



UNIVERSITY
PREPARATORY SCHOOL
FOCUS ON LEARNING
SELF-STUDY REPORT

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February 2021

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Brad Baker

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Visual and Performing Arts (VAPA)

Brad Fowers

Elizabeth Johnson

Marissa Kinneavy

Lura Wilhelm

University Preparatory School WASC/CDE Self-Study Report

WASC Focus Groups				
Category A:	Category B:	Category C:	Category D:	Category E:
Organization: Vision & Purpose, Governance, Leadership and Staff, and Resources	Curriculum	Learning and Teaching	Assessment and Accountability	School Culture and Support for Student Personal and Academic Growth
Team Lead/Admin: Reagan, Cory	Team Lead/HS Eng: Kramer, Tawni	Team Lead: Romney, Clements	*Team Lead/Core/HS Eng: Adams, Jenny	Team Lead/Core: Gaddy, Jaspal
Team Lead/Admin: Schlange, Molly	Team Lead/JH Math: Wimer, Ally	Team Lead/JH Math: Crawford, Jeanne	Team Lead/Core: Sowles, Lonnie	Team Lead/Support Staff: Johnson, Robyn
VAPA: Johnson, Elizabeth	World Lang: Bourne, Corinne	JH Math: Bird, Karen	World Lang: Ampy, Nicole	VAPA: Kinneavy, Marissa
HS Eng: Kaukonen, Paul	HS SS: Cabral, John	Core: Bright, Shannon	World Lang: Cheng, Biao	HS Math: Oberlander, Michelle
Counselor: Maikranz, Joe	HS Math: Deter, Rochelle	Admin/AP: Cabral, Monica	Support Staff: Gaddy, Nathan	Support Staff: Pringle, Nicole
Counselor: Mason, Kristen	World Lang: Groves, Joe	World Lang: Dean, Mike	Core: Isheim, Christi	PE/Ath Dir: Schuster, Steve
Admin/S-P: Peterson, Shelle	HS Eng: Reuss, Barb	Science: Hurley, Connie	HS Science: Johnson, Gina	HS SS: Smith, Kent
Support Staff: Reed, Kari	HS SS: Murphy, Brian	HS SS: Nichols, Brian	PE: Johnson, Michelle	VAPA: Fowers, Brad
Faculty: Rickey, Dave	Science: Peck, Morgan	Science: Poole, Cory	Support Staff: Lanzi, Sandy	Support Staff: Trayford, Elizabeth
Support Staff: Aday, Vicki	Math: Runyan, Rachel	World Lang: Shipman, Debbie	Science: Love, Matt	HS SS: Trueblood, Darren
PE: Baker, Brad	HS Eng: Bird, Sean	Core: Trueblood, Kathy	Core: Mock, Noah	Counselor: Williams, Matt
JH Student: Sydney Schneider	JH Student: Bella Stubbs	VAPA: Wilhelm, Lura	JH History: Shufelberger, B	Admin/AP: Angley, Rochelle
HS Student: Abigail Raftery	HS Student: Gideon New	JH Student: Kaylie Aday	JH Student: Sienna Young	JH Student: Nolan Roemmich
Parent: Kristen Lyons	Parent: Lori Roemmich	HS Student: Connor Davanis	HS Student: Patrick Kremer	HS Student: Jake Reuss
Board Trustee: Copland, Trent	Board Trustee: Brix, Sue	Parent: Cheryl Forbes	Parent: Emily Mullen	Parent: Carol Badgley
		Board Trustee: Saephanh, Susan	Board Trustee: Stuart, Mike	Board Trustee: Litman, Mike
			* WASC Coordinator	

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PREFACE

University Preparatory School is in its seventeenth year (2020-2021) as a thriving public charter school. It is recognized as a high achieving school focused on immersing students in rigorous academics and meaningful extracurricular activities. This endeavor is supported by a collaborative and close-knit community of staff, students, and parents. Practices are based on educational research and professional experience. The faculty and staff work together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century. A rich and varied extracurricular program provides ample opportunity for students to develop holistically. This vision is supported by offering a seven-period day to students from grades 6 through 12 so that they may pursue academic interests, such as studying multiple world languages or continue their development in the arts, including dance, drama, visual art, and music.

Through a systems-oriented approach (*Governance, Leadership, and Management*), school stakeholders are regularly involved in the ongoing improvement of school outcomes. Stakeholders included in the *Governance, Leadership, and Management* system include the U-Prep School Board, Administration, Department Chairs, Grade-level Team Leaders, School Leadership Team, and Principal's Advisory. The Leadership Team is composed of the Administration, Department Chairs, and Grade-level Team Leaders. Roles, responsibilities and activities are outlined in the *Governance, Leadership, and Management* document.

Graduation requirements align to the UC and CSU admissions requirements; the a-g completion rate far exceeds local and state outcomes. The 2019 California Dashboard State Indicator for Graduation Rate is Blue; 100% of students graduated. Student Learning Outcomes were updated with stakeholder involvement through the self-study process; the final measure of attainment of the SLO's remains the Senior Exit Presentation. Data sources reviewed with stakeholders during the Self-Study process included, but was not limited to: student/staff/parent surveys, students performance and achievement data, Metrics Reports, among other data sources.

Through the WASC self-study, stakeholders were engaged in Focus Groups and Home Groups. Focus Groups were composed of two students (junior high, high school), a parent, a Board member, and a cross-section of staff (faculty, counselors, support staff, administration) representing various programs, grade-levels, and services. Focus Groups were facilitated by two staff members, "Focus Group Leaders". The Focus Group Leaders, the WASC Coordinator, and administration were identified as the WASC Leadership Team. Focus Groups examined programs, policies and practices, student performance data, perceptual data, and other data sources when examining evidence.. Home Groups were identified as school academic departments, which are led by the Department Chairs.

Due to the COVID-19 pandemic, the multi-stakeholder Focus Group process was interrupted mid-March (Shelter-in-Place Executive Order) while school staff pivoted to virtual teaching and learning. Throughout June and July, the administration and the Leadership Team prioritized school opening plans. Once school opened and operations stabilized, the WASC Leadership Team and staff Focus Groups completed the self-study tasks. This culminated in December of 2020.

Although the self-study process was interrupted in an untimely fashion, the WASC document is reflective of ongoing and active stakeholder engagement and contributions as indicated following the WASC Timeline. The self-study experience allowed for increased collaboration, reflection, and relationship building among all stakeholders. We look forward to the future with optimism derived

from the story we've thus far created together. Our agreed-upon Core Values and Tenets will anchor collaborative efforts in the journey ahead.

WASC Timeline:

August 2018 - During [August Staff Development Day](#) school staff reviewed the [2018 Mid-Year Progress Report](#) and [2018 Updated Schoolwide Action Plan](#) submitted in June 2018. Staff provided input on which WASC Focus Group they would like to join in the future self-study.

January-Feb 2019 - Administration provided a [WASC Self-Study Orientation](#) to staff. Utilizing their input from the August Staff Development WASC session, staff members were assigned to Focus Groups. Staff Focus Groups reviewed Action Plans. [Progress Notes](#) were taken to capture reflections, celebrations, areas potentially in need of more attention and/or modifications