of "a positive member of a diverse society". We continually look at the ways in which our curriculum and extra-curricular activities contribute to our students accomplishing the Schoolwide Learning Outcomes and discuss them in academic classes as well as Advisory. Senior Transition was revamped several years ago; seniors present their senior exit projects to small groups of staff and community members as one of the prerequisites for graduation. Their presentations consist of explaining how their journey through U-Prep has led to their achieving each of the SLOs and concluding with how this has uniquely prepared them for their futures.

3. Continue work on goal #11, "Continue development, training and implementation of ongoing formative assessment system that provides teachers, administration and parents with relevant data regarding student attainment."

Formative assessment:
We held initial all-staff training in formative and summative assessment in 2010. The staff read and discussed an article by Grant Wiggins, *What's My Job? Defining the Role of the Classroom Teacher*. The Superintendent of Shasta County Office of Education made a formal presentation, followed by a workshop and individual break-out meetings with Julie Giannini Previde (12/2011) from McKinleyville who has her Master's degree in formative and summative assessment. At this time, based on discussions and assessing their data, the entire math department changed the grading system in all math classes from 6th grade to AP Calculus and AP Statistics to place a greater emphasis on Summative Assessment. Up to this point, the grades earned and testing scores were not equivalent; a hard-working student could earn an inflated grade without actually mastering the material. The result has been an increased effort by both math teachers and students to assist students in achieving a conceptual awareness and mastery of mathematics rather than being able to "plug and chug". This additionally provided a nice segue into Common Core Math. Discussion of formative and summative assessment continues in all departments, but not all departments are as cohesive in their requirements as the math department. The Instructional Leadership Team plans to send some members to the 29th Annual Assessment Conference in Seattle in December to bring back the newest practices and research in formative assessment.

4. Continue work on Goal #12, "Aggregate and disaggregate assessment data (other than STAR/CST) to analyze students strengths and weaknesses with increased emphasis on articulation among grade levels and departments."

Evaluation of Assessment Data
For many years following the last WASC visit, an emphasis was placed on staff training in the Datawise Measures Program. The majority of the staff has never found this program to be particularly user friendly. As a result of this and with the economy recovering, we plan to look into an assessment service company who will assist us in a more comprehensive system for evaluating our data, especially with the elimination of CST testing and a switch to Smarter Balanced Assessment that will be initiated by the state this spring of 2015. Departments have received and analyzed all CST data reported in the fall of each year. Additionally, all math students initially entering U-Prep are given placement tests that were designed and written by our math department. For many years we tested our junior high students using the Gates-MacGinite pre- and post- tests. In the summer of 2014 we purchased a diagnostic assessment tool to test for vocabulary and reading comprehension which will be given to all of our junior high core students and ninth graders in the beginning and end of each school year. Students identified as low in math are placed in our math lab which is using the diagnostic-prescriptive computer program Mathletics since 2013-14. For the 2014–15 school year we added a high school math lab and expanded the junior high math lab to include seventh and eighth grade students as well as sixth. Likewise, we have a reading lab for students identified as struggling readers in seventh and eighth grade.

5. Refine Advisory curriculum to address U-Prep specified outcomes in all grade levels. Make advisory curriculum non-repetitive and scaffold seamlessly between grade levels.

Advisory Curriculum
Advisory has been an on-going project, reviewed by groups of grade-level Advisory teachers several times a year. A binder of proposed grade level curriculum was created from 6th grade through 11th grade to make the lessons more congruent within a grade level and to scaffold between grade levels without being repetitive. Teachers within the grade level chose four to five assignments that would be "graded" to give more meaning and weight to Advisory in the eyes of the students. Many attempts have been made to "match" teachers' interests to a particular subject and grade level to make Advisory more enjoyable for the students and the staff. For example, when we addressed our problem of attrition of our

ninth graders in 2009–2011, we moved several of our teachers who connect easily with high school students to ninth grade Advisory. We additionally made these Advisories gender specific (girls' and boys' Advisories). These changes (along with some others) have been hugely successful in retaining our students, with more of our eighth graders returning each year and less ninth graders dropping and leaving within the first couple of weeks. Teachers have been moved at their requests to teaching a Banking Unit, a Future Finance Unit, and this year an SAT Prep class to make the teachers (and therefore the students) more enthusiastic about Advisory. Two years ago we instituted a specialty Advisory—Science Bowl—to give our advanced Science students more time to pursue an interest area. We have won the local Science Bowl competition for the last two years and sent teams to Washington D.C. to compete nationally while the students in that Advisory are excelling in accomplishing their SLO's (life-long learners, mature communicators, etc.). We plan to add another specialty Advisory this year in which students expressed a great deal of interest—Mock Trial. Our student surveys in May of 2014 indicated that while 70–80% of all of our students agreed that they "learned about school culture and upcoming events in Advisory", and 60–70% of all students believed they "learned skills in Advisory that would help them be successful in school (organization, test taking, student skills, and time management)", little over half of the students in each grade level agreed that Advisory was "an important part of the educational experience at U-Prep". As a result, the staff devoted an entire Staff Development day in August, 2014 to teambuilding with the purpose of translating this vision and activities to their Advisory classes. Additionally, one member of the Instructional Leadership Team was placed specifically on the team to address Advisory needs and concerns. Teachers were reminded that the Advisory binders are suggested activities, but meaningful discussion and students bonding with a significant adult were always the desired outcomes for Advisory.

6. Continue refinement of Tutorial classes to increase attendance for intended purpose with defined parameters/grading.

Tutorial Classes

Tutorial has also been revisited annually. After the three-year visit we added a 3-point grading component (based on participation) and instituted a new system for visiting another Advisory. Rather than students deciding to go to another Advisory, they sign up in the teacher's class and the teacher requests them of the teacher to whom they are normally assigned. This prevents students from wandering aimlessly from class to class. Designations were also put on certain Advisories—a quiet Advisory (no talking) to a work-group Advisory—so students can choose the best learning environment for themselves. Some Advisories have student tutors available (Latin), and some Advisories take on a particular role at varying times of the year (AP Modern World History becomes an AP preparation class before AP testing in the Spring for those students who want to do additional preparation). We also have a "Tutorial Swap" during staff meeting in September around the time of the first parent conferences. If a student is doing particularly poorly in math, for example, the 6th grade math teacher might request to move him permanently from his Core Tutorial to hers. We have seen a noted decrease in the amount of parents picking up their students early on Mondays, Wednesdays and Fridays when we have Tutorial; they now see it as a more important time and don't make their appointments until later in the day. Seventy-seven to eighty-six percent of students in all grade levels agreed in the Student Survey that Tutorial was an important part of the U-Prep program.

Chapter 3
Student/Community Profile

Chapter 3: STUDENT/COMMUNITY PROFILE OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA AND PROGRESS

University Preparatory School has enjoyed many successes in the past ten years. Our charter school is financially solvent, our students are achieving at high levels, and our staff is continuously striving for improvement and growth. We continue to modify and enhance our programs based on the needs of our students. One of the reasons we continue to improve is the constant reflection on our changing needs to make U-Prep the very best for all stakeholders, especially our students.

Implications of the Data:

Data indicates the following:

- Enrollment has increased steadily from 2004 to 2013. We have reached capacity in the space that has been allotted to us by SUHSD and have maintained our 940+ population for the last two years. Waiting lists in every grade level (with 40+ students on waiting lists for 7th, 8th and 9th grade for the 2014-15 school year) attest to our on-going popularity in the community
- Our free and reduced population is 15%, 17% lower than that of the district
- Our minority population ranges from 10-14%, reflective of the minority population in the district and community
- Our API scores grew continuously from 2004 to 2011, reaching above 900 for the 2010-11, 2011-12 and 2012-13 school years, making us the highest achieving middle school and high school in Shasta County
- U-Prep students score well above the district and state levels on the California High School Exit Exam (CAHSEE). Our Advisory identification and remediation of Sophomores at-risk of not passing in math or English is extremely successful, with 98% to 100% passing annually on their first attempt
- Our AP test scores and numbers of students taking the test continue to increase yearly. More students took the exam last year than in any previous year and our AP test score average improved 5% in the 2013-14 school year
- Sixty-three of ninety-three U-Prep high school graduates were accepted into prestigious four year Universities in the 2013-14 school year. Our National Clearinghouse data indicates that of our graduating indicates that an average of 92% of our graduating classes enrolled in college the first year after graduating high school and remained enrolled for a second year.
- Our students historically score above the District and State average on their ACT & SAT scores, and the majority of our seniors prefer the SAT exam. We have had one or two National Merit Scholar Semi-finalists annually for the last three years, and last year we had our first National Merit Scholar finalist—the only one in the north state area.

Over the past year and a half, the U-Prep staff has been meeting and collaborating on our progress through Focus Groups. Through this process, staff has identified multiple areas of strength and critical areas of follow-up as identified below.

Our Identified Areas of Strength:

- Clear Mission and Vision supported by entire school community
- Committed and responsible governance
- Qualified, dedicated staff and leadership

- Staff, student and parent commitment to high standards
- School spirit
- Approachability and accessibility of staff
- Plentiful resources
- Familial atmosphere
- Rigorous curriculum with CCSS focus and implementation
- Multiple feeder schools/diverse environment
- Identifying appropriate math placement and necessary offerings
- Increasing AP pass rates
- Student Integrity/Compliments
- High expectations for students from staff
- Senior Transition
- Literary focus
- High level of math/ science classes
- Ready access to technology and unique course offerings for student learning
- Upgraded technology (Chrome Books) and technology training for staff
- Consistency of practices across disciplines and grade levels, including U-Prep cornerstone practices, and Tutorial/Advisory programs
- Common Work Day Schedule
- Varied instructional strategies

School-Wide Critical Areas for Follow-Up:

- Tutoring resources
- Safety, especially after school hours
- Benchmark Assessments for ongoing (mid-year) student assessments
- Integrating Common Core
- More technology training needed
- Availability of technology
- Need an improved means of correlating test data
- Lack of vehicle to examination of data to assess academic progress and determine resource priorities
- Inconsistent data-driven alignment of curriculum to standards
- Lack of structured staff development plan to support student success
- Need for increased time and collaboration among staff
- More community outreach
- High student stress levels
- Need for formalized alumni data
- Concern about losing school culture through growth

CATEGORY A
STANDARDS-BASED
STUDENT LEARNING

ORGANIZATION

Chapter 4: Self-Study Findings
Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

EVIDENCE

A1. Organization Criterion

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

Charter, Mission, Newsletters, bulletins, Website

Master schedule

Staff meeting agendas and training notes

SLO and Mission posters

Course outlines, Adopted book list
A-G and AP courses

U-Prep's mission to immerse all students "in rigorous academics and meaningful extra-curricular activities" is supported by our collaborative and close-knit community of staff, students, and parents and based upon educational research. We work together to provide students with many opportunities to excel academically and develop their potential as leaders and citizens through a rich and varied extra-curricular program. This vision is supported by offering a seven-period day to students from grades 6 to 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, art, and music. Course work is standards-based, and texts are approved by the U-Prep Board. Staff development includes training on accessing and disaggregating data, developing cross-curricular literacy skills, formative and summative assessment, differentiated instruction, technology and unpacking Common Core State Standards (CCSS).

Our mission, preparing students for university level work, is reflected in the academic standards and our Student Learning Outcomes (SLOs). Our staff has aligned all classes to the standards (and is busily realigning them to the new CCSS and updating benchmarks) and supports the SLOs in classroom practices, helping students engage in productive behaviors to achieve academic and personal success. Both SLOs and standards are clearly incorporated in a variety of assessments, projects, daily activities, and assignments. The culminating Senior Transition class project, the Senior Exit Presentation, is a final measure of students' mastery of the SLOs. The measurement of SLOs in academic classes is ongoing with goals such as becoming a mature communicator and information manager being assessed as part of the standards-based curricula. Other goals, such as becoming a lifelong learner, are assessed through student surveys as well as evidence that students are setting and reaching educational goals. U-Prep's 2013 National Student Clearinghouse data indicates that in the first three U-Prep high school graduating classes, between 89% and 95% of our students enroll in college the year after graduation and an average of 71% of are graduating or remaining in college four years later.

Computer Proficiency Requirement

College Trips

Senior Transition class

Student work

National Student Clearinghouse data, 2013

Course Guide
A-G Approved Courses
Board Minutes

Throughout the year, the principal provides the U-Prep School Board with data about student achievement and makes recommendations for improvement of the academic program. U-Prep students meet the graduation requirements of both SUHSD and U-Prep; they receive a SUHSD diploma upon graduation. The Board has approved a course of study for U-Prep students that exceeds the requirements

of SUHSD and is aligned with the recommended course of study by the University of California.

To ensure the fiscal viability of the school and to involve the business community in U-Prep's vision and mission, we created the U-Prep Educational Foundation in 2006. They have grown to a seven-person board in the last eight years and contribute mightily to the school. They sponsor an annual auction that has contributed to purchasing classroom items like graphing calculators, supplemental reading materials and small business software, as well as off-setting the cost of busses for our college trips. Last year they purchased an Apple TV and iPad for every classroom to enhance the learning of all of our students. Additionally, they fund-raised for the Marquee; it was paid for entirely by parent and community donations and installed by local businesses donating materials and students from the Shasta College Welding class donating their time.

U-Prep promotes a culture of parental volunteerism because we believe students excel academically when parents are involved in their children's education. Career Day is an annual event put on in Spring by our junior high counselor with assistance from our School Business Manager and office staff. Approximately 40 community members (many of them parents and alumni parents) donate their time each year to educate students about their vocations. Parents additionally chaperone and provide transportation on class trips and to and from sporting events as well as volunteering their time and expertise at our culminating activities in sixth through eighth grades: Ancient Civilizations Day, Medieval Day, and Westward Ways Day.

Likewise, we encourage our students to give back to the community by volunteering their time as can be seen with our Trail Restoration project in conjunction with Turtle Bay Museum and Redding Parks and Recreation. Students from AP Environmental Science and Sustainable Living partner with community members to clean, maintain and beautify the trails.

A2. Governance Criterion

The Governing Board (a) has policies and by-laws that are aligned with the school's purpose and support the achievement of the school- wide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

The U-Prep Board reviews and approves school goals, which are developed by the administration, with staff, student, and parent input. The academic goals are based on student achievement data such as standardized test scores, attendance rates, surveys, etc. The U-Prep Board approves the course of study, adopts the school's standards-based text books, and creates policies that hold students to a high standard of behavior and achievement. The charter document, admission policy, Student/Parent Handbook, Staff Handbook, and Board By-laws are reviewed yearly. Changes in the charter, approved by the U-Prep School Board,

EVIDENCE

Board Minutes

SUHSD Board Minutes

Course Guide

Educational Foundation Minutes

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myuprep.com

Surveys Staff Meeting Agendas/Notes

Career Day Surveys

Parent Volunteer Hour Spreadsheet

Pictures

Newspaper Clippings

Field Trip Permission Slips

Yearbook

School Website

Board Policies and By-laws

	EVIDENCE
are also taken to the SUHSD Board for approval. Since the inception of the school, the U-Prep Board has made decisions based on the school's mission; more recently the Board has been very involved in the refinement of the Schoolwide Learning Outcomes and the WASC process.	Counseling/Admin Calendars
When U-Prep was a newer school, the Board relied on the Leadership Team (comprised of the four Founders) to implement policy and create procedures that both support the mission and insure the safety and well-being of the school community; administration has now replaced the Leadership team. The Board delegates operations to the U-Prep superintendent/principal who works with the administrative team as well as teacher-leaders such as department heads, the Instructional Leadership Team and the athletic director. As a charter school, U-Prep is its own Local Educational Agency (LEA); however, the Board monitors the academic program, athletic policies, and safety procedures to ensure that they are in alignment with SUHSD. The U-Prep superintendent/principal makes a yearly presentation to the SUHSD Board on the progress of the school; this report includes data about student achievement.	Superintendent/Principal Monthly report to the Board Student/Parent Handbook Staff Handbook Website Instructional Leadership Team Agenda State of the School Report
As a charter, receiving no categorical funds, U-Prep does not have a single school-wide action plan; however, the superintendent/principal and administrative team along with department heads and instructional leaders are responsible for aligning standards, textbooks, school policies and handbooks with state and SUHSD requirements; all are board approved.	Department Meeting minutes
As of March 30, 2014, we will have created our Local Control Accountability Plan (LCAP) in accordance with new state regulations and completed a new four-year strategic plan. These are both board approved and monitored in conjunction with the superintendent/principal.	LCAP
A3. Leadership and Staff Criterion **Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on analysis of data to ensure alignment with student needs.**	
The administration and staff closely examine tests and other data, such as attendance rates, performance of sub-groups, etc. The U-Prep staff meets twice a month as a staff, monthly in departments and periodically by grade levels with the goal of supporting student achievement. To support academic progress, staff and/or one of the counselors often initiate Student Study Team meetings, which include the student, parent or guardian(s), teachers, and a counselor or administrator. Various actions result from these problem-solving meetings such as schedule changes, curriculum accommodations and modifications, assignment to support services, behavior contracts, initiation of testing, and addition of study periods. These meetings may be scheduled due to student performance or behavior or as a result of examination of student testing and other records. Standardized test results are reviewed with staff at meetings, with the Board, and	Staff Meeting Agendas SSTs

individually with students. Parents receive an analysis of testing and often specific recommendations for future course work, summer school, or tutoring. In order to better meet student needs we hired two full-time counselors, a full-time Resource Specialist teacher, and a half-time special education paraprofessional. Students additionally receive help through SUHSD district services including occupational therapy, speech therapy, mental health or assistive technology as required by an Individual Educational Plan (IEP).

Since the school's opening, U-Prep has had two consecutive half days for conferences with parents of 6th-8th graders in October and March. In 2006, we instituted meetings for all ninth graders and any other high school students with low grades or other issues of concern to either parents or teachers. Students or parents may also request conferences or SST meetings.

In addition to integration into the academic curriculum, several systems have been established to support student acquisition of the student learning outcomes. The Advisory Program focuses on goal-setting, social skills, empathy, time-management and other skills required for success in school and life. A monthly character trait provided by student government results in appreciation of integrity, being inspirational or goal-directed as well as other character traits. In addition, programs such as student and athlete of the month and awards nights and monthly assemblies recognize student achievement in the areas of leadership, academics, improvement, and citizenship. Other clubs and activities, including Leadership High School, Interact, and World Cultures Club, also promote understanding of various cultures, create opportunities for community service, and develop community stewards; all of these support student mastery of the SLOs.

A4. Leadership and Staff Criterion

A qualified staff facilitate achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and on-going professional development.

Since the school opened ten years ago, staff development has focused on two major areas: first, providing training and mentoring for teachers who are new to the profession and second, responding to perceived needs in curriculum, instruction and data analysis. With the growth of the staff, and in keeping with our small school culture, we found a need to ensure staff continued to feel heard and supported. Staff provided feedback that they wanted opportunities for leadership growth and a voice regarding school decisions, thus the Instructional Leadership Team was formed, comprised of seven teachers working together with administration. One function of the newly developed Instructional Leadership Team is to work with administration to design a systematic approach to staff development that includes staff input on needs, priority setting, and an evaluation of the program. They will additionally work as instructional coaches among the school's classrooms.

Newly credentialed teachers meet with administration prior to the beginning of the school year and are oriented in staff procedures, enrolled in BTSA, and partnered with a staff member. Since the school opened new teachers have been

EVIDENCE

SST Memory sheets

Schedule changes

Behavior contract

Academic Conference Schedules

Substitute Records

Tutorial Opportunities

Lunch Tutoring

After School Tutoring
Peer Mentoring

Social Skills Development

Monthly Character Traits

Training through Peer Programs

Display cases

Clubs Listing/Brochure

Advisory Binders

Instructional Leadership Agenda

given one-on-one assistance, from other teachers as well as administration, in areas of individual need, including classroom management and organization, instructional practices, and curriculum pacing. They are also given release time to visit other classrooms and work with other teachers within their disciplines, both at U-Prep and other schools.

Staff development includes training in differentiated instruction, academic vocabulary, Jane Schaffer writing process, Cornell Notes, the Organized Binder, aligning standards to curriculum, using rubrics, front-loading reading strategies, using the Aeries system effectively, safety procedures, working with students with special needs, and formative and summative assessment. Additionally, teachers in a specific department, such as the 6th through 8th grade Language Arts/History Core teachers, meet for full days of curriculum development and advanced work on instructional strategies. As new teachers have joined the staff, they have either received individual instruction or assistance or been sent to trainings at other locations. For instance all teachers were trained in Common Core State Standards between December 2013 and May 2014 through a combination of providing training at U-Prep by an expert from SCOE (Shasta County Office of Education) and sending teams of teachers to more intensive workshops in their academic area (Math, Expository Writing, etc.) All of these professional development opportunities support student academic achievement in tutorials as well as in the classroom.

Classified staff also receives specialized training in their areas of responsibility such as Associated Student Body (ASB), athletics, attendance accounting, and Aeries. In some cases the training is a conference or seminar; in other instances a classified employee works with a mentor at another school site. SUHSD provides U-Prep technology and Aeries support. Most of the office staff is cross-trained and can work in a number of areas.

For more than a year, staff, students, parents, and Board members have worked on refining the SLOs. As a result, several teachers dedicated time to integrating the SLOs into Advisory curriculum. Many of the elements of the SLOs are also addressed within the academic curriculum and instructional practices.

As we have grown in numbers, communication between staff and administration has had to become more formalized. We have Department Chairmen and Chairwomen for Core, English, History, Science, Math, World Languages, P.E. and Visual and Performing Arts (VAPA). To provide structure for the Department Chairs, we added a Lead Department Chair to communicate with the Superintendent/Principal and disseminate a Department Agenda. We also added quarterly breakfasts during which Department Chairs meet with the administration to discuss areas of concern or proposed changes. Department Chairs facilitate discussions between Department members and bring information back to the Administration to ensure continuity and excellence in instructional practices across grade levels and curriculum.

EVIDENCE

BTSA Documents

New Teacher Orientation Binder

Measures Aligned

Staff Development Agendas and Materials

Common Core State Standard Workshop Records and Notes

Teacher attendance at workshop records

ASB

Aeries

P1 and P2 Attendance data

SLO Posters

Advisory Curriculum

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Our students come from many different districts, private schools, charter schools, and home schools; therefore, student academic needs are first identified through school-based testing. All sixth graders and new students are administered math placement tests in May of the previous year to assure appropriate placement in math classes. In middle school and 9th grade English classes teachers give the CTBS test each year to determine proficiency in vocabulary and reading; math teachers give readiness and diagnostic tests early in the year in order to determine if students have been appropriately placed. Math classes also have end-of-course exams that math teachers use to determine student proficiency. We utilize STAR (soon to be Smarter Balance Testing), CAHSEE, PSAT, SAT, ACT, ACT ASPIRE and AP testing to examine student performance and program effectiveness through multiple measures.

In 2014 - 15 we added three additional early release days to allow curriculum articulation between grade levels as well as opportunities for departments to share best instructional practices, develop integrated Common Core curriculum, and design common rubrics and formats (e.g.: all disciplines use Cornell note taking, academic vocabulary, and MLA writing guidelines).

Student needs, both academic and otherwise, are identified initially through the application; more information is gleaned from cumulative files, which are examined by the registrar, counselors, Resource Specialist Teacher and sometimes an administrator. Identified students with special needs are scheduled for services with appropriate support personnel (Resource Specialist Teacher and or paraprofessional, speech and language therapist, school psychologist, etc.) through the formal I.E.P. or 504 processes. Unidentified students with below basic or far below basic scores on STAR testing are referred to the Student Study Team/ Counselor for further review. Using the most recent information on brain-based learning and instruction, the Modern Foreign Language department instituted TPRS (Total Proficiency through Reading and Storytelling) as the primary instructional practice in their classes. With support from a grant as well as school and district leadership, this method has been brought to foreign language teachers throughout Northern California.

Because improved literacy and vocabulary acquisition are so essential to academic success, we have spent several days exploring Depth of Knowledge (DOK) as a staff. Grade level teachers analyzed their curriculum to propose methods of teaching at a higher DOK level.

The staff is committed to developing and improving their skills not only through staff development training but also as individuals. Teachers have earned advanced degrees, started advanced degree or credential programs, and pursued expertise in new areas of instruction such as AP Environmental Science and Common Core English, history and math. All administrators have earned or are

EVIDENCE

Calendar

Department meeting agendas and notes

Tests

Test Data

Bell Schedule

Academic Vocabulary

Rubrics

MLA/APA "Cheat Sheet"

IEPs/ 504s

SSTs

STAR Test Results

TPRS Workshop Agenda and Materials

Depth of Knowledge Chart

Academic Toolkit

Calendars

Personnel Records

CLMS

in the process of completing clear administrative credentials and have been enrolled in ACSA (Association of California School Administrators) academies that increased their knowledge of trends in educational research (Principal's Academy, Superintendent's Academy, School Business Academy). U-Prep administrators are also member of ACSA and ACSD (Association for Curriculum and Supervision Development).

EVIDENCE

ACSA Academy Binders

CASBO Materials

A6. Resources Criterion

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

A commitment to academic excellence as well as the desire to provide meaningful extra-curricular activities drives the allocation of all resources as and requests for donations at U-Prep. To date we have purchased standards-based books for each student in every subject as well as class sets for most subjects. Additionally, we have purchased supplies and equipment for chemistry, physics, biology, and art courses, instruments for band and strings classes, equipment and supplies for physical education classes, and furniture for classrooms. Donations and grants have enabled us to recently purchase a Google Chromebook mobile lab for each Core teacher in the middle school, eight new labs for high school teachers, and a laptop lab for our World Languages department, and a Mac computer lab for our Video Production and Music Production classes. Financial and human resources are also utilized for staff development, sports, performing arts programs, student clubs, and social events; all of these further our mission.

Foundation Charter
Alumni Page

The School Business Manager, working closely with the administrative team, Board, and staff to determine resource priorities, develops the budget with oversight of the SUHSD Chief Business Official (CBO). Steady enrollment and a high attendance rate, together with U-Prep Educational Foundation (our 501(c)3) and generous donations from our parents, support the financial needs of the school. Now that our alumni have begun graduating from college (2012 produced our first four-year college graduates) the Educational Foundation, school board, U-Prep administration and staff are looking at ways to track and solicit our alumni for donations to their alma mater.

Pay Scales

Enrollment and
Attendance Data

Blubear Software

Budget Reports
Multi-Year Projections

In order to attract and retain quality staff that support our mission and share our passion, one of the Board's priorities has always been to pay employees on the same scale as our chartering district. An ongoing two-percent raise approved by the board in January, 2014 and a commensurate restructuring of the office staff job descriptions and pay scale raised office workers to a pay scale comparable to the Shasta Union High School District. Thanks to a four and half percent on-going raise for the entire staff approved by the board in May 2014, our dream of equal pay with district employees came to fruition for the first time in U-Prep history. This, in turn, supports our academic goals and SLOs as our highly qualified, professional, and dedicated staff is committed to continuous improvement.

Board Minutes

Mission & Vision

SUHSD Pay Scale

A7. Resources Criterion (Charter Schools only)
The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budget monitoring, internet controls, audits, fiscal health, and reporting).

EVIDENCE

In 2012 the administration and board approved the promotion of our Office Manager/Executive Assistant to School Business Manager. She obtained a highly competitive state-level FCMAT CBO mentorship and is being mentored by Shasta Union High School District's retired CBO. She works with the current district CBO to develop multi-year projections; each year funds are dedicated to Board priorities, and the school's goal of steadily increasing the reserve has been met. Board decisions regarding budget are realistic and based on Average Daily Attendance (ADA). The school is solvent and uses sound fiscal practices including a yearly audit, internal controls, and Board approved policies that are consistent with SUHSD Board policy and California law. U-Prep's allocation comes through the Shasta County Office of Education to the district and the school. Special Education funding is "passed through" to SUHSD, and the district supports the school's special education students. Currently the district employs a full-time resource teacher and two part-time special education paraprofessionals for U-Prep. Speech and school psychology services are provided by SUHSD, as well as necessary special education equipment (one of our students has assistive hearing technology). The budget is approved yearly by both the U-Prep and SUHSD Boards, is reviewed at U-Prep Board meetings, and is presented to staff yearly with frequent updates at staff meetings. Administration and Board members have negotiated a Memorandum of Understanding (MOU) with SUHSD personnel that define the fees for services provided by SUHSD. The recently renewed Charter document and MOU guarantee the school use of the current facility or an appropriate alternative district facility through 2018. The school administration, staff, and Board have an excellent working relationship with district personnel.

Budget Reports

Board Minutes

MAA Records

MOU

Charter

Staff Meeting Minutes

U-Prep's School Business Manager meets monthly with the district's CBO to review the budget and recent expenditures, discuss future needs, and develop strategies to maximize resources. The SUHSD Human Resources department has provided the structure and guidance to ensure compliance with NCLB and state credentialing standards. Through the assistance of district Curriculum and Instruction personnel, U-Prep has successfully administered STAR, CAHSEE, and, most recently, Smarter Balanced testing and submitted courses for A-G approval and AP audit. The district's IT department installs, services, and purchases technology for the school. By buying equipment through IT, the school increases its buying power. IT also tracks our technology inventory and U-Prep is included in the district's technology plan.

Testing Data

District Technology Plan

The School Business Manager and U-Prep administration worked closely with staff, the Board and all stakeholders to create an LCAP (Local Control Accountability Plan) with three-year goals as directed by the state to manage our funds received through LCFF (the Local Control Funding Formula) established by the state of California in 2013.

LCAP

A8. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

U-Prep is in compliance with state rules and regulations regarding school financial codes. The Board has adopted FCMAT financial policies. Further, we use internal budget controls such as a yearly independent audit and Blubear accounting software for ASB funds. The school has had excellent audits, never receiving an exception. Throughout the ten years of the school's existence, the SUHSD Board has reviewed and approved our proposed budget, first and second interim budgets, and the budget actuals. Staff members have attended training seminars on Short Term Independent Study (STIS) and Medical Administration (MAA); both programs generate income, follow strict governmental guidelines, and are subject to audit.

A dedicated and efficient office staff handles ASB funds, tracks expenditures, prepares for audits, and keeps current on attendance. The School Business Manager has adapted and created forms for ordering materials and books from both school and ASB accounts that meet state requirements. She has also instituted money counting and deposit practices as well as other internal controls. The attendance clerk has developed policies and processes for clearing attendance reports; as a result our rate of attendance has risen. Our registrar keeps close tabs on enrollment numbers, enrolling students on the waiting list promptly, thus increasing our ADA. The professionalism of our support staff increases our allocation and contributes to our financial stability.

The Board has retained the services of a Sacramento law firm that has expertise and experience in charter law. All board members have attended Board Governance training sessions led by Eric Premack, a local charter school attorney, that include information on legal and financial issues for charter schools. The School Business Manager presents a monthly budget report to Board members; the district's CBO frequently attends U-Prep board meetings to monitor and participate in these presentations. The superintendent/principal attended the ACSA (Association of California School Administrator's) School Business Manager's Academy in 2009. The School Business Manager is President of the local chapter of CASBO (California Association of School Business Officers). She and the superintendent/principal attend CASBO trainings and legal and fiscal workshops offered through ACSA and CCSA (California Charter School Association).

EVIDENCE

Pay Scales

FCMAT Financial Policies

MAA

STIS

Blubear Software

Budget Reports

Board Minutes

ASB Forms & Procedures

Attendance Reports

Waiting Lists

ACSA

CASBO Materials

Areas of Strength – Vision and Purpose

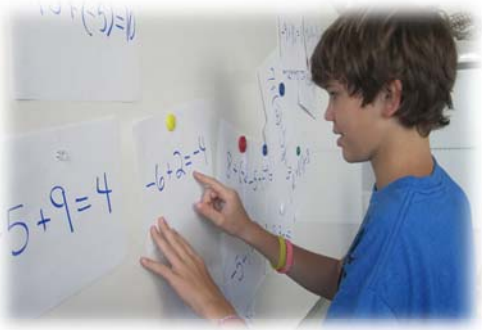
- Clear mission supported by entire school community
- Committed and responsible governance
- Qualified, dedicated staff and leadership

Areas of Growth -- Vision and Purpose

- Plan for systematic examination of data to assess academic progress and determine resource priorities
- Refinement of staff development plan to support student success

CATEGORY B
STANDARDS-BASED
STUDENT LEARNING

CURRICULUM



CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

EVIDENCE

B1. Curriculum Criterion

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

Master Schedule

A-G Approved Courses

AP courses

Mission & Vision

The foundation of U-Prep's beliefs and curriculum is that learning best occurs in a small, safe environment where all students can access a rigorous, relevant and coherent standards-based college-prep curriculum with a wide selection of electives and a staff responsive to students' needs. At U-Prep, all students are enrolled in college prep curriculum and we offer a seven-period day as well as an Advisory/Tutorial period in order to allow students more opportunities to take classes in Fine Arts, five different languages, and/or Advanced Placement courses. The strong focus on a supportive, academic curriculum is cohesive with the establishment of U-Prep and is consistently evident across all curricular areas.

Current Educational Research and Thinking

The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Administrative Conferences

ACSA (Association of California School Administrators)

SCOE Common Core Trainings

CADA Conferences

Reach Higher Shasta

Yearbook Conferences

New Textbooks (CCS)

BTSA

Department Meetings

Math – Common Core Trainings

Instructors and administration at University Preparatory School work hard to ensure curriculum is relevant and current. Through a multitude of opportunities, teachers are continuously learning and facilitating the education of their students. These examples are shown in the many conferences staff attends, some of which include: National Readers for Advanced Placement Exams, California League of Middle School (CLMS) Conference, Reach Higher Shasta, Common Core Workshops for all Core disciplines, Advanced Placement Institutes, CADA (California Association of Directors of Activities) and Yearbook Conferences. Support by administration to attend and participate in educational opportunities and instructional programs takes place consistently. Additionally, many staff members subscribe to professional journals and organizations in their field and this information is disseminated across the school staff, whether in grade-level or department-specific groups.

Staff, across all disciplines, continuously updates, revises and evaluates curriculum in order to remain up-to-date with current educational practices. Annually, departments review existing textbooks and consistently strive to focus on relevant and current curriculum and textbook options. Working together in departments, teachers collaborate on current pedagogical trends. This has been evident from the beginning of U-Prep and is still apparent in group meetings and

	EVIDENCE
teacher discussions. Common Core, for example, has introduced some of the most recent current educational research and needs, thus, bringing about collaboration among teachers to integrate Common Core into curriculum planning. In June 2014, middle school Core teachers participated in a 3-day Curriculum Retreat, focused on integrating Common Core into the curriculum while ensuring cohesiveness among the grade levels and in relation to Common Core practices. Throughout the curriculum review and planning, U-Prep consistently invites teachers to think outside of the box to achieve positive results.	Middle School Curriculum Middle School Core Retreat Agenda Lapham's Quarterly
One of the unique characteristics of U-Prep is the Advisory Course, in which all students are registered, from grades six through twelve. The intent of the Advisory Class is to create a unique connection between teacher and student, and also provide a "safe" environment for students to discuss social issues, life skills, organization, and current problems. Advisory is a true reflection of U-Prep's curriculum continuously being revised based on appropriate and up-to-date research, as current trends, problems, and issues are immediately addressed and introduced to the students. Additionally, staff meets regularly throughout the year in grade-level Advisory groups to plan curriculum and make modifications to Advisory lessons. We are equipped with curriculum binders, filled with ideas for Advisory topics and lessons, however, one of the most positive aspects of Advisory is the unique ability to integrate viable and meaningful real life issues. Facing multiple academic extra-curricular activities, a few specialty Advisory classes are available to support these academic clubs, such as Science Bowl and Mock Trial. This allows students participating in these clubs additional time to work as a team, as so many of our students are active in a multitude of extracurricular activities. This additional Specialty Advisory aids in preparing students for end of the year competitions, while enabling them to continue participation in other activities. An additional facet of the Advisory Class is the Senior Transition, which constitutes Advisory for grade twelve students. This 12th grade Advisory supports the transition for our U-Prep seniors from high school to college and incorporates such curricular elements from college applications and scholarships to how students have met the Student Learner Outcomes (SLOs) during their time at U-Prep. Regardless of the specific focus of U-Prep's Advisory Class, students are exposed to life skills, organization, team and social skills to help prepare students for real-life situations and future successes.	Advisory Binder(s) Advisory Schedule Senior Transition Schedule Science Bowl Mock Trial SLOs Senior Exit Presentation
U-Prep Middle School teachers continuously play an active role in the California League of Middle Schools (CLMS). In the past, teachers have attended and presented at the CLMS conference. With a focus on improving student learning through useful, evidence-based professional development, CLMS provides our Middle School teachers with the latest trends and research, additionally supporting a rigorous, relevant and coherent curriculum at U-Prep.	CLMS
In extra-curricular academic opportunities, we provide current academic standards within the school. These occasions vary from participation in the annual Science Bowl which tests students' knowledge in all areas of mathematics and science, including biology, chemistry, earth science, and	

EVIDENCE
Washington DC Trip
Cultural Connections Club
Yosemite Institute
Pacing/Curriculum Guides
Weekly Math Department Agendas
Weekly JH Core Agendas
Webinars
AP Training/Conferences
Chrome Books
Flipped Classrooms
Field Trips

physics, the California Constitutional Rights Foundation (CSF) Mock Trial, in which students study a "mock" case, consisting of current trends in the legal system, all with relevant and up-to-date issues within our society. Annually, eighth graders are provided an opportunity to spend a week in Washington DC, further enhancing the curriculum from the eighth grade history class. This opportunity is offered to graduating eighth graders and is an excellent example of extended learning, provided outside of the classroom for our students here at U-Prep. Mathcounts is yet another example of the current trends we support and is a program for middle school students to promote mathematic achievement through fun and engaging mathematic contests. Staying current with global trends, Cultural Connections Club provides service learning trips available to all high school students. This club sponsored a service learning trip to Thailand in the summer of 2013 and has a trip scheduled to Peru in the summer of 2015. Nineteen students and their advisor attended the National Junior Classical League Convention at Emory University in Atlanta, Georgia in the summer of 2014. On their first attempt, they won 59 awards in various categories and comprised the largest team on the west coast. The Yosemite Institute is another opportunity in which U-Prep supports community service and learning, as well as coinciding with environmental sciences, history and science, offered since 2004 to our high school students.

With fully developed programs of study for students, departments within the school have established curriculum guides and agreed upon department goals. Teachers collaborate both within their departments as well as across the curriculum. In addition to bi-monthly department and staff meetings, this collaboration is evident in the weekly Junior High Core and Math department meetings held on Fridays at 7:00am. Curriculum, across the school, adheres to and supports the SLOSs while aligning with California State Standards and the new Common Core Standards.

Below are subject-specific lists that offer some examples of how we address current educational research and thinking:

History and Social Science:

- Teachers Curriculum Institute Webinars
- AP Training and Conferences (Advanced Placement/College Board training)
- California League of Middle Schools (CLMS)
- UC Davis Symposium – Teaching American History
- Implementation of ELA-aligned curriculum
- Class Sets of Chrome books within middle school and high school classrooms
- Curriculum-supported field trips (i.e. Civil War Reenactment)

Science:

- Math and Science Integration through SCOE
- Science field trips (i.e. Whiskeytown, Turtle Bay, Planetarium, Patrick's Point)

- Science Bowl
- Flipped Classrooms

English
- AP English workshops in Sacramento in 2012 and 2013, most recently
- California State EAP Workshops
- English departments collaboration
- MS Core Weekly Friday morning meetings
- Common Core workshops
- Sophomore Trip to Ashland's Shakespeare Theater
- California League of Middle Schools (CLMS)
- Collaborative online communities (Edmodo, Moodle, etc.)
- BTSA Support Provider Training
- U-Prep English Boot Camp (new incoming HS Students)

Mathematics
- Math Common Core through SCOE
- BTSA Support Provider Training
- Implementation of Common Core Standards in Integrated Mathematics classes beginning in 2013/14
- Weekly Department Meetings every Friday at 7:00 am
- Teacher Leadership Academy
- Chico State Math Project
- CPM^2 Math Grant

World Languages
- Confucius Classroom
- Chinese Foreign Exchange Program
- Summer Camp in China
- Total Proficiency through Reading & Storytelling (TPRS)

Visual and Performing Arts
- Dance Conventions (all students)
- Dance Competitions (Dance Team)
- U-Prep Celebration of the Arts (February annually)
- Winter Choir, Band and Strings Performances
- End of year Choir, Band and Strings Performances
- Symphonic Orchestra
- AP Art
- Chalk Art Contests

Physical Education
- CAHPERED
- PEACH Sparks
- Lacrosse Grant training for teachers
- Coaching Clinics
- Summer Sports Camps
- CPR and First Aid Training

EVIDENCE

EAP

Student work

Boot Camp Agenda/Schedule

Sophomore Ashland Trip Itinerary

BTSA

Confucius Classroom

TPRS Guidelines

Academic Standards for Each Area

The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

EVIDENCE

The graduation requirements at U-Prep exceed those of the Shasta Union High School District and are aligned with requirements and recommendations outlined by the Universities of California, the most rigorous requirements of California colleges. Students are carefully monitored and counseled for their four years in high school at U-Prep to ensure their eligibility for graduation and to pursue the post-secondary option of their choice. One of the aspects that sets U-Prep apart is the focus on including courses that meet the UC "A-G" requirement. U-Prep's high school graduation requirements align with the UC admissions standards, providing all students the opportunity to graduate from U-Prep having met the A-G requirements.

Master Schedule

A-G Approved Courses

A-G Completion Rates

In addition to aligning curriculum with the A-G UC requirements, the standards for academics include multiple Honors and Advanced Placement courses. For example, U-Prep offers 15 Advanced Placement courses, with AP testing available each year, proctored on site. Honors courses are also offered, with a focus on preparing our high school students for curriculum success in the many AP classes in which they will participate. With multiple College Board and AP trainings and workshops attended, the AP courses align with the required College Board expectations and the syllabi for these courses have been reviewed and passed a rigorous review from the College Board in order for each course to be approved.

AP Courses

Course Listings by Grade Level

Course Guide

Syllabi

Evidence Binders

As with all schools, we do have struggling students that need further monitoring and assistance. For these students who "fall off track" because of failing a course or transferring from a different school/state, additional counseling and monitoring takes place to ensure these students get back on track for graduation. The Shasta Union High School District offers U-Prep students the opportunity to take Summer School in order to repeat a failed course. Classes are also available at Shasta College and on-line with various schools and pre-approved classes are accepted in lieu of those offered by U-Prep in special circumstances. In addition to these opportunities, U-Prep staff and counseling takes a personalized, one-on-one approach for struggling students. Seniors at risk of not graduating are monitored weekly by the counselor and the staff, along with consistent communication with parents and coaches, and are provided the option of credit recovery through Shasta Adult School. These personalized plans for students struggling with some element(s) of graduation requirements, provides a means of success for the U-Prep students and supports the academic standards and post high school readiness for college and/or career-readiness.

SUHSD Summer School

Shasta Adult School Master Agreement (Counseling Department)

Academic Conferences

All courses at U-Prep have either transitioned, or are in the process of transitioning to the Common Core State Standards (CCSS) and staff is working to make the transition consistent and effective. All teachers have attended, at

minimum, Common Core trainings provided by the Shasta County Office of Education (SCOE). The Math Department has been at the forefront of the CCSS transition, having implemented Math 8 during the 2012-13 school year and Math 6-8, Integrated Math I for the 2013-14 school year, and plans to begin teaching Integrated Math II in the 2014-15 school year. Through collaboration as a department, they have implemented common assessments and quizzes, Guided Notes for students' class use, Learning Targets for each unit, common pacing guide and assignments for each unit and graded tests on a common rubric, allowing the staff within the department to compare data. The English Department has developed and implemented EAP units vertically aligned from freshmen through junior year of English, which support the CCSS in all aspects, including synthesis.

Each department at U-Prep has clear and defined academic standards through the implementation of curriculum guides (pacing guides). Staff utilizes planned units on a regular basis and effectively reflects upon and makes changes to units throughout the school year. Through the new CCSS, math has pacing guides built into each unit. Advanced Placement classes have specified curriculum guides to follow, based on the College Board recommendations. Ninth and tenth grade classes utilize the Organized Binder, with an Agenda form, used by staff and students, supporting not only academic standards but student-driven organization and success. Each department works diligently to ensure a seamless transition into each course. English, for example, has worked with all ELA staff from sixth though twelfth grade to communicate academic goals and standards for each grade level as well as expectations of each grade level's academic challenges and strengths.

Congruence

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

The curriculum encompasses all aspects of U-Prep's school-wide learner outcomes. With a goal of aligning curriculum with current, relevant, and rigorous learning standards, staff aligns standards and curriculum with these expectations. Students and staff are familiar with the SLOs through continued discussion in our Advisory classes and visual representation of the SLO posters across campus. With a capstone project, required of all seniors, the Senior Exit Presentation incorporates the SLOs and requires students to apply each SLO to his or her experiences here at U-Prep and how he or she has modeled these SLO expectations, thus truly synthesizing students' experiences at U-Prep into the reality of the SLOs.

Student Learner Outcomes are accomplished and aligned with curriculum as well as through extra-curricular activities in some of the following opportunities:
A Mature Communicator
Read, write, speak, question and listen effectively and professionally.

EVIDENCE

CCSS

SCOE Trainings

Math Learning Targets

Rubrics

EAP Units

Curriculum/Pacing Guides

SLO and Mission posters

Organized Binder

ELA by Grade Level

Mission Statement

Student Learner Outcomes

Grade level meetings

Differentiation of skill levels

Senior Exit Presentations

- Written reports and oral presentations
- MLA papers
- Peer Mentor
- Conflict Management
- Pre-Med Club
- Panthercast
- Spelling Bee
- Odyssey of the Mind
- Mathcounts
- Link Crew
- Big Brother/Big Sister
- Cultural Connections
- Award-winning student designed yearbook
- "On the Prowl"
- Mock Trial
- Local Speech Competitions
- ASB/Leadership
- Senior Exit Presentations
- Socratic Seminars
- Science Bowl

An Information Manager
Ethically and morally access, organize and evaluate information

- Computer proficiency
- Music Production
- Class Presentations
- Yearbook
- Video Production
- Drafting
- Drama
- Speech Contests (Rotary, etc)
- Advisory Mock Interviews
- Course Offerings
- Science Bowl
- Scholarship Offerings
- AP Courses
- College Applications

A Problem Solver
Innovative through critical thinking and decision making

- Advanced Placement Classes
- Science Bowl
- Mock Trial
- Sustainable Living
- ASB Leadership
- Conflict Management
- Peer Mentor Tutoring/Program
- Advisory

EVIDENCE

Socratic Seminars

Science labs

Organized Binders

WASC Staff Survey

Student Surveys

Array of electives offered

Course Offerings

Graduation Requirements

Teacher Blogs

Teacher Websites

U-Prep Website

Tutorial Program

School Clubs

Mentor Program

Teacher Lesson Plans

Curriculum/Pacing Guides

- Tutorial
- TED Talks
- Panthercast

A Positive Member of a Diverse Society
Demonstrate compassion and sympathy

- Mentor Program
- Psychology Club
- Advisory
- Fitness Class
- Athletics Program
- Sustainable Living
- World Languages
- Confucius Classroom
- La Petite Voyeurs
- Cultural Connections
- ASB
- Club Interact
- Foreign Exchange Program

A Lifelong Learner
Accountable in setting and achieving education, career, and personal health goals

- Fitness Program
- Physical Education Classes
- Athletic Program
- Athletic Camps (summer programs)
- Pre-med Club
- Creating Writing Club
- Mock Trial
- Science Bowl
- Odyssey of the Mind
- Camp Royal
- Yosemite Institute
- College Trips
- Class Field Trips
- Leadership High School
- Senior Transition

Student Work

The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Student work across all grades and disciplines reveals student engagement in learning based on U-Prep's mission to provide an educational community invested in developing confident, capable, and compassionate citizens. Teachers

EVIDENCE

School Clubs

Physical Education Programs

Master Schedule

Aeries Gradebook

Evidence Binders

SLOs

Teacher Websites

Syllabi

Socratic Seminars

	EVIDENCE
at U-Prep have created professional and long-term relationships with the students, as many of our teachers have known the students for up to seven years. We truly benefit from seeing the fruit of our labor as the middle school students successfully complete their senior year at U-Prep. Providing a challenging curriculum, while addressing real-world issues, our teachers are hands-on and the student work exemplifies the rigor of the courses.	Classroom Teaching Practices
As apparent in student work, our teachers are successful in placing a high emphasis on student collaboration. This is obvious in Socratic Seminars, in which students begin in sixth grade and continue "practicing" through all grade levels. Student collaboration is evident across disciplines, as apparent in various courses, some of which include flipped classrooms, "discovery" labs, and the A and B pages of U-Prep's Organized Binder.	Organized Binder
The student samples found in all classrooms' Evidence Binders provide examples of a wide range of student achievement, all meeting school-wide learning outcomes and goals.	Classroom Evidence Binders
Accessibility of All Students to Curriculum **A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.**	
As a school of choice within the area, U-Prep students and families self-select our school due to the high academic focus and the rigor which our school is known to provide. The instructional practices and planned curriculum exemplify this rigorous and coherent curriculum. Due to the nature of the school's vision "to work together providing students with many opportunities to excel academically and develop their potential as educated leaders and citizens," the school's demographics and students typically match the expectations, rigor and relevance of U-Prep's curriculum.	Application Process Lottery Process Mission & Vision
Curriculum is accessible to the entire student body. With a clear scope and sequencing of learning units within classes, there are a variety of courses, ensuring that all students have access to appropriate curriculum in a sequential and supportive environment. With the flexibility of the block scheduling for juniors and seniors in their Social Science and English courses, for example, students have the ability to more realistically mirror schedules to those of college courses. In addition, this scheduling allows for instructional practices to be facilitated seamlessly, with a full 100 minutes provided to disseminate the challenging Advanced Placement curriculum.	Course Listings by Grade Level Master Schedule Block Scheduling Advanced Placement Courses
There are a number of resources on campus for student support, ensuring success for all students and true accessibility to curriculum. U-Prep's resources consist of a full-time Resource Specialist, a half-time paraprofessional Resource Aide,	Resource Program

and two counselors to provide assistance with students in need. Support is consistently provided for students needing accommodations through IEP, 504 Plans, or simply due to struggles with academics. In recent years we have implemented both a Math and a Reading Lab, to support students needing additional help in either, or both of these academic areas. For the 2014-15 school year a high school Math Lab and online Mathletics Program will additionally be instituted. Our Peer Tutoring program adds support to our student body, providing peers on campus to work with students in specific, focused areas of curriculum. Findings from our recent 2014 WASC Staff Survey showed the fact that 100% of teachers provide opportunities for students to receive additional support outside of the classroom. Students have various resources on campus, including one-on-one help in the resource class, study halls, student study groups, teacher blogs and websites, open labs, and our unique Tutorial Program.

In addition to graduation-required courses, multiple elective offerings provide our students with a variety of interest-seeking opportunities. These courses help our students in determining interests, possible future careers and/or learning interests.

U-Prep's Tutorial Program provides multiple opportunities for students. Teachers provide opportunities for additional lectures, as needed during this time. One of the primary intents of this class is to provide students with time during the school day to meet with teachers for additional help and support, make up tests and homework, and work together in small study groups. This class begins in sixth grade and is provided for students through the eleventh grade. Based on the 2014 WASC Teacher Survey, Tutorial teachers provides a variety of environments for students, ranging from a silent working atmosphere, specialty Tutorials, and student collaboration.

Our teachers utilize cutting-edge and creative curriculum to encourage critical thinking skills. Across disciplines and grade levels, teachers introduce standards-based lessons, with a variety of curricular projects and learning skills focused on Depth of Knowledge (Webb). In addition to the varied and critical thinking-required curriculum provided, our teachers exemplify curriculum modification. This continued self-reflection and positive changes to incorporate the needs of the students and parents, is evident in continuously updated teacher websites, Aeries online gradebook and many teacher blogs.

Not only our teachers, but our Guidance Counselors prompt parent education, further encouraging access to curriculum and accessibility of information to help support students, through parent information. These are exemplified in the multitude of parent-specific events, such as Parent University, Information Nights for Middle School and High School, Financial Aid Night, Scholarship Information Nights, and A Day in the Life of a Sixth Grader.

EVIDENCE

Academic Calendar

Bell Schedule

Array of electives offered

Course Offerings

Graduation Requirements

Tutorial Class

WASC 2014 Teacher Survey

Aeries

Teacher Blogs

Teacher Websites

U-Prep Websites

Edmodo

Pacing/Curriculum Guides

Applicant Night

Parent University

Depth of Knowledge

6th Grade Math Testing/Social

Below are some examples to illustrate how we facilitate "access and success" for all students:

	EVIDENCE
History/Social Science	
➢ Edmodo	
➢ AP courses – such as AP US History, World History, Government and Economics host a sequence of study sessions after school before the actual Advanced Placement exam dates in May	Turnitin.com Google Docs School-based Google Accounts
Visual and Performing Arts	
➢ Jazz Band offered as a "zero" period – beginning prior to the start of the period one through seven school day to offer flexibility for students interested in taking additional electives, yet interested and talented in band.	Competitive Dance Team
➢ The Music Department schedules outside-of-class times for students to get help in choosing music, working on singing skills and rehearsing for performances.	Musical Performances Dance Performances
English	
➢ The English Department considers all learning modalities when planning curriculum and instructional strategies.	
➢ Edmodo	
➢ Teachers schedule individual editing sessions with Honors and AP students during lunch, before and after school.	Good Reader (app)
➢ Websites with all handouts and presentations are available.	School Website
➢ Classroom writing portfolios to combine student writing for self-reflection throughout the year	iPads/Apple Television
➢ AP Language and Composition and Literature and Composition teachers offer after-school workshops to prepare for the Advanced Placement English examinations	
➢ Students who are struggling, in need of direction or who have been required to revise work meet with individual teachers for one-on-one guidance and feedback during lunch, before and/or after school.	
World Languages	
➢ World Language teachers all have teacher websites.	
➢ World Language clubs reinforce classroom learning	
➢ Edmodo	
Mathematics	
➢ Teachers post class lessons on website	
➢ Teachers post PowerPoints on website	Khan Academy
➢ Teachers provide online practice quizzes	Curricular Collaboration

EVIDENCE

- Regular Parent Emails: Parents aware of what we are doing in class and how they can help their student stay on track and succeed

Science

- YouTube
- Expanded Science electives
- Science field trips (i.e. Whiskeytown, Turtle Bay, Planetarium)
- AP courses offered in multiple Science disciplines
- Science Bowl
- Math and Science Club

Block Scheduling

Physical Education

- Athletic PE
- Fitness PE

Integration Among Disciplines

There is integration 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.

Cultural Connections

Science Bowl

Mock Trial

U-Prep focuses on integration among disciplines within the school, where applicable. This is evident across all grade levels and varies with course types. With the implementation and focus on CCSS, this type of integration is even more prevalent on campus.

Drafting Class

2015 Peru Trip

Block Scheduling is a unique and effective aspect of scheduling that provides coordination between departments. This scheduling, available for juniors and seniors in their Social Studies and English classes, ensures that teachers are working together for a congruent curriculum and true integration among the disciplines.

Career Day

Jane Schaffer Writing

ABC Book (6th Grade)

Middle School Core Retreat

Throughout all facets of U-Prep's classes and extracurricular activities, the integration of programs is evident throughout our many clubs. For example, the Cultural Connections Club integrates a focus on history and humanities through the service learning trips and focus on understanding and working with other cultures. The Yosemite Institute is a culmination of community service and learning along with team-building and a focus on environmental studies and history and sciences combined. Every spring, the biology students in 9th grade, for example, participate in a field trip focused on English, biology and the environment. At the beginning of their 9th grade school year, our freshmen also visit Patrick's Point for a trip, integrating a college visit, environmental and biological studies as well as a culminating writing assignment. With the addition of our Sustainable Living elective, this class has partnered both with our AP Environmental Science class to help with the Turtle Bay Restoration Project and also, in partnership with U-Prep's new Drafting class, to work on a green house

Patrick's Point

Turtle Bay Restoration Project

project. Staff within departments and staff by grade level regularly meet in breakout sessions to plan these inter-curricular activities and assignments.

Our middle school teachers work together in various aspects, focused on delivering an integrated curriculum. This is evident in the focus on writing in the middle school core classes, with social studies focusing on the writing components of Jane Schaffer and is further exemplified in student work, such as the ABC Book. This project incorporates the sixth grade social studies standards into a final Jane Schaffer writing project. Additionally, the science departments work hand-in-hand with social studies and English in writing requirements. Each grade level in the middle school ends the academic school year with a "capstone" day in which students have the opportunity to participate in the full scope of what they have learned throughout the school year – Ancient Civilization Day for sixth grade, Medieval Day for seventh grade and Westward Ways Day for eighth grade. These capstone days truly incorporate and exemplify integration among curriculum through the variety of activities and learning experiences students have available. In addition, this year, the middle school core teachers participated in a 3-day, voluntary retreat, where they met for the three days and worked through curriculum ideas, Common Core implementation and academic integration among their disciplines.

EVIDENCE

7th Grade Plants and Field Guide

8th Grade Math & Science Graphing

8th Grade Science, Astronomy & History

Westward Ways Days

Ancient Civilization Days

Medieval Days

Curricular Development, Evaluation and Revisions

The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

U-Prep makes every effort to discuss, reflect upon and modify its policies and requirements to maintain a challenging, coherent and relevant curriculum. Involving all stakeholders, U-Prep actively reviews and evaluates the processes for each program area.

A unique cornerstone of U-Prep is our Schoolwide Workday Schedule. Through self-reflection and assessment of our curriculum and student workload, we have created a schedule, ensuring that tests and major assignments are only scheduled on specific days. This ensures our students' ability to manage assignments. This schedule is regularly assessed and we make changes to this program as needs arise and to ensure we remain focused on a challenging, but consistent curriculum.

Schoolwide Workday Schedule

Bi-monthly Professional Day Schedule

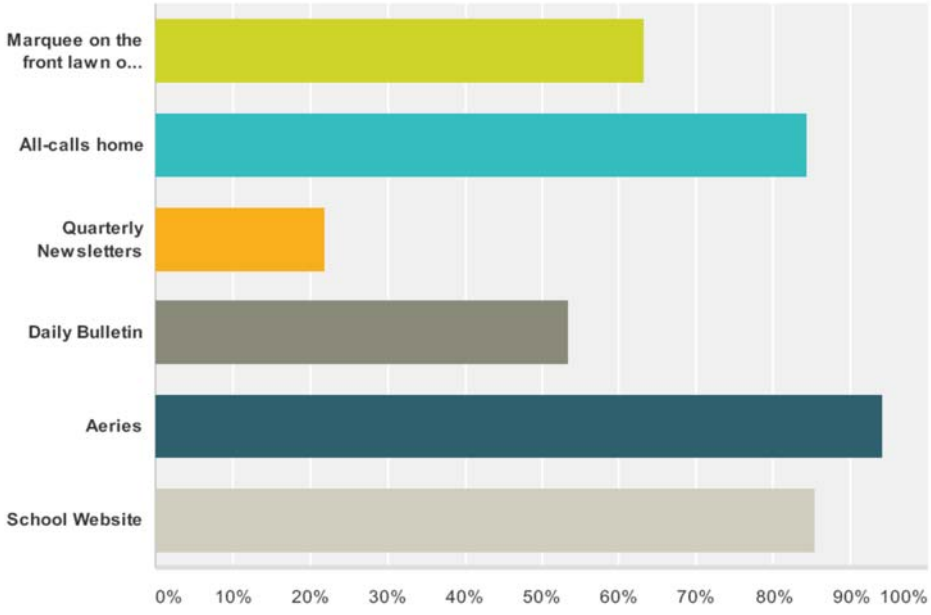
Staff meetings occur twice monthly, varying in focus with a combination of entire staff meetings, department meetings, grade level meetings and specialty staff meetings (i.e. Advisory, LCAP, CCSS, WASC). Incorporated into staff meetings is time for evaluation and review of curriculum, including development and revision. This takes the form of grade-level teachers meeting to discuss Advisory, department-specific meetings to review curriculum and

	EVIDENCE
standards, as well as consistency among grading policies and additional curriculum-specific policies and requirements.	Education Foundation Website and Minutes
U-Prep's Educational Foundation plays a strong role in supporting our staff to financially support curriculum. The Foundation has supported the needs' of the classrooms across U-Prep with the support of multiple classroom and teacher supplies and needs. These have included graphing calculators, instruments, dance costumes, GPS devices and, most recently, Apple iPads and Apple TVs for all teachers and at U-Prep.	Staff Meetings, Grade Level Meetings, Department Meetings and Agendas
The U-Prep School Board approves textbook adoptions, extra-curricular activities and field trips and annually evaluates school policies and handbooks and Course Guide.	Grading Policy
We place an emphasis on continuously assessing our graduation requirements and course listings. Through the yearly course registration process, the Guidance Counselors meet individually with each student to review the Course Listing by Grade Level, discuss current graduation and A-G status as well as the students' interests and credits remaining. This course listing is sent home, as parents and guardians must sign the completed form, assisting in communicating current status of courses and requirements for the coming year.	School Board Agendas School Website Graduation Requirements Course Listing by Grade Level
Rigorous, Relevant, Coherent Curriculum **The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.**	
U-Prep utilizes multiple tools to assess the curriculum and its rigor, relevancy and coherency. Our recent WASC surveys served as an effective tool to assess curriculum in addition to our other methods (CSTs, AP Scores, Smarter Balance, PSAT/SAT, etc). Our 2014 WASC Parent Survey, for example, showed us that 100% of parents believe the expectations at U-Prep are high, with more than 92% of those parents stating that the expectations are very high or extremely high. When asked if the environment at U-Prep encourages challenging class schedules, again 100% of parents agree. In preparing his/her student for college, 98.9% agree that U-Prep is successful in college preparation and when asked about their confidence that students have access to a rigorous, relevant and standards-based curriculum, over 93% are very confident or extremely confident. These survey findings coincided with additional tools we use to assess curriculum and the elements such as grading, credits, homework, etc.	2014 WASC Parent Survey
U-Prep staff consistently assesses the curriculum and its rigor, relevancy, and coherency with regard to the policies regarding our course descriptions, credits, grading policies and homework. We make a concerted effort to ensure curriculum matches the school's mission and is aligned with the schoolwide learner outcomes. Technology and teacher input is vital in the design of the curriculum and is evident across the classes and curriculum.	Pacing/Curriculum Guides

Teachers are empowered to plan curriculum based on standards. Support from administration is key in the planning process to incorporate effective, rigorous, and relevant curriculum into the classroom. An example of this is evident in the middle school Core Retreat in 2013 as administration supported the 3-day retreat, paying the teachers to attend this planning event focused on CCSS curriculum alignment. All teachers successfully plan lessons based on individualized student strengths and weaknesses, and student learning styles. The variation of curriculum and lessons across the classrooms truly incorporates variety, ensuring student success and the ability for all students to access the lessons.

Teachers are continuously involved in curriculum planning, including textbook selection. Administration empowers teachers to analyze and assess various textbooks to ensure curriculum aligns with the chosen text. Once chosen, the School Board and Administration review and approve any new textbooks for coursework.

Communication is key to not only including all stakeholders, but also ensuring parents are kept aware of classroom happenings and general curriculum evaluation and student success. Parent/teacher communication takes place in a variety of ways as noted in the survey results below:



Aeries, our online grading system, is accessible to all parents and provides up to date grading and curriculum information. One of the key components of Aeries is the ability for teachers to email all parents in a specific grade or class, enabling further parent communication about classroom and curricular needs. Teacher websites, additionally, provide parents a consistent means of communication. All teachers at U-Prep maintain an up to date website, with links to assignments, classroom agendas, and general information, relevant to coursework and student classroom data.

EVIDENCE

Lesson Plans

Evidence Binders

Syllabi

Retreat Agenda

Learning Logs

School Board Minutes

Academic Conferences

Aeries

Teacher Websites

School Website

Edmodo

Back to School Night

Information Nights

Daily Bulletin

Information Nights

Financial Aid Nights

Parent University

Back to School Night

Information Nights

EVIDENCE

Articulation and Follow-Up Studies

The school articulates regularly with feeder schools and 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.

Daily Bulletin

One of the challenges we face as a charter school is the lack of information/articulation with feeder schools. This creates a need for benchmark assessments for our incoming students, to ensure they are properly enrolled. At the sixth grade level, we provide a specific math assessment test and for all math levels, we test students at the beginning of the school year to make sure they are properly placed. For the past two years, the Foundation has held Parent Alumni Social events with the focus on assessing U-Prep's college preparedness. We maintain an alumni Facebook page to connect with graduates. Formalized data is provided by National Clearinghouse annually relating to our alumni attending and graduating college. Additionally, we have invited alumni to present at Career Day, Science Bowl, Advisory, and Graduation Ceremonies. In our self-review and assessments, we have identified a need for a more formalized survey for our graduates which is currently in progress.

6^{th} Grade Math Assessment

Career Day Materials

Advisory Curriculum

Science Bowl

National Clearinghouse Report

In order to articulate and communicate with incoming students and parents, we have effectively implemented multiple events, such as our Middle School and High School Information Nights, Day in the Life of a Sixth Grader, Parent University, Junior/Senior Night, Scholarships Night and Cash for College. Consistent communication with incoming students with IEPs takes place with our Counselors and Resource Specialist and a transition IEP take place for seniors with IEPs, often with the local junior college representative, to aid in a seamless transition to post-high school success. Administration participates in a monthly Job-Alike collaboration meeting with local elementary schools throughout the area.

Information Nights

Financial Aid Nights

Parent University

B2 Curriculum Criterion

All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs and Student-Parent-Staff Collaboration

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

Students make choices and pursue a full range of college/career and educational options. Annually, Course Request forms are sent home for student registration for the following year. Required courses as well as options and electives are listed for each grade level. Parents are required to sign the forms and return them with their student(s). Counselors meet individually with each student to review

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and discuss the finalized registration form. Prior to the beginning of the school year, we hold Arena Day, a day for students and parents to pick up schedules and make any necessary corrections. The counselors, registrar, and administrators are available at this annual event to answer any questions and facilitate a smooth transition to a successful school year. In addition, club members are present, representing the various organizations to ensure all students are invited to join in upcoming events. Annual events such as Back-to-School night and Open House provide parents and students a sampling of the course of study and an opportunity to meet the staff.

Registration Form/Course Listings by Grade

Arena Day

Back to School Night

Open House

Academic Conferences

SST Process

We provide a plethora of electives and career-specific clubs for our high school students, including:

- Drafting
- Computer Applications
- Robotics Club
- Pre-Med Club
- Journalism/Yearbook
- Sustainable Living
- Video and Music Production
- Mock Trial
- Science Bowl
- Earth and Planetary Science
- Entrepreneur/Business Class

Elective Classes

Students and parents are actively involved in the U-Prep's activities and curriculum. Students are provided choices and they help to create rubrics, procedures, and add feedback to assignment details. For example, Student Government regularly surveys the students to create ideas as well as rules for dances. Initially, a student recommended the Academic Conferences to include high school students and parents, which was put into effect based on that student's feedback. Many policies and suggestions are provided by staff and administration is extremely supportive in putting many of these ideas into practice.

Post High School Transitions

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

Advisory Class

Advisory classes provide time for students to research and discuss future plans. Focused primarily on life skills, Advisory presents a variety of future skills, while exploring potential careers and interests. Along with life-long goal setting and future schooling, financial and credit card information, nutritional instruction, Internet safety, and business and social etiquette is covered in Advisory Class. A sampling of topics covered in Advisory curriculum includes:

- Assessment and testing information (PSAT/SAT/ACT/PLAN)
- SAT Test Preparation
- Financial Investing
- Organization
- College Preparation
- Scholarships
- Career planning and interests
- Empathy
- Self-Esteem
- Drug and Alcohol Awareness
- Stress Management
- Bully/Cyber bullying Prevention
- Banking
- College Trips
- Life Skills (i.e. how to change a tire, tie a tie, etc)

Graduating seniors complete Senior Transition Advisory Class, aligned with SLOs and U-Prep's Mission and Vision. Senior Transition is required for all seniors and is held weekly. This senior Advisory class is taught by the Guidance Counselor and senior teacher and focuses on transitioning out of high school, including such topics as college applications, letters of recommendation, college course planning and scholarships. The Senior Exit Presentation is the other required element for all of our seniors to complete, in order to meet U-Prep's graduation expectations. This presentation requires students to present and reflect upon the culmination of Advisory and high school experience and how this involvement relates specifically back to each SLO. These presentations take place in front of a panel comprised of faculty and stakeholders.

With parent participation and involvement as an integral component of U-Prep, our *Parent University Program* offers a variety of classes to educate parents and to facilitate the academic and emotional success of their children. Our topics have ranged from Cornell Notes, front-loading and vocabulary, stress management, cyber safety Common Core math expectations, study skills, test taking and college applications.

B3 Curriculum Criterion
Upon completion of the high school program, students have met all the requirements of graduation

U-Prep's graduation requirements are aligned with requirements and recommendations outlined by the University of California – the most rigorous requirements of California colleges and are graduation rate has been between 99-100% since 2008.

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Advisory Projects: Empathy Posters, Bullying, etc.

Career Day (8^{th} & 9^{th})

Organized Binder (goal page)

Advisory Curriculum Binders

Senior Transition

Senior Exit Presentation

SLO Posters

Newspaper Clippings

Day in the Life of a 6^{th} Grader

Parent University Flyer

Real World Applications – Curriculum

All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Teachers and staff provide access to real world applications for the students. The Counseling Department meets with all students annually, with a one-on-one focus for the juniors and seniors, tied specifically to college and post-high school preparation. Annually, the Counseling Department hosts *Cash for College* for the seniors and senior parents, in addition to a College Information and Financial Aid Night. College trips are planned and offered in both the fall and spring semesters and are voluntary with a priority for juniors, but also offered to sophomores and seniors.

Curriculum across the classrooms supports the application of real world interests and experiences. A recent addition to our freshmen girls' Advisory, for example, is sponsored by Girls Inc. and provides a hands-on investment opportunity for the freshmen girls to research and choose stocks and become familiar with the stock market. In the senior Economics class, one of the assignments entails a Stock Market game, in which students, in teams, choose in which stocks to invest, and keep track of success via an online tracking system. Eighth grade core teachers include Real Game California, a simulation for students to learn about cost of living and salaries and education associated with varying career choices. English teachers have implemented ERWC/EAP, expository curricular units, created by the California State University systems, focused on expository writing and aligned with the new Common Core State Standards, with all units incorporating real world applications due to current expository articles and texts and student work to synthesize and communicate what they learned.

Career Day supports the application of real world interests. This is an annual event for our eighth and ninth grade students, providing multiple career discussions from community professionals in each specific field. Each year we have over 40 community members volunteering their time for this event. Examples of some of the Career Day offerings from the past include:

- K-9 Police Officers
- Financial Planning
- Attorneys
- Medical Doctors
- Movie Producers
- Fire and Paramedics
- Social Work
- Forensic Science
- Author
- Pilot
- Graphic Artist

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Cash for College flyers and information

College Information and Financial Aid

Girls Inc.

Economics – Stock Market Game

Real California

Common Core Activities and Curriculum

ERWC/EAP Units

College Trips

Cash for College

Career Day Offerings

Meeting Graduation Requirements

The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

All students are on track to graduate and they are carefully monitored and counseled during their schooling at U-Prep to ensure eligibility for graduation and the pursuit of post-secondary options. The majority of U-Prep students (63% for the Class of 2014) will be eligible for attendance at a four-year University at the completion of their high school graduation.

Students who face challenges and are at risk of "falling off track" are counseled with options to catch themselves up by meeting with the counselor and going over all credit recovery options.

We proactively plan for CAHSEE testing and students that may be at risk to fail by placing these students in a specialty Advisory, focused on CAHSEE test taking and academic needs at the beginning of their sophomore year. Our overall pass rate ranges from 98-100% at first attempt on the CAHSEE. For students who do not pass the CAHSEE administration and teachers work together to remediate students before the next test. Every student at U-Prep has passed the CAHSEE in their sophomore or junior year.

U-Prep students are provided alternative academic options, depending on their strengths and challenges. For example, students gifted in Language Arts/English that do not demonstrate the same strength in mathematics and science are provided alternatives (i.e. statistics in lieu of AP Calculus and Anatomy in lieu of AP Physics). In addition to tutorials and study halls, support services are provided as needed, particularly for our special needs students.

Parent communication is key in the success and meeting of graduation requirements. Parents are apprised of their students' progress via Aeries, progress reports, quarterly deficiency notices, report cards and letters. Parents are kept informed of student progress and close communication is kept with parents of any students whose status places them "at-risk" of not graduating. Students from middle school to high school are placed on academic probation if their GPA falls below a 2.0. Students are given counseling and support, to demonstrate the effort and work production necessary to be successful at U-Prep.

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Clearinghouse Report

Graduation Requirements

A-G Requirements

Graduation Data

Summer School

CAHSEE results

Student Schedules

Aeries

Progress Reports

Deficiency Notices

Letters to Parents

Academic Probation

Parent/Teacher Conferences

Parent/Teacher Communication

Areas of Strengths

- Rigorous curriculum with CCSS focus and implementation
- Staff, student and parent commitment to high standards
- Access to technology and unique course offerings for student learning
- Consistency of practices across disciplines and grade levels, including U-Prep cornerstone practices, and Tutorial/Advisory Programs

Areas of Growth

- Continued collaboration among staff
- Continued data driven alignment of curriculum to standards
- Formalized survey of graduates

CATEGORY C
STANDARDS-BASED
STUDENT LEARNING

INSTRUCTION

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Results of Student Observations and Examining Work

The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

We provide multiple opportunities for all students to participate in rigorous academic experiences. In planning instruction, 94% of our teachers develop career-related or practical skills within the curriculum (WASC 2014 Teacher Survey). Core academic departments are dedicated to formative/informal assessments, utilizing a variety of strategies. With the schoolwide learning outcomes posted in all classrooms, students, staff and stakeholders are aware of the SLOs. Teachers post instructional goals and agendas within the classroom, ensuring student awareness of the academic standards and what is necessary to achieve these. Many teachers utilize their class website to inform students and parents of these academic standards and daily/weekly agendas. Ninety-eight percent of teachers use formative assessment to monitor student progress, as evidenced in the WASC 2014 Teacher Survey. Multiple opportunities exist at U-Prep, enabling student participation in rigorous academic experiences, such as:

- Accelerated textbooks
- Accelerated math and science
- Latin Program
- World Languages
- Collaborative projects
- Advisory/Tutorial
- Sequential learning progression
- U-Prep Academic Cornerstones

U-Prep Departments have provided overviews of some of the ways students are involved in learning in order to assist them in achieving standards and expected schoolwide learning outcomes.

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WASC 2014 Teacher Survey

Teacher Websites

Mock Trial

Debates

Note Taking

Cornell Notes/Lecture Notes

Assessments

Pacing Guides/Lesson Plans

AP Scores

CAHSEE Results

STAR Testing

Percentage of A-G Requirements Met

EAP Results

AP Course Syllabi – College Board Approved

Social Science

- Stock Market Game
- Civil War Reenactment local event
- Critical reviews
- Historical movies
- Analysis of Primary Sources
- Mock Elections
- CSPAN Mobile Unit
- Leadership High School

World Languages

- Computer resources
- Reading stories in group and independently
- Testing knowledge through oral presentations
- TPRS Method for Language teaching
- Partner-centered activities
- Culminating end of year projects
- Vocabulary development
- Exposure to foreign paradigms of logic
- Comparative evaluation of western civilizations

Science

- Projects and labs
- Reading stories in groups and independently
- Testing knowledge through oral presentations
- Activities/projects emphasizing writing, reading, speaking and listening
- Discussion of real-life issues (emphasizing problem-solving with use of scientific data)
- Varied instructional strategies with hands-on emphasis
- Partnerships with community liaisons (i.e. McConnell, Turtle Bay, City of Redding Parks and Recreation, Shasta College)

Math

- Khan Academy
- Use of group projects and discussions
- Real life application problems (or applying concepts to real life problems)
- Incorporation of technology (graphing calculators, iPad applications, computers, software, smart phones)
- Evaluation of peer work
- Hands-on manipulatives or tools to model
- Matheletics/Computer Lab

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Evidence Binders

Student Work

Teacher Websites

School Website

Online Discussion Boards

AP Summer Assignments

Pacing/Curriculum Guide/Lesson Plans

Rubrics

English/Language Arts

- Socratic Seminars
- Small group discussions
- Chromebooks
- Variety of assessment types
- Implementation of varied instructional strategies
- Columnist Project
- Multi-genre Project
- ERWC/EAP Units
- In-depth literary analysis
- Synthesis of multiple sources

Visual and Performing Arts

- Music – formal and academic integration of musical concepts and theory
- Cross-discipline awareness (art and music integrated into multiple disciplines)
- Annual schoolwide musical (combining 3 different courses into final performance)
- Celebration of the Arts
- Winter and Spring across disciplines
- Just Dance
- Guest dance teachers (past choreographers, etc)
- Competition art and music competitions

Physical Education

- Health class
- Focus on career sports and branching out on physical strength (cardio, etc)
- Athletic P
- Fitness PE
- Create-a-game
- California Fitness Testin

Differentiation of Instruction

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

U-Prep teachers are intentional in their differentiation of instruction. All teachers at U-Prep integrate some form of multimedia and technology into their curriculum. Findings from our WASC 2014 Teacher Survey support the level in which teachers differentiate instruction as identified in the table below.

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Edmodo

Ning

Moodle

Google Docs

Pacing/Curriculum Guides

Teacher Observations

WASC 2014 Teacher Survey

Survey Question	Percent and explanation
I use hands-on activities (i.e. labs, projects, explorations, etc) as one of my teaching strategies in my course.	90% Strongly Agree/Agree
I use group work as one of my teaching strategies in my course.	100% Strongly Agree/Agree
I use student presentations as one of my teaching strategies in my course.	90% Strongly Agree/Agree
I have adequate access to technology to support instruction and curriculum.	88% Strongly Agree/Agree
As a teacher I lecture, discuss and practice (i.e. student partner practice and/or pair share).	92% Often/Sometimes
I incorporate discourse on a daily basis within my classes.	90% Often/Sometimes

Through a sampling of the data from the WASC 2014 Teacher Survey, these findings support evidence in the classroom of student instructional practices representing a varied level of instruction and a willingness of teachers to use a variety of instructional strategies.

We follow the philosophy of students and teachers using evidence of learning to adapt instruction to meet immediate learning needs minute-to-minute and day-by-day. Teachers also provide additional one-on-one instruction as needed and many also host study sessions before, after school and/or during Tutorial periods.

Our teachers use a variety of teaching methods to make instruction interesting and accessible to all students. Core writing and reading instruction is consistent in grades 6-12. A variety of instruction is incorporated, some of which includes:

Direct Instruction
Lecture
Academic Vocabulary
Front-loading
Socratic Seminars
Jane Schaffer writing techniques
Experiential Learning
Cooperative/Collaborative grouping
Textbooks & supplementary materials
Pre-reading techniques
Higher Order Tasks
MLA/APA formats
100 Facts (6-8)
Read Alouds
Labs
Cornell Notes
Scaffolding

Student Perceptions

Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

U-Prep staff works diligently to ensure safe, healthy and close relationships with the students. This is possible because many of our teachers may teach various classes (i.e. Junior English teacher may know students from teaching Junior AP English and/or acting as Yearbook Advisor). In addition to teaching or working

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Tutorial Class

Master Schedule

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Course Guide

Classroom/Teacher Observations

WASC 2014 Student Surveys

Student WASC Group

in the office or on campus, most staff members are active with students in extra-curricular activities, whether through coaching or clubs. Another benefit our staff has in relation to knowing the students is that we are a 6-12th grade school, so many of our staff members are able to watch the students' academic, social, and athletic growth over the seven-year period. Because of these relationships with the students, dialogue among staff and students takes place consistently and provides staff with regular communication regarding learning experiences and other relevant aspects of the classroom, school and students' lives.

In addition to our relationships with students and in order to evaluate student understanding of the expected level of performance based on the standards and schoolwide learning outcomes and student-teacher interaction, we conducted a schoolwide student survey. In our student survey, we created a heterogeneous grouping of students to provide feedback and an effective “snapshot” in terms of student perceptions. This group of students has worked with staff within Focus Groups during the WASC process.

Survey data from students is based on the WASC 2014 Student Surveys. Each grade level was surveyed separately, to allow for a true snapshot of the perceptions and beliefs of each grade level as a whole. The survey covered many aspects of U-Prep and students were advised to consider all years of schooling at U-Prep. Of the surveys, most students in all grades agree or strongly agree that they receive appropriate support to ensure academic success. All students agree that U-Prep prepares them for high school and college. In reviewing the grade 9-12 data for this survey, results showed that, on average for each discipline, students agree or strongly agree that U-Prep teachers use a variety of instructional materials and strategies to engage students. In some departments and grade levels, this number is as high as 96% of students that agree or strongly agree about the varied instructional strategies and materials. Another instruction-related question asks the students if U-Prep teachers use the entire class period for class-related work. This question, based on the effective use of instructional time, showed us the commitment and instructional focus that takes place in the classroom with results by grade level below showing the percentage with which students either agree or strongly agree:

9th Grade

Department/Class	Percent
Math	86%
World Languages	90%
Social Studies	94%
English	94%
VAPA	74%
Science	88%
PE	88%
Electives	90%

10th Grade

Department/Class	Percent
Math	92%
World Languages	86%
Social Studies	87%
English	88%
VAPA	65%
Science	94%
PE	84%
Electives	87%

EVIDENCE

Student WASC 2014 Surveys by Grade Level

11th Grade

Department/Class	Percent
Math	96%
World Languages	90%
Social Studies	65%
English	94%
VAPA	92%
Science	92%
PE	80%
Electives	95%

12th Grade

Department/Class	Percent
Math	92%
World Languages	82%
Social Studies	73%
English	93%
VAPA	87%
Science	92%
PE	75%
Electives	91%

In addition to the positive feedback from the students, there were concerns the students shared regarding U-Prep and the classroom experience. The biggest concern students expressed is feeling stressed. Middle school students, though not as stressed as the high school students stress range from 44% of sixth graders, 53% of seventh graders and 70% of eighth graders feeling stressed. High school students' stress drastically increases as shown below:

Grade Level	Percent Stressed
9th Grade	93%
10th Grade	94%
11th Grade	95.5%
12th Grade	91%

The "stressor" options provided for students in the survey include: homework, friends, home life, testing/assessment, time management and college financing. In review of the high school students' survey results, the top three things that stress our students are homework, testing/assessment and time management. Interestingly, all students – even middle school students - had a similar proportion to what it is that stresses them. Below, the results of the high school students' survey show the percentage associated with these top three stressors.

9th Grade

Stressor	Percent
Homework	92.5%
Testing/Assessment	88.9%
Time Management	76%

10th Grade

Stressor	Percent
Homework	89.5%
Testing/Assessment	89.5%
Time Management	77.4%

11th Grade

Stressor	Percent
Homework	91.4%
Testing/Assessment	93.5%
Time Management	80.65%

12th Grade

Stressor	Percent
Homework	94.5%
Testing/Assessment	88%
Time Management	79%

C2. INSTRUCTION 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.

Current Knowledge

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

All U-Prep teachers maintain class-specific websites with access to daily schedules, learning objectives, assignments, rubrics, video links, due dates and much more. Our instruction emphasizes student literacy across the curriculum and is inherent within several of our schoolwide learning outcomes.

Multiple strategies have been adopted to the U-Prep instruction and curriculum to actively engage students, emphasize higher order thinking skills and help them succeed at higher levels, while integrating the use of multimedia and technology. A few examples include:

- Several classrooms on our campus employ the use of smart boards in their class
- All teachers on campus have projectors used to show images, PowerPoints, videos and project documents.
- All teachers have iPads and Apple TV, with multiple applications and uses across classrooms. This technology allows for instant feedback on quizzes, writing assignments, math problems, sharing of student work, etc.
- Online practice quizzes and guided math instructional help is available to answer questions students might have, providing instant feedback in potential areas of improvement.
- The instruction and requirements in many disciplines include the creation of websites, blogs, and shared online "classrooms," allowing students to share drafts of their work with peers, work on group presentations and to critique peer work.
- Many teachers on campus have employed the use of Google Docs as an easy and efficient way to have multiple people work on a single document, provide teacher feedback instantaneously and actively engage the students with this technology.

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Teacher websites

Required Reading List by Grade Level

Quizlet

100 Facts

Professional Development

After-School Tutorials

Advisory

Tutorial

Required Reading List by grade level

Google Docs

Turnitin.com

Edmodo

Teachers as Coaches

Teachers work as coaches to facilitate learning for all students.

Our teachers consistently work as coaches to facilitate learning for all students. In the junior high scaffolding is a key component of what makes U-Prep successful, coaching and preparing students for a rigorous high school learning environment.

The goal of the middle school and high school Core department is to increase the understanding of expository reading to improve overall content area comprehension. For novels read in Core class, students read a multitude of non-fiction articles relating to not only the topic and theme of the novel but also the subject studied in the social science portion of the two-period block. This in-depth analysis of both fiction and non-fiction and integration of themes from social science improves overall reading abilities as students become more adept in navigating the challenges present in expository texts. This instruction further supports the new Common Core Standards. The scaffolding of expository texts begins in the middle school classroom and continues on throughout the high school classrooms.

U-Prep has instilled multiple "cornerstones," aiding in the reputation we hold for high academic learning, high order thinking skills, and college preparation. To further improve student understanding of expository texts and higher order thinking skills, one of U-Prep's cornerstones is the use of Cornell Notes. This note taking strategy is introduced to our sixth graders as a tool to skillfully navigate and comprehend textbook reading and is used in later grade levels continuously on throughout the high school grades. Additionally, Academic Vocabulary, another of our cornerstones, taught at all grade levels, focuses on key terms needed for higher order analysis and synthesis. Our writing cornerstone is the Jane Schaffer Writing Program, again taught at the sixth grade level and supported through all grade levels and multiple disciplines versus solely English/Language Arts. A special "boot camp" is taught in the summer to introduce the cornerstones to new ninth graders that did not attend U-Prep for middle school.

Means of intervention are used by all teachers to further coach students and facilitate learning. Instruction is typically varied, ensuring that all students of all learning styles comprehend and learn the necessary elements of an instructional lesson. Communication is key in this component. Teachers use online communication, through Remind101.com, Aeries gradebook, parent/student emails and websites and other online technology. Students in need of more hands-on extra help have the opportunity for assistance from our Peer Mentor Program, tutoring on-site from our Advanced Latin students, Tutorial Program and our Resource Specialist Personnel.

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Trading Cards

ABC Book/Ancient Civilization History

Outsiders

University created Common Core Units

To Kill a Mockingbird/Civil War Unit

Cornell Notes

Academic Vocabulary

Jane Schaffer Writing Program

Boot Camp

HotMath

123 Teach Me

Mathcounts

Kahn Academy

After School Tutorials

Advisory/Tutorial Class

Examination of Student Work

Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this. Student work throughout U-Prep classrooms demonstrates a structured learning environment, enabling students to organize, access, and apply knowledge, as well as have the tools to gather and create knowledge, and the opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own. Through student work in all classrooms and activities taking place across campus, student work effectively demonstrates the learning and knowledge gained through instruction. Some examples include:

Middle School activities promoting higher level thinking and using additional resources:

- Cell Model projects in science classes
- ABC Book in Social Science/English Core class
- Field Trips/Activities – Shasta Caverns, Whiskeytown, Shrader Planetarium, Turtle Bay Museum, Washington DC/New York Trip, 8th Grade Westward Ways History Day, Medieval Day, Ancient Civilization Day, etc)
- Career Day
- Peer Mentoring and Tutoring
- Science Labs
- Organized Binder
- Bridge Assembly – Science
- Socratic Seminars
- WEBS
- Spelling Bee
- MathCounts
- Odyssey of the Mind
- Yearbook
- Junior High Student Government
- Computer Applications
- 8th Grade Poetry Packet

High School activities:

- Community Restoration Project
- Senior Exit Presentations
- Career Day
- AP Test Preparation – Practice Mock Exams
- Labs

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Master Schedule

Evidence Binder

School Brochures

Syllabi

Open House

Back to School Night

Leadership High School Brochure

- Student Government
- Foreign Exchange
- Advisory
- Big Brother/Big Sister
- Link Crew
- Projects
- Field Trips – Ashland's Shakespeare Festival (Sophomores), College Trips, Patrick's Point (Freshmen)
- Internet Use and Website Evaluations
- Bloom's Taxonomy
- Peer Tutoring/Mentoring
- Speech Contests
- Mock Trial
- Science Bowl
- Poetry and Essay Contests
- Resume and Job Search Skills
- Clubs and After-school Activities
- Peer Court
- Community Service
- Socratic Seminars
- Yearbook
- College Trips
- Leadership High School
- Club Interact

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Evidence Binders

School Yearbook

Course Guides

Areas of Strength

- Work Day Schedule
- Varied instructional strategies
- Technology in the classroom

Areas of Growth

- Improved means of correlating test data
- Student access to technology outside the classroom
- Expand community outreach
- Address student stress levels
- Increased collaboration time for communication among disciplines

CATEGORY D
STANDARDS-BASED
STUDENT LEARNING

ACCOUNTABILITY
AND
ASSESSMENT

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ACCOUNTABILITY AND ASSESSMENT

D1: Assessment and Accountability 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 of the school community.

Professionally Acceptable Assessment Process

The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

University Preparatory School collects data from a wide variety of sources, including STAR, CAHSEE, PSAT, SAT, AP College Board, ACT ASPIRE (previously PLAN) and ACT. Incoming sixth graders are given a two-part math assessment utilizing a Common Core philosophy. This assessment assists in the placement of students coming to us from a variety of feeder schools in the area.

U-Prep utilizes a variety of assessment types to gather data necessary to maintain and improve our classroom culture, curriculum, instruction, and student learning. Student data is reported to all stakeholders by grade checks, emails from the teachers, Panther postcards, teacher websites, phone calls, and Aeries. Assessment in the classroom begins with minute-to-minute, day-to-day formative assessment, and with a variety of teaching tools, both formative and summative.

Basis for Determination of Performance Levels

The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

The teachers' assessment of student performance including homework, class assignments, formative and summative assessments based on texts and instructional units, and projects is entered into Aeries which calculates grades and provides online access to parents and students throughout the year. Teachers regularly use email, telephone and conferences, enabling communication with parents, guardians, and students on a daily basis. Information is also made available to parents through four mid-quarterly progress reports, first and third quarter report cards and two semester report cards. These grades are mailed out promptly after the close of each grading period. Minimum days for Academic Conferences with parents are provided in October and again in February. In addition, the school mails a copy of each student's standardized test results to the parents or guardians annually. Annual reporting in local newspapers and on the website of STAR, API and CAHSEE results also discloses information to the community and a variety of stakeholders.

EVIDENCE

Standardized Test Scores

SAT

PSAT

ACT

AP Results

Panther Postcards

Progress Reports

Aeries

Grading Policy

Course Catalog

Email

Academic Conferences

SST

Record Searchlight

uprep.net (School Website)

EVIDENCE

Schoolwide, specific means of evaluation varies with the basis for which students' grades, their growth and performance levels are determined. Just a few examples of assessment and evaluation at U-Prep include:

- End of Chapter and Unit Tests
- Placement Assessments
- Beginning and End of Semester Assessments
- Progression of Classes from Year to Year
- Standardized Grading Scale
- Vertically Integrated Grading
- STAR Testing Reports
- API Scores
- AP Exam Results and Analysis
- Kahn Academy/Mathletics
- Artsonia – Online Art Site
- Google Chrome Books
- Quizlet
- Edmodo
- Google Docs
- Turnitin.com
- MLA
- Student Response System

Study Hall for Students with Academic Needs

Tutorial Swaps

Counseling staff and administration monitor students mid-quarter to determine which students may need additional assistance with classes. Deficiency Notices are sent out mid-quarter throughout the school year, communicating to parents if students' grades are in the D, F or I (incomplete) grade range. Deficiency Notices serve the additional purpose of communicating students' overall progress, as they provide not only the student grade but a correlating explanation. The middle school counselor meets individually with all middle school students to guide them for class registration. The high school counselor meets individually with all students during the registration process to discuss progression into the next advancement of courses. Additionally, the counselors meet individually with all students identified as needing assistance with coursework.

Four-year plans

Parent University Schedule

Newsletters

Report Cards

University Preparatory School makes a concerted effort to involve community through Athletic Boosters, Student Government, Educational Foundation and the School Board. Presentations by student government, clubs, and athletics provide the U-Prep school board with vital information about a variety of student achievement in addition to the annual reports relating to STAR, API and CAHSEE results.

U-Prep School Board Minutes

Athletic Boosters

ASB/Student Government Minutes

D2: Assessment and Accountability Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Appropriate Assessment Strategies

Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

University Preparatory School students demonstrate mastery of state content standards in a variety of ways. Students are assessed both formally and informally to allow for differentiation based on student learning styles.

Teachers at U-Prep employ a variety of assessment strategies to show student mastery of course expectations and allow for varying expressions of the acquired content. Our courses use day-to-day formative assessments, tests, quizzes, essays, portfolios, oral presentations, projects, and performances, both individual and group. In our 2014 WASC Teacher Survey, 93% of teachers acknowledge using assessment to inform and shape instruction. Additionally, 98% of teachers use formative assessment to monitor student progress.

Student surveys support the differentiation of assessments in multiple courses. Assessments range from varying test formats, presentations, Power Points, cartoons, posters, writing, multiple choice, acting out, Entry and Exit Tickets, Socratic Seminar and informal checking for understanding.

Modern world language teachers at U-Prep use a specific teaching style known as TPRS (Total Proficiency through Reading and Storytelling). In the classroom, TPRS provides specific vocabulary and scaffolding instruction, leading to differentiated assessment. Students are continuously practicing the vocabulary and foreign language throughout the classroom. The variety of instruction TPRS provides allows the world language teachers continuous formative assessment. This type of teaching style is exemplary and we have sponsored speakers and facilitated workshops, as well as provided a community resource for instructing and facilitating other language teachers within the North State. The goal of the program is language production in the manner in which children learn their initial language.

For many written assignments, U-Prep teachers utilize Turnitin.com, an online resource allowing teachers to review for plagiarism, while also providing a means of peer reviews and grammatical checks for students, prior to submitting written work. In testing and assessment, most teachers use multiple test formats, additionally ensuring we maintain test integrity across the disciplines and within the classrooms. Edmodo provides an additional means of assessment for student interactions and educational progress. Multiple teachers use this technology/application to enhance the educational progress of students within the classroom.

Voluntary summative testing opportunities include AP Testing, in which any student interested in testing in a specific AP content area may participate. This past year, Latin students took part in the National Latin Exam, providing students the opportunity to experience a sense of personal accomplishment and success in his or her study of the Latin language and culture. In our initial year of

EVIDENCE

Syllabi

Pacing/Curriculum Guides

Turnitin.com

2014 WASC Teacher Survey

Student Work/Assessments

Multiple Testing Formats

Evidence Binders

TPRS

Pacing/Curriculum Guides

Classroom Observations

National Latin Exam

U-Prep Parent/Student Handbook

Turnitin.com

Edmodo

participation 97 students took the exam. Our Science Bowl has been a continued success and provides an additional means of assessment data. Over the past two years, we have been Regional Winners and advanced to the National finals in Washington DC. Analyzing past data, we have identified a need with regards to our Science curriculum, and created a class to fill this need, offered in the 2014-15 school year as Interplanetary Earth Science (aka Rock Star). This class will benefit our Science Bowl participants as well as providing an alternative for a fourth year of science.

On-site test proctoring has been in place, with formal established policies, for STAR, AP and CAHSEE testing, and most recently the National Latin Exam,

Demonstration of Student Achievement

A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

U-Prep student work and classroom assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. With our college preparation curriculum, students are provided a multitude of options upon graduation. A valuable aspect of our assessment and curriculum is the consistency of academic vocabulary and teaching styles at all grade levels. Utilizing the same vocabulary and expanding upon it from year to year aids in assessing student knowledge and achievement. Teachers across grade levels work diligently to ensure Academic Vocabulary is cohesive throughout the grade levels and that each year scaffolds vocabulary for the next academic year. An example of this cohesiveness among grade levels is evident in the ELA Survey that English teachers, from grades 6-12 completed during the 2013-14 school year. These teachers reflected upon multiple aspects of curriculum and assessment expectations, ultimately creating a tracking sheet with what is expected of students at the beginning of each grade level and where students should be, academically, by the end of each grade level.

Schoolwide learning outcomes are addressed, embedded within curriculum and instruction, as well as our Advisory curriculum and the overall culture of U-Prep. This is evident in student work, classrooms, extra-curricular activities, and the "capstone" for SLOs, the Senior Exit Presentation.

Consistent and clear expectations are set across campus. These are disseminated via our website and our School Handbook. This handbook addresses student expectations, such as behavior, dress code, and academic honesty. At the beginning of each school year, the handbook is read and signed by all students and parents/guardians.

EVIDENCE

Course Syllabi

Academic Vocabulary

Cornerstones

SLOs

Senior Exit Presentations

U-Prep Student Handbook

Science Bowl

Course Guide

Graduation Requirements

Course Syllabi

Math Counts

Odyssey of the Mind

WASC 2014 Teacher Survey

Department Notes (ELA Teacher Expectations)

Rubrics

ERWC/EAP Units

Student Exemplars

Curriculum-Embedded Assessments

The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

While some of our students speak a different language at home, all of our students have achieved proficiency in English. However, we use multiple strategies to accommodate students with different learning needs.

All departments, including English and math, communicate with students what they are expected to learn. The Common Core standards have been, and are continuing to be, integrated into this process. Assessments in each department are aligned with these standards and are used by departments to assess how well students achieved the learning objectives.

The English department uses a common rubric to evaluate student writing at all levels. An EAP-style and/or AP writing assessment rubric has been implemented in grades 9-12. One of the goals within the English department is to collaborate on a department-wide assessment of grades 9-12. In math, teachers of the same course give common assessments that allow for discussion and data analysis to inform reflection and establish common expectations. As a department, math has a continuum of allowing students to relearn and retest when a student does not demonstrate proficiency with standards. This philosophy of re-testing is available for students all the way through Calculus AB and is yet another example of providing means of assessing through modified strategies. Other academic departments have similar course-alike assessments that allow for collaboration and reflection on overall student learning. All teachers provide additional opportunities for re-teaching, ensuring that all students have met the standards and learned the material required. These opportunities come in the form of editing and revising assignments, correcting errors on tests, and retaking tests with the goal of assessing student knowledge.

During reflection and analysis, teachers can identify the effectiveness of assessments, address appropriate changes to curriculum/instruction, and evaluate whole-class and individual results. Tutorial is provided in order to give extra practice and/or further teaching of specific material during the school day. Outside of the school day, all of our teachers offer additional time for specialized student assistance whether before or after school or lunch time.

Student Feedback

Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Teachers at U-Prep encourage students to think critically about their own learning, identifying strengths and areas of growth to master the content, and creatively and effectively communicate their mastery. Students use Aeries online and printed

EVIDENCE

Revision Processes

Tutorial Period

CELDT Assessment

Organized Binder – Learning Logs

Syllabi

Test Retaking (Math

Aeries

Grade Check Forms

Exit Tickets

Class Rubrics

Teacher Websites

WASC 2014 Student Surveys

Organized Binder

Evidence Binders

Student Work

Academic Conferences

Progress Reports

	EVIDENCE
Aeries progress reports to follow their academic progress. The categories for assessment do vary, though consistent by grade levels, with high school English and some Social Studies categories broken out by formative and summative assessments while the remaining courses and grade levels categorize academic progress into homework, tests, quizzes and projects. This categorization of assignment and assessment types allows students and teachers to reflect on where the students show areas of strength as well as areas for improvement in order to enhance learning. In order to prepare students for college life, junior and senior year academic teachers place a higher emphasis on summative assessments to align with university/college expectations. We scaffold this process, beginning in sixth grade with graded organizational and note taking techniques (i.e. giving points for Cornell Notes and the Organized Binder). As students progress through the grade levels, there is greater emphasis on summative assessment contributing to the final grade.	Aeries Grade Check Forms Progress Reports Deficiency Notice List Academic Conference Schedules
Examples of student feedback in monitoring student progress is evident in many classroom and procedural aspects. The Organized Binder, for example, is implemented in grades 6-9 and is one of U-Prep's cornerstone practices, ensuring consistent self-monitoring by students and overall organization of assessment and instruction in the classroom. Progress reports and parent communication, varying in form from Academic Conferences, email communication, deficiency notices, and report cards all provide feedback as to academic standards and student assessment. Additionally, general assignments in all classes, including learning logs and exit tickets provide formative assessments for teachers.	Classroom Observations Evidence Binders Student Work Advisory Curriculum Tutorial Schedule(s)
According to the 2013-14 WASC Survey, students in all grade levels agree that U-Prep is preparing them for high school, college or post-high school programs. For example, 91% of seventh graders agree that U-Prep is preparing them for high school and 97% of eleventh graders agree that U-Prep is preparing them for college or post-high school programs.	2014 WASC Student Survey
Modification of the Learning/Teaching Process **Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.** In the past, assessment data was more formalized with the availability of CST data and trend reports from grades 6-12. High school teachers are continuing to analyze trends in student achievement utilizing results from SAT/ACT, AP and CAHSEE. With the integration of CCSS over the past two years, we have not yet had the opportunity to create and implement benchmarks for the new curriculum. This has affected the middle school as they do not have national data available, however, as materials are released and Smarter Balanced Testing results are published, our teachers will focus on creating new benchmarks and returning to a more formalized assessment of school wide data.	AP Reports Assessment Data
There are, however, numerous opportunities that allow teachers to use assessment results to modify learning in order to enhance students' educational progress. Students receive direct feedback to encourage thorough understanding of essential	

concepts. This occurs through teacher feedback and comments and student corrections on quizzes, tests, and other types of written and oral assessment. Students are able to receive additional assistance, when needed, through Tutorial, occurring three times weekly during 8th period.

If needed, students may receive additional assistance. U-Prep teachers provide many extra opportunities for students to receive help with instruction. We provide student conferences with the teacher (and parents, if needed), assistance at lunchtime or before and after school tutoring. Our Peer Mentor Program has successfully assisted students throughout the years in multiple subjects and in addition to providing tutoring for students in need of help, the program also provides a means of teaching for the mentors themselves. Math lab and online sources such as Quizlet and hotmath.com, as well as those sites provided by the adopted texts' publishers are utilized by staff in providing additional assistance. All staff make themselves available before school, after school, at lunch, and over e-mail to provide individual support.

Two programs that U-Prep has provided annually support students' success both in math and English. The math boot camp, for example, provides incoming sixth graders extra math assistance. These students are identified prior to attending U-Prep, based on a general math assessment/placement test. Students scoring low in the math assessment are identified and invited to attend a math boot camp, scheduled towards the end of the summer, focused on preparing these students for success in sixth grade mathematics. Similarly, new incoming high school students, typically ninth graders, are invited to a Boot Camp, focused on U-Prep's cornerstone practices, to ensure smooth transitions for these students that would not otherwise be familiar with some of these practices, such as Cornell Notes, close reading, annotations, and Organized Binder. Both of these summer programs have been designed based on feedback from students and with the intent of ensuring students are prepared for U-Prep.

Special education students are mainstreamed in regular education classes at U-Prep. Teachers work with RSP personnel to assist students in small group and one-on-one settings. Lessons and workload are modified according to each individual need of the student. Students with special needs have accommodations and modifications that allow alternative methods of assessment such as oral presentation of tests, use of a scribe to record written information and authentic assessments such as application of concepts learned. Staff continuously provides a challenging learning environment without overwhelming the student. In addition to informal meetings with teachers and the special education personnel, IEP and 504 meetings are held, ensuring that formalized goals are set with the student, parents, teachers, counselors and administrators present.

Monitoring of Student Growth

The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

EVIDENCE

Evidence Binders

Student Work

Khan Academy

Tutorial

SST

Turnitin.com

Quizlet

Hotmath.com

Master Schedule

Organized Binder

English Boot Camp

Math Boot Camp

2014 WASC Student Survey

IEPs

504 Plans

Formal systems are in place at U-Prep to monitor the progress of all students towards meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. These systems include: Aeries Student Information Management System providing real time progress reporting, formal progress reports every six weeks, report cards at the end of each semester (two times yearly), Grade Check forms, and regular intervention identification by teachers, counselors, and administration.

A unique means of monitoring student growth takes place in our bi-annual Academic Conferences. Both in October and February, we schedule two days of Academic Conferences to communicate students' progress in regards to academic standards. Students are identified for a conference if they have earned a D or F grades. Additionally, the parent, teacher, and/or student may request a conference. Not only do Academic Conferences support U-Prep's goal of monitoring student growth but also supports collaboration to include the student, parent(s), teachers, counselor and administration.

In each class, regularly scheduled assessments are completed by students (end of chapter/unit), work completion is monitored in each class, and labs results are graded for accuracy and completion. Informal assessments are continuously being made in each class via teacher instruction and observation of individual students and group work.

Advisory further enhances the ability to monitor student growth and progress. Curriculum within these classes aids students in meeting and understanding the SLOs. In addition to aligning with the schoolwide learner outcomes, Advisory curriculum addresses career options, personality traits, learning styles, and additional student-driven need. Tutorial additionally offers a means to monitor student success. This classes provides time for students to complete homework, receive extra help with classwork/instruction and makeup tests/quizzes or missed lectures. In the 2014 WASC Student Survey, 94% of eighth graders agree that Tutorial is a place where they can get homework completed and 88% agree that it is a place where they may receive extra help from teachers. Asked the same questions, 88% of ninth graders agree Tutorial is a place where they can complete homework and 84% agree that Tutorial provides a means of extra help from teachers.

D3: Assessment and Accountability 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 and the school-wide learner outcomes.

University Preparatory School staff monitors student progress on an ongoing basis. Departments have aligned assignments and assessments with SLOs to ensure they are addressed throughout grade levels 6-12. Monthly department meetings allow teachers to compare curriculum, align assignments and projects with state content standards and recent CCSS, and discuss concerns regarding specific students and their progress. Monthly school-wide staff meetings involve

EVIDENCE

Aeries

Deficiency Notices

Academic Conferences

SSTs

Classroom Observations

Evidence Binders

Student Work

Advisory Curriculum

Tutorial Schedule(s)

2014 WASC Student Survey

in-services and information on writing, note taking, vocabulary comprehension, technology training and collaboration, and other topics that unify the school in its approach to content material. Additionally, staff collaborates in various groupings including by departments, grade-levels, Advisories, and cross-curricular groups to discuss activities, curriculum and student concerns. A wealth of ideas is shared in these colloquial meetings, supporting the staff in all departments and giving meaningful insight into student needs.

U-Prep has excellent support from both the U-Prep School Board and the sponsoring agency, SUHSD. The U-Prep Board annually reviews and approves the course guide and textbook list, while developing and revising policies related to the school, in addition to reviewing annual reports regarding testing as well as overall student achievement.

Within the community, U-Prep informs the stakeholders of student achievement. In 2012, for example, our new Marquee/Reader Board was purchased, with financial assistance from multiple agencies, businesses and organizations within the community, with the Educational Foundation taking the lead on fundraising for this impressive campus enhancement. This new addition provides us the ability to acknowledge student successes and achievements to the entire community and stakeholders. In our WASC 2014 Parent Survey, 64% of parents noted that they use the Marquee as a means of school communication – an impressive number for its second year in use. The school website, updated during the 2013-14 school year, provides a plethora of information to stakeholders and in our Parent Survey, 85% of parents expressed that the website is used as a means of school communication.

Recognition of positive achievements and progress is also important and prevalent throughout U-Prep's culture. Our Daily Bulletin, which is emailed to families daily using Constant Contact and posted to our website is another way we communicate daily activities and recognize student achievement. We hold monthly Panther Afternoon assemblies to honor our Students of the Month and Athletes of the Month, as well as holding Honor Roll Assemblies for students and families each semester students in middle school are also rewarded for positive attitude and behaviors that address school wide goals and adhere to the SLOs, in the form of Panther Pesos. This "currency" allows students to be placed into a monthly drawing for prizes and small incentives at our monthly awards assemblies.

D4: Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

University Preparatory continues to flourish and expand programs in response to ongoing assessment by staff, parents and the community stakeholders. Curriculum is continuously developed to support the schoolwide learner

EVIDENCE

Department Meetings

In-Service Professional Development

Grade-level Meetings

U-Prep School Board Agenda

U-Prep School Board Annual Reports

Marquee/Reader Board

Education Foundational

2014 WASC Parent Survey

uprep.net (school website)

Daily Bulletin (Panther Paws)

Student of the Month

Athletes of the Month

Honor Roll

Panther Pesos

	EVIDENCE
outcomes. For example, for the 2013-14 school year, additional electives were integrated into our class offerings, including: ➢ Computer Aided Drafting (CAD) ➢ Guitar II ➢ Sustainable Living ➢ Video Production ➢ Music Production ➢ Symphonic Orchestra	Course Guide Elective Offerings
We used our AP assessment results to restructure the social science curriculum for the ninth grade students to better prepare them for the rigor of AP. As a result, the Human Geography ninth grade course was restructured by dropping the Ethics/World Religion portion, creating a year-long Human Geography class. In collaboration with the social studies teachers, this curriculum provides support and preparation for students in social studies, as they prepare for their first Advanced Placement class, AP World History in the tenth grade.	Social Studies High School Course Guide AP Results
Over the past ten years, U-Prep has successfully implemented a Latin Program to prepare students grammatically for success in English, World Languages and college-preparedness testing such as ACT/SAT. Prep-Latin and Latin 1 are foundational classes required for 7th and 8th graders, Due to increasing popularity; the Latin Program now includes Latin I-IV. Additionally, the new Latin Club was created two years ago and in 2014 we were successful in participating in the National Latin Exams and a nationwide Latin competition. We are currently in the process of expanding to include AP Latin IV/V, a two-year class.	National Latin Exams Latin Program
The World Language Program at U-Prep has expanded from a single offering of Spanish to now include the following languages: Spanish, French, Russian, Mandarin and Latin. Due to student demand, each language course includes all levels from Level 1 through 4. In 2013 we applied for and received a grant to become one of only two Confucius Classrooms in the North State. This prestigious honor helps in promoting the Mandarin language and culture within our community.	World Language Department Latin Club French Club
U-Prep exemplifies continued evaluation and improvement of course offerings and student needs as evidenced in our current A-G Approved Courses. Annually, staff and administration reflects upon student needs, interests and any opportunity to satisfy these interests and curriculum enhancements. Through data gathered regarding student academic achievement, as well as an ongoing discussion and reflection of the SLOs, we have addressed the following: • Increased the Resource and Special Education Program by hiring additional part-time personnel to assist the full-time Special Education staff • Incorporated "Boot Camp" for incoming 9th graders, new to U-Prep to provide background information on U-Prep's cornerstones • Identifying incoming 6th graders based on testing data in need of math assistance, we have created and offer a "Boot Camp" for these students • Incorporated Integrated Mathematics, aligned with CCSS	A -G Approved Courses Confucius Classroom 9th Grade Boot Camp 6th Grade Math Boot Camp A-G Courses

- Created a Peer Mentoring/Peer Tutoring Program for middle and high school
- Expanded and monitored Advisory curriculum to correspond to current societal pressures and needs
- Created and expanded to two Math Labs (middle school and high school)
- Added a Reading Lab to assist challenged readers
- Provided course-specific tutoring in Tutorial Class

Students are supported with allocated funds in the following ways:

- Addition of mobile computer lab for World Language Program
- Implementation of Apple TV and teacher iPads to enhance and support curriculum, instruction and assessment
- Purchased 16 Google Chrome Book labs for use in middle school and high school
- Added three additional staff development days (2014-15)
- Expanded course offerings in many departments
- Expanded elective offerings
- Added courses to enable students to complete UC's A-G requirements
- Expanded the weight room to support physical education and athletics with a renovated Olympic—style weight room
- Provided ongoing training in Organized Binder
- Organized bi-annual College Trips
- Organized annual Class Trips (Planetarium, Shasta Caverns, Ashland, Patrick's Point, etc.)
- Purchased books, physical fitness equipment, instructional supplies, etc. to enhance curriculum and instruction

EVIDENCE

Peer Mentoring/Tutoring Program

Advisory

Tutorial

Math Labs

Reading Lab

Special Education Program

Organized Binder

Areas of Strength
Teacher collaboration
Proactive math placement
Ongoing program expansion and improvement based on changing student needs
Staff accessibility and communication for student needs
High expectations both academically and culturally
Technology

Areas of Growth
Creating new benchmark assessments aligned with CCSS
In-service training in the area of technology
Implementing a formal assessment system

CATEGORY E
STANDARDS-BASED STUDENT LEARNING

SCHOOL CULTURE AND SUPPORT

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

EVIDENCE

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

University Preparatory School has a unique and vibrant school culture unlike any other in our region. Students refer to this community as a "family," where they feel accepted, challenged, and recognized for what they have to offer.

U-Prep Mission and Vision Statements

In our eleventh year of development as a school, we continuously revisit and discuss our mission and vision. The primary goal of U-Prep was to create a free college preparatory school in the area and we continue that focus today.

Regular Parent Involvement

The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Parent involvement often starts even *before* students begin at U-Prep. Information is communicated with parents of the incoming sixth graders, freshmen, and other grades through our Junior High and High School Information Nights, in the school year prior to students starting here at U-Prep. This evening is offered for parents and their student(s) to come learn about U-Prep and all its offerings. In the fall, we have a Back-to-School Night available to all parents. The night begins with a message from the principal, followed by ten-minute sessions in which parents visit each of their student's classrooms. This provides an opportunity for each teacher to share expectations and information about his or her classes. Parents are informed and understand what is necessary for students to be successful in each particular course.

Junior and High School Information Nights

Back to School Night

Teacher Websites

U-Prep School Website

Aeries

Communication between parents and teachers is a vital part of U-Prep and it truly differentiates our school. There are a variety of communication means teachers and staff utilize, including formal grade and progress notification. Parents are formally notified of their child's performance with progress reports through Aeries. Every six weeks, hard copies of the students' progress reports are mailed home to parents. Teachers also use Aeries to record their daily attendance every period. Aeries makes it easy for teachers to access a variety of information about their students, including tools that facilitate communication with parents.

Progress Reports

Report Cards

Advisory

Clubs

U-Prep utilizes a number of online options to keep parents informed about all aspects of our school. We have an extensive website with many resources for

parents and other community members, including event information, displays of student work, answers to frequently-asked questions, and staff contact information. Teacher websites are another means of communication for parents and the community, as all teachers maintain a website with pertinent information. The daily bulletin is announced to students during the school day and posted on the U-Prep website daily for parents to view. The website features a "Staff Contacts" page, with links to teacher websites that provide students and parents with information including calendars, syllabi, assignments, class expectations, parent resources, downloadable texts and handouts, and additional information as necessary.

Parent and community involvement through communication involves the following:

- Quarterly Newsletter
- U-Prep Website
- Athletic Website
- School newspaper "On the Prowl"
- Parent/Student Handbook
- AERIES
- Daily Bulletin
- Email
- Voice Mail
- School Messenger (All-Call System)
- Parent/Teacher Conferences twice annually
- Athletic Boosters
- Educational Foundation
- Music Boosters
- Theater Arts Boosters (TAB)
- Leadership High School
- Parent University
- Back To School Night
- Open House
- Talent Show
- Administrative Availability
- Counseling Availability
- Study Halls
- Student Study Team Meetings
- IEP/504 Meetings
- Advisory
- Club Interact (through Redding Rotary)
- Student Government (Jr. high and senior high)
- Food Drive
- Blood Drive
- Sr. Transition/College OPTIONS
- Parent Volunteers (office/classrooms)
- Parent Chaperones for field trips
- Career Day (8^{th}/9^{th} grade)
- Constant Contact
- Marquee/Reader Board
- Bully Prevention & Conflict Management
- Peer Mentoring
- Applicant Night

EVIDENCE

Websites/Screenshot

Newspaper Articles

Aeries

Newsletter

Student Handbook

Bulletin

Email

Minutes

Brochures

Parent/Student Satisfaction Surveys

Talent Show Program

Volunteer Spreadsheet

Parent Volunteer Cards

Parent University Materials

Agendas

Programs

Attendance Sheets

SST Notes

IEP and 504 Plans

Career Day Handouts

Auction Programs

- Parent Orientation
- Arena Day
- Boot Camp– Math and English
- Panther Afternoons
- Ancient Civilization Day, Medieval Days and Westward Days
- Video Bulletin
- SWAAG
- Educational Foundation Website (myuprep.com)
- Day in the Life of a Sixth Grader
- Celebration of the Arts
- *Just Dance* Performance
- Annual Musical and Play
- Winter and Spring Performances

EVIDENCE

Schedule of Admin. Rotation

Blood Drive Forms

Use of Community Resources

The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Career Day

Marquee

U-Prep uses community resources to support students in various capacities. Career Day exemplifies the outreach to and the support of the community in enriching our students' experiences. Career Day is an annual event, offered to our eighth and ninth graders and involves community professionals as they work with these students presenting career-related information and answering related questions. Partnerships with community groups have assisted us most recently in the purchase of our new Marquee, softball dugouts, and our baseball and football scoreboards. Our community has absolutely come together to support these and other schoolwide student needs.

Annual Auction Brochures

U-Prep Education Foundation Minutes/Agenda

For our many presentations and programs, businesses within the community purchase advertisements and space in Yearbook, sports, and VAPA programs, etc. The U-Prep Educational Foundation holds an annual Auction, with businesses in the area all pulling together to donate financial support and/or services and items. These businesses have also worked with local programs to assist with matching grants. For example, the McConnell Foundation helped purchase stringed instruments for our students as the Orchestra Group.

Sustainable Living

Camp Royal

Community partnerships are prevalent in our curriculum as well. One of our new electives, Sustainable Living, together with our AP Environmental Science class partnered together with Redding Recreation to provide Trail Restoration at Turtle Bay.

Ducky Derby

Throughout each school year, we partner with the local business, Blood Source, to hold schoolwide Blood Drives. The Redding East Rotary holds a Ducky Derby fundraiser at the beginning of each school year and we have successfully partnered with the Rotary brining funds to U-Prep. In fall 2014, the U-Prep Educational Foundation is sponsoring a fundraiser in conjunction with Redding Subaru who generously donated a new vehicle to U-Prep, to raise money for all

school events programs. Club Interact, sponsored by Redding Rotary, works within the community providing students volunteer time and opportunities, such as cleanup days at Turtle Bay, Think Pink, and bell-ringers for the Salvation Army.

U-Prep took the lead in creating Leadership High School in conjunction with Shasta College and other community high schools. Our students participate in a series of monthly seminars to inform the students about important agencies and career awareness in our community. The themes include:

- Local history (Shasta Historical Society and Shasta County Board)
- Media (KRCR and Record Searchlight)
- Public Safety (SWAT Team, K-9 Unit and Bomb squad)
- Nursing and Dental Hygiene
- Education (Shasta College President and College Options)

In our Senior Transition Class, we host College Options and Shasta College representatives to present our students with college information and requirements necessary for college endeavors. This past year, our ninth grade Advisory teachers, partnered with the local Women's Shelter, One Safe Place, to discuss societal issues such as homelessness and abuse.

U-Prep's Educational Foundation is a non-profit, tax exempt organization formed to raise funds to support the educational needs, physical improvements and program enhancements of University Preparatory School through the collaboration of parents, educators and the community. The mission of the Foundation is to empower the school community to maximize the learning potential of every student. Support from the Foundation since its inception has provided an array of classroom supplies, student uniforms, equipment and, most recently, technology and iPads/Apple TVs for all teachers.

E2. School Culture and Student Support 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.

Safe, Clean, and Orderly Environment

The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

U-Prep has many unique features that keep our school a clean, orderly and both physically and emotionally safe place for students and staff. Some of these features include:

- Campus Security
- Campus Maintenance
- Hall/Lunch/Breaks monitored by Administration, Campus Security and Staff

EVIDENCE

Blood Drive

Advisory Curriculum

Leadership High School Brochure

Education Foundation

Emergency Procedures Handbook

Student registration for off-campus pass

Open period contracts

Parent/Student Handbook

Map of Classrooms

Lunch security team

Advisory Binders

Agenda and PowerPoint for Conflict Resolution Training

Evidence

- Panther Off-Campus Blue and Silver Card
- Fire and Intruder On Campus Evacuation Drills
- Consistent policy for discipline (follows Ed. Code)
- Student Detention Program
- Separate Social Events for 6th grade, Jr. High and High School
- Separate Class/Lunch schedules for 6th grade, Jr. High and High School
- Separate locations for various grade levels on campus
- Two Counselors and a Registrar
- Friendly and approachable office staff
- Office Staff , Coaches and Administration trained in emergency medical procedures (CPR)
- Two District Nurses and health clerk on-campus
- Small class size and small school environment
- Advisory/ character education
- Daily bulletin 3rd period
- PA system
- Internet Safety Firewall
- School-wide Conflict Management Training/Program
- Cybersafety Presentation – Joe Hendrix
- Peer Mentor Class
- WEB
- Big Brother/Big Sister
- Link Crew

CPR Training

Monthly Character Traits

Daily Bulletin

School Map

Supervision Duty List

District Charter

Safety Committee Agenda/Minutes

2014 WASC Parent Survey

2014 WASC Teacher Survey

U-Prep is housed in a beautiful building provided to us by our chartering agency, Shasta Union High School District. In addition to receiving the services of a top-notch maintenance crew, our students have been publicly lauded for taking pride in their school and keeping it clean by district office officials. Administrators and staff are visibly monitoring all breaks/lunches. Having a full-time Campus Security guard and careful monitoring policies for visitors on campus contributes to keeping U-Prep staff and students physically safe. The 2014 WASC Teacher Survey results show that 97.5% of staff members feel safe on campus. Additionally, 96% of parents, in the 2014 WASC Parent Survey, feel the campus is safe for students. All staff members wear staff ID badges daily and visitors are issued visitor passes and are required to check in with the front office upon arrival.

Fire Alarm Schedule

Safety Committee Agendas/Minutes

U-Prep is a small school with small class sizes and a low student to staff ratio. Our students are well known by their teachers and other significant adults on campus. Because teachers work in dual roles with the students (coach, club advisors, drama and vocal coaches, etc.) they foster close relationships and are very accessible to the students and parents. Likewise, the administration and counseling staff make themselves as accessible to the students and parents as possible. According to surveys, the students, staff and parents all feel safe on campus.

Teacher Qualification chart

Posted SLO Posters

SOM/AOM Awards

Hallway Bulletin Boards

Class Size Charts

The Safety Committee is comprised of teachers, an administrator, maintenance workers and personnel from North State, the other efficiently and

communicating both our concerns and our celebrations of student success in a timely fashion and improve the overall safety plan. One of the goals of the Safety Committee last year resulted in clearly defined safety protocol (Classroom Protocol Binders and Clipboards) and the compilation and dissemination of emergency kits for each classroom.

Maintenance and administration debriefs monthly after lockdown and fire drills and actual emergency situations and this information is reported back to the Safety Committee. Shasta County Office of Education hosts an annual Safety Summit and we make it a priority to send staff each year.

High Expectations/Concern for Others

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

University Preparatory School demonstrates a commitment to trust, respect and professionalism. Teachers are always accessible before school, at lunch, and after school. We are committed to answering parent emails quickly and efficiently and communicating both our concerns and our celebrations of student success in a timely fashion.

With an SLO, focused on being a positive member of a diverse society, one of our goals is for all students to be able to demonstrate compassion and empathy throughout the community. Administration and staff overall do not tolerate incidents involving bullying, drugs and alcohol, fighting, and other disciplinary issues, whether minor or major. Students who commit infractions are dealt with quickly and fairly and receive reasonable consequences that strongly encourage them to change their behavior. Most discipline includes a counseling aspect; behavioral re-teaching takes place in addition to consequences. Bullying, being developmentally common at this age level, is a frequent topic of discussion in Advisory, in grade-level presentations, and in Parent University. Though student surveys suggest that there is a low incident of bullying that takes place on campus, this is still a relevant issue in society today and a focus we continue. U-Prep takes a preventive stance toward bullying and harassment in all forms; Peer Mentor curriculum contains annual conflict management training. All students at U-Prep are trained through Advisory to be recipients of the program so that they can seek assistance if they feel bullied or harassed. Counselors and administrators deal with issues that exceed the scope of peer conflict resolution.

Atmosphere of Trust, Respect and Professionalism
The school has an atmosphere of trust, respect, and professionalism.

One of U-Prep's greatest strengths is the level of professionalism demonstrated by our staff. The culture of our school and one of our strengths is the level of trust, respect and professionalism that exists between teachers, staff, parents, students, and other stakeholders. All of our teachers are "at-will" employees, and have appropriate credentials, meeting NCLB guidelines. Nearly everyone

Evidence

Student/Parent Handbook

Conflict Management

2014 WASC Student/Parent/Teacher Surveys

Advisory Curriculum

Bully Busters

Teacher Qualification Chart

Club Offerings

Class Size Charts

Quarterly Staff Duty List

Course List

Advisory/Tutorial

Panther Afternoons

SOM/AOM

Honor Roll

Panther Pesos

Senior Breakfast

Scholarships

coaches a sport or runs a club during lunch or after-school hours and they are highly visible at students' events.

Our curriculum is comprised of all college preparation classes including honors and AP classes; a cornerstone of U-Prep is our high expectations for all students. U-Prep maintains a small classroom and small school size in order to have a smaller staff to student ratio. Our Advisory and Tutorial classes are built into student's schedules to ensure that they receive the guidance and extra assistance in study skills and academic tutoring that they need to be successful. The guidance staff schedules students into tutorials that will be most beneficial, and moves them throughout the year as necessary. Additionally, students are allowed to check out of one tutorial and attend another as needed to make up tests, get additional instruction, etc.

Students are regularly and publicly recognized for their accomplishments. Students are lauded at Panther Afternoons for their academic and sports achievements including recognizing one student from each grade level monthly as Student of the Month and one as Athlete of the Month. U-Prep holds two Awards ceremonies yearly to recognize students on the honor roll (cum laude 3.0 to 3.49, magna cum laude 3.5 to 3.9, summa cum laude 4.0). Middle school students are recognized with Panther Pesos on an on-going basis; a drawing is held for prizes each month at Panther Afternoons. We also award Perfect Attendance quarterly with a prize drawing.

Every Spring, a Senior Breakfast and Awards Ceremony is held. The breakfast is hosted annually by the junior class, incorporating the future seniors into this exciting time for the current senior class. Each team of juniors sponsors a themed breakfast table for the seniors and their families to attend. The Awards Ceremony takes place following the breakfast and various awards are presented, from department-specific awards to scholarship recipients. This is an opportunity for each department to recognize a graduating senior that exemplifies the department as well as athletics.

We expect our students to demonstrate citizenship and ethical values, and we build discussions in our advisories and classes around the topic of respect. Big Brother/Big Sister is a club in which upperclassmen work with eighth graders to mentor the eighth grade students and show them what U-Prep High School is all about. This club brings these groups of students together throughout the school year, both during and after school hours, adding motivation for our eighth grade students to stay at U-Prep for their high school years.

To punctuate the professionalism on campus, a conservative, reinforced Dress Code is in place for both students and staff. Staff are required to dress professionally to provide role-models for the students. On Professional Development days, twice monthly, staff and student dress in "College Cloth" to further support our academic and collegial focus among the student population.

All of our students are expected to participate in testing including: previously State-mandated Standardized testing (STAR), sixth graders and new students take placement tests upon entry, and high school students are published with lists of expected tests and deadlines including the PSAT, ACT-Aspire, CAHSEE,

EVIDENCE

Teacher Qualification Chart

Club Offerings

Class Size Charts

Quarterly Staff Duty List

Course List

Advisory/Tutorial

Perfect Attendance

Panther Afternoons

SOM/AOM

Honor Roll

Panther Pesos

Senior Breakfast

Senior Awards

Scholarships

Student/Parent Handbook

Advisory

Big Brother/Big Sister

Senior Transition

A-G Requirements

Counseling Office

SAT/ACT, AP tests and SAT subject tests, some of which are administered at U-Prep. Students identified as needing additional support are offered preparation for these exams through Advisory; for example, there is a CAHSEE preparation Advisory available for identified sophomores and an AP Tutorial available for students. Beginning 2014-15 SAT Prep will be a part of the junior Advisory curriculum and an AP Retreat will be established to assist students with Advanced Placement preparation. Additional preparation course information is available in our Counseling Office for specialty exams, such as the SAT/ACT. Smarter Balanced Testing will begin schoolwide, replacing the STAR, in the 2014-15 school year.

Our School Board holds meetings that are open to the public and readily support the tenets of our school. They have helped to formulate and revise our Mission Statement to ensure that it reflects the purpose of U-Prep.

U-Prep provides an After School Program on campus. For the convenience of working parents as well as to provide one more opportunity for students' to receive academic assistance, the After School Program runs from 2:20 to 5:30 pm for $25 per student; students with financial needs are granted free admission.

E3 & E4 School Culture and Student Support Criterion

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

All U-Prep students have an Advisory class two days a week from sixth through eleventh grade; in the senior year Advisory takes the form of Senior Transition. In Advisory, the students are taught grade-appropriate skills ranging from beginning Study Skills and Social Skill development, to Test-taking Preparation, Understanding A-G requirements, and college and career exploration. Each year we have worked to make the Advisory curriculum more sequential; several staff members identified those salient assignments that would be required within a grade level, thus ensuring greater accountability and heterogeneity in what the students are learning.

All students are given a pin number to access the AERIES system that we use for grading and attendance. Students and their parents can access their ongoing academic progress in each class; teachers are required to update the system weekly. Deficiency notices are mailed home five weeks into a quarter for those students who are currently earning a D, F, or Incomplete grade. Parent conferences are offered twice a year (on minimum days) at which time the teachers attempt to contact parents of any student at-risk for failing. Parents are welcome to request a conference (via phone, email, or in person) with any teacher at anytime of the year. Counseling staff monitor students' progress and set up Student Study Team meetings for students who are struggling in more than one academic area.

We have one computer lab and two mobile as well as sixteen sets of Chrome books for our middle school and high school students. Computers are also available to students in Study Hall and in the office for students who do not have access to a computer at home. Additionally, computer skills can be learned now

Evidence

CAHSEE Results

CAHSEE Computer Program

CAHSEE Prep Class Attendance Data

Mission Statement

After-School Program

A-G Advisory Handouts

Senior Transition

Aeries

Paraprofessional Schedule

Academic Conferences

Deficiency Notices

Counseling Calendar

Master Schedule

through ROTA (our elective program for sixth graders which includes beginning keyboarding in the first quarter for all students), as well as Computer Application and Drafting classes.

Tutorial classes are scheduled into each student's day three times weekly. Generally students remain in their Tutorial classes working on homework or projects, studying for tests or reading. If a student needs help in a different academic area, they may attend that Tutorial. Our teachers are very pro-active in seeking ways to ensure their students' success. Our upper division Latin students provide peer tutoring during Tutorial. Peer Mentors offer Tutorial to younger students during lunch and students are generally encouraged to help their peers in the classroom when appropriate.

U-Prep has students on Individual Educational Plans (IEPs) and 504 Plans that require additional assistance due to an identified disability or medical need/issue. These students are overseen by a credentialed Resource Specialist Teacher and a Special Education Paraprofessional. Identified students have been serviced through classroom modifications, testing accommodations, and occasional pull-out programs. Since many of our special needs students do well with a minimum amount of monitoring, our Special Education Paraprofessional is able to work with a number of "school-based" students—unidentified students that may not have the support outside of school that is necessary to succeed - and this has been an added benefit to our struggling students.

U-Prep has two proactive full-time counselors who serves in several capacities. In addition to assisting students with their personal and emotional crises, they provide information for the middle school and high school Advisories. Our counselors guide Advisors in imparting necessary information to ensure that all of our students complete A-G required classes to qualify for UC and CSU schools upon graduation. Additionally, our high school counselor provide Sophomore and Junior counseling, monitoring students' transcripts and giving them individual guidance in planning their future college careers. On the middle school level, our counselor works with Peer Mentors to support the incoming sixth graders with social skills, integration into U-Prep and academics.

Field trips and College Visits are an important part of U-Prep's curriculum. Students are more likely to consider attending a school that they have had the opportunity to visit and explore. College visits are available to all high school students; they have visited Berkeley, Davis, Stanford, and UC Santa Cruz, and many other colleges on buses chartered by the school and chaperoned by parents and staff members. Students have also attended the Oregon Shakespeare Festival in Ashland in conjunction with the English curriculum and Turtle Bay Exploration Park with their science classes.

All incoming sixth graders are given a math proficiency test prior to final course placement. Those that score below grade-level expectations are invited to a Math Boot Camp for one week in August to improve their basic skills. Additionally, we added to the master schedule two Math Lab classes for all grade levels (one for middle school and one for high school) and a Reading Lab class for middle school. Sixth and seventh grade students whose testing indicates that

Evidence

Computer Proficiency Classes

Drafting

Tutorial

Peer Mentor Program

Special Education Program

Counseling Personnel

Advisory Curriculum

A-G Requirements

Field Trips

College Trips

Class Trips

Math Boot Camp

Math Lab

Reading lab

	Evidence
they are less than proficient in these areas will receive the Lab class in lieu of an elective until they no longer need the support.	
Ninth and tenth graders struggling with math are identified and scheduled in an Advisory class, specifically for CAHSEE Math preparation each year. This is taught by one of our credentialed math teachers. We have purchased computer programs specifically designed to identify weaknesses in Mathematics and English/Language Arts to assist struggling students to remediate their skills and prepare for the CAHSEE.	CAHSEE Math Preparation Advisory
Summer school is available through the Shasta Union High School District to our students who are behind in credits because of failing a class. Credit recovery through Shasta Adult Education is available to seniors in danger of not graduating. The high school counselor monitors and works with these identified students weekly.	Summer School
It is one of the goals of U-Prep that students not only receive an excellent education, but that they become well-rounded, healthy individuals with many opportunities to try new things in a safe environment. To this end we offer a full Visual and Performing Arts Program which includes five levels of Art, including AP Art, choral music, three levels of Band (Prep Band, Concert Band and Jazz Band), two levels of Guitar, Beginning Strings, Percussion, Orchestra and our Symphonic Orchestra which was added in 2013-14. We have a thriving Dance Program with five levels of dance, including a competitive dance team, the only one in Shasta County. Drama is offered in middle school and high school, and we perform a musical annually as well as a spring play. To showcase our VAPA Programs, Celebration of the Arts take place and *Just Dance* each winter. At least three quarters of our U-Prep students are involved with the VAPA Program.	VAPA Program
U-Prep offers a myriad of extra-curricular activities for students. We offer a highly competitive middle school and high school sports program with 21 sports teams offered at the middle school level and 22 at the high school level totaling 43 teams, with 796 student athletes which comprise our Athletic Program.	Athletic Forms Team and Club Offerings
To further support our students, we have created an Instructional Leadership Team (ILT) for the 2014-15 school year. The ILT serves to help sustain a positive school culture, work with teachers in implementation of Common Core, plan professional development and overall teacher support to enhance student support and success.	ILT Agenda and Meeting notes

Areas of Strength

- School Spirit
- Approachability of Staff
- Plentiful Resources
- Familial Atmosphere
- Curriculum
- Multiple Feeder Schools/Diverse Environment

Areas of Growth

- Availability of Technology outside of the classroom
- Sustainability of School Culture
- Safe place for students to study and receive tutoring

CHAPTER 5

SCHOOLWIDE ACTION PLAN

Assessment

Goal: To develop a comprehensive assessment process for the collection and analysis of testing data and other indicators to measure success and to identify remediation needs.

Rationale: A means of data collection and analysis of data collection to inform staff about student performance, lead to specific actions to increase student achievement, identify students in need of additional support and maintain a culture of continuous improvement.

SLOs Addressed:

Information Manager
Problem Solver
Mature Communicator
Lifelong Learner
Positive Member of a Diverse Society

GOAL #1: DEVELOP A COMPREHENSIVE ASSESSMENT PROCESS FOR THE COLLECTION AND ANALYSIS OF TESTING DATA AND OTHER INDICATORS TO MEASURE SUCCESS AND TO IDENTIFY REMEDIATION NEEDS.

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
#1 – Identify and implement a formalized software or assessment system.				
• Research successful assessment programs	Administration, ILT	Successful Assessment Programs, School Visits, Conferences/Trainings, Network with ACSA, Educational Publications	Spring 2015	Conferences/Trainings, list of 2-3 successful programs for possible implementation
• ILT to evaluate schoolwide assessment needs and report back to Administration	ILT, Department Chairs, Administration	Department Collaboration as facilitated by ILT/Department Chairs, ILT Meeting with Cabinet for schoolwide reporting	Spring 2015	Cabinet Notes and Agenda, ILT Notes, Final recommendations
• Select program to implement schoolwide	ILT, Administration, IT Staff	IT Staff, Technology, Outside Software Agency	Spring – Summer 2015	Meeting Notes, Correspondence with Purchasing Company, School Board Agenda & Minutes
• Purchase assessment system	SBM, IT, Administration, School Board	Budget, Principal/Superintendent and U-Prep School Board	Summer-Fall 2015	Purchase Order, Board Minutes and Agenda
• Train and implement assessment system	Technology, Staff	Technology, IT Staff, Computer Lab, In-Service Day	In-service Fall/Winter 2015-2016	Staff Development Calendar, Staff Development Agenda, Staff Training Evaluation Forms
#2 – Create department benchmarks				
• Analyze curriculum map , pacing guide and/or AP Audit Syllabus for each course	Teachers, Administration	College Board, CCSS, Course Guide, Student Handbook, Technology	Winter-Spring 2015	Course Syllabus,
• Meet within departments and grade levels to determine semester proficiency standards	Teachers, Department Chairs, Administration	Department Meeting Time, CCSS and State Standards, Pacing/Curriculum Guides	Spring 2015	Notes from Department Meetings, Draft benchmarks
• Create benchmarks for vertical alignment within the middle school and high	Staff, Administration	In-Service Day, Proficiency Standards by Semester (grade level/departments)	Spring-Summer 2015	Draft benchmarks, In-Service Agenda, Staff Meeting Agendas/Notes, Department Meeting Notes

school • Benchmark Implementation Plan	ILT, Administration	ILT Meetings, Cabinet Meeting, Staff/Department Meetings	Fall/Winter 2015	Final Benchmark Tests, Written Implementation Plan
#3 – Implement remediation • Purchase and pilot diagnostic tools to identify underachieving/ at-risk students	ILT, Administration, Resource Specialist, SBM	Release time for staff training/conferences, technology, School Visits, iReady, Mathletics	Fall 2014-Fall 2015	ILT Meeting Notes, Cabinet Meeting Notes/Agenda, Training & Conference Materials, LCAP, Purchase Order
• Plan and implement Staff training on student remediation	ILT, Administration, Staff	Staff Training Time, diagnostic tool(s), technology	Fall 2014	Staff Development Calendar, Staff Development Agenda, Staff Training Evaluation Forms
• Use assessment data to identify students who need remediation in any discipline	Staff, ILT, Resource Specialist, Administration, School Counselors	Technology, diagnostic tool(s), Collaboration time for grade levels, Meetings with School Counselors, Academic Pass Rate, Smarter Balanced Testing and Results	Fall 2015	Assessment data, diagnostic reports, Meeting notes, Teacher/ Counselor Recommendation, Academic Conferences
• Plan and implement specific student remediation	Staff, ILT, Administration, Resource Specialist	Technology, IT Staff, Computer Lab, In-Service Day, Pre- and Post- Testing, Academic Pass Rate, Smarter Balanced Testing and Results	Fall-Winter 2015	Remediation Plan(s), Staff/Department Notes, Counselor Meetings, SST, Academic Conferences
#4 – Schoolwide consistency in the use of formative/ summative assessment. • Train select staff on formative and summative assessment types	ILT, Administration, Select Staff Members	Release time for staff training/conferences, technology, School Visits	Fall-Winter 2014/2015	ILT Meeting Notes, Cabinet Meeting Notes/Agenda, Training & Conference Materials, Staff Development schedule
• Determine department grading procedure for implementation of summative vs. formative assessment per ILT/ Administration guidelines	ILT, Administration, Staff	Department Collaboration Time, ILT Meeting Time and Cabinet Meeting	Winter-Spring 2015	Staff Meeting Agenda and Notes, Grading Policies by department
• Create U-Prep grading policy for summative and formative assessments	ILT, Administration, Staff	Staff Collaboration Time, ILT, Administration	Spring 2015	Staff Training Material, Finalized U-Prep Grading Policy

• Implement into Aeries, grading system and classroom procedures	Staff, Administration, ILT	Staff Time to update Aeries and grading procedures, Technology	Fall 2015	Syllabi, Aeries, Teacher Websites, School Grading Procedures

School Culture

Goal: To maintain and protect U-Prep's culture.

Rationale: As our student body has more than tripled since inception; we have continuously faced improvements. Since our last WASC visit in 2006-2007, we have grown by more than 600 students and have tripled our staff. With such rapid growth, we strive to maintain the unique and small-school environment of U-Prep's culture.

SLOs Addressed:

Problem Solver
Mature Communicator
Lifelong Learner

Goal #2: MAINTAIN AND PROTECT U-PREP'S CULTURE.

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
#1 –Small school environment and Cornerstones				
• Revisit U-Prep's Cornerstones and distribute to teachers	Administration, Staff	List of Cornerstones, Staff Collaboration	Fall 2015	Finalized Cornerstones, U-Prep Website, Bulletin Boards, Website
• Communicate Cornerstones to all stakeholders	Administration, Teachers, Office Staff	U-Prep Website, Information Nights, Bulletin Boards, Office Staff, Teachers	Fall-Winter 2015	Information Night Agendas, Bulletin Boards, Website, Classrooms, Parent University
• Implement regular review of Cornerstones in the classroom and across campus	Administration, Teachers	Cabinet Meeting(s), Teachers, Staff/Department Meeting Time	Annually	Updated Cornerstones Listed, Staff Meeting Agendas & Notes
• Increase attendance at school events	Administration, Booster Clubs, Parents, Staff, Coaches, ASB	School activity calendar/schedule, Booster meetings, ASB meeting	Fall 2015	School event tracking, admission tallies and forms
• Maintain small class sizes for academic courses	Administration, Counselors	Master Schedule, Course Requests, Aeries	Spring 2015	Final Master Schedule, Class Rosters, Class Size Analysis
#2 – Sustain consistency with staff changes				
• Work with Board and outside agency to hire new Superintendent/Principal	U-Prep Board, Administration, Staff, outside hiring agency	Meeting time with staff, staff collaboration with Board and outside agency	Fall 2014-Spring 2015	Interview Schedule(s), Meeting agendas, Board Meeting Minutes
• Communicate Administrative/Business duties to staff	Administration, U-Prep Board, SBM	Cabinet Meeting time, Board Minutes identifying Principal/Superintendent and Administration list of duties by position	Fall-Spring 2014/15	Administration Role Clarification, Meeting Notes and Agendas, Cabinet Meeting
• Evaluate new staff orientation program	ILT, Administration, Office Staff, SBM	Meeting time to plan, Protocol Binder(s), Board Policies, U-Prep Policies, Cabinet Meeting/Administration Guidance	Spring-Fall 2015	ILT Agendas and Meeting Notes, Updated Protocol Binder, New Staff Material

#3 – Track and involve U-Prep Alumni				
• Create spreadsheet to track graduates, college attending, contact information	Administration, Office Staff, HS Counselor, Senior Teachers	Technology, Alumni Data, Senior Transition	Spring 2015	Alumni Spreadsheet
• Instill procedure and means of contacting alumni and current students for information updates (i.e. Survey of post-graduates)	Administration, Office Staff, HS Counselor, Senior Teachers	Office Staff meetings, College acceptance letters, alumni visits, Aeries	Fall 2015	Office Staff meeting Notes, acceptance letters, letters to alumni, survey, social media
• Hold Annual Alumni function	Educational Foundation, Administration	Local restaurant/facility, Planning time, Survey, Educational Foundation meeting	Spring/Summer 2015	Alumni function flyer, completed surveys from function, Educational Foundation Agenda & Minutes
• Update alumni spreadsheet and information	Administration, Office Staff, Senior Teachers, Counselor	Survey distribution, email correspondence, completed survey data, college acceptance letters, classroom visits by alumni	Annually	Updated spreadsheet, correspondence with alumni
#4 – College and career-readiness				
• Complete Pennant Hall	Administration, Office Staff, Senior Teachers	SUHSD Facilities Staff, Information from Alumni	Spring 2015	Completed project/Pennant Hall, Alumni reporting and data
• Implement "Adopt-a-College" theme for Advisory classes in Middle School	Administration, Advisory Teachers, MS Counselor	No Excuses University, Contact with Colleges and Universities, Advisory Planning Time	January 2015	College Adoption Lists, Advisory Schedules, Planning Meeting Notes
• Plan trip to local college for 8th grade students	Administration, 8th Grade Teachers, MS Counselor	CSU Chico or other college/university, SUHSD Transportation, Parents	2015-16 School Year	Transportation Forms, Field Trip Forms, Field Trip Agenda
• Develop and implement Advisory lessons for middle school on college readiness and awareness	Administration, Advisory Teachers	No Excuses University, Reach Higher (Shasta County), NACAC, College is My Future, Advisory Collaboration Planning Time	2015-16 School Year	Advisory Curriculum Schedules, Planning Notes
• Purchase and distribute shirts to sixth graders with prospective college graduating year	Administration, 6th Grade Teachers, SBM, Educational Foundation	Local Shirt Company, Educational Foundation	August 2014	Shirts, Purchase Order(s), Invoice
• Create a college awareness night for middle school parents	Administration, Counselors, Teachers	College Options, No Excuses university, NACAC, Reach Higher (Shasta County), College is My Future	February 2015	College Awareness Night Information Night Flyers, Agenda, Daily Bulletin

Staff Development

Goal: To improve and plan staff development and collaboration

Rationale: With the new Common Core State Standards, our increased school size and multiple feeder schools, teachers need time for collaboration, curriculum planning, implementation of best practices and instructional strategies and training opportunities.

SLOs Addressed:

Problem Solver
Mature Communicator
Lifelong Learner
Information Manager
Positive Member of a Diverse Society

Goal #3: IMPROVE AND PLAN STAFF DEVELOPMENT AND COLLABORATION

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
#1 – Identify staff development needs				
• Develop process to identify staff development needs	ILT, Administration	Technology, ILT Meeting(s), Cabinet Meeting(s)	Fall-Winter 2014	Electronic surveys, prioritized list of needs, survey analysis data
• Perform classroom observations to determine staff development needs	ILT, Administration	Classroom observations, observations form, technology	2014-15 School Year and Annually	Completed observation forms
• Create annual staff development training schedule as identified above	ILT, Administration, Staff	Staff meeting time, staff surveys	Fall-Winter 2014 and Annually	Staff meeting agenda and notes, Academic School calendar
#2 – Analyze and protect a staff-collaborative culture				
• Schedule staff collaboration in accordance with adopted school calendar	Administration, ILT, Office Staff, School Board	Technology, school calendar, School Board	Summer–Fall 2015 and Annually	School calendar, staff development schedule, School Board minutes
• Maintain uninterrupted time for teacher academic collaboration	Administration, ILT	Staff development schedule, Academic calendar	Annually	Annual staff development schedule
• Prepare Master Schedule by including some common prep periods for grade level and same-course teachers when possible	Administration, Office Staff, Counselors	Master schedule, completed registration cards, course requests	Spring-Summer 2015 and Annually	Master Schedule
• Increase electronic communication to staff	Administration	Technology	Fall 2015	Emails, electronic newsletter(s), announcements & communication

#3– Formalize the role and purpose of the Instructional Leadership Team (ILT). • Determine mission of ILT and revisit annually	ILT, Administration	ILT Meeting Time(s), Cabinet Meeting	Fall 2014 and annually	Final Mission Statement
• Define functions and role of ILT based on mission statement	ILT, Administration, Staff	Meeting time with staff, ILT Meeting(s), Cabinet Meeting	Fall 2014	Expectations/roles of ILT, ILT meeting notes and agenda
• Finalize schedule of Staff Development Meetings	ILT, Administration	Coordination time among ILT and Administration	Fall-Winter 2014-2015	Finalized staff development schedule, Staff meeting agendas
• Plan and implement a means of evaluation of ILT functions	Administration, Staff, ILT	Technology, surveys, ILT Meeting(s)	Spring 2015	Evaluation form, ILT Meeting agenda and notes

Curriculum

Goal: To continue alignment of curriculum to Common Core State Standards (CCSS) and Schoolwide Learner Outcomes (SLO) in all subjects across all grade levels to increase student achievement.

Rationale: With the implementation of CCSS and the upcoming Smarter Balance testing, we have a need to ensure effective integration of CCSS and subject/grade level curriculum alignment.

SLOs Addressed:

Problem Solver
Mature Communicator
Lifelong Learner
Information Manager

Goal #4: Continued alignment of curriculum to CCSS and SLOs in all subjects across all grade levels to increase student achievement.

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO REPORT
#1– Implement Common Core State Standards				
• Modify classroom instruction as needed, incorporating Depth of Knowledge (DOP) and critical thinking skills	Teachers, Administration	Observation time, Observation rotation/schedule, DOP terms, CCSS, Release time for ILT and Teachers	2014-15 School Year	Curriculum/Pacing Guides, Observations
• Purchase CCSS instructional materials	SBM, Teachers, Administration	Purchase Order(s), Review of textbooks and instructional materials, Collaboration time	Fall 2014	LCAP, Syllabi, Purchase Order(s), Department Meeting Minutes
• Provide opportunities for CCSS department collaboration	Teachers	Department Collaboration Time	2014-15 School Year and Annually	Staff Development Calendar, agendas, notes from meetings
• Provide annual training of CCSS and Smarter Balanced	Administration, Teachers, SBM	Training/Conferences, Networking with educators and administrators, technology	Annually	ACSA, SCOE, training materials
• Comply with Smarter Balanced (CCSS) testing and updates on testing requirements, results and formats	Assessment Administrator, Teachers, Administration	Chromebooks, Technology, Testing Schedule, Teachers as proctors, SBAC	Spring 2015	Testing Schedule, Proctor agreements, assessment data, teacher and student feedback
#2 – Integrate SLOs into curriculum and school activities				
• Analyze Advisory curriculum to ensure implementation of SLOs	Advisory Teachers, Administration	Technology, SLO Posters, Master Schedule, Advisory collaboration	2014-15 School Year and Annually	Final Mission Statement
• Continue to offer student opportunities to meet SLOs through extra-curricular and co-curricular activities	Administration, Advisors, ASB, Teachers	Club meetings, club agendas, Activities Calendar, Daily Bulletin	Fall 2014	Club activities, ASB Minutes, Club constitutions, fundraising forms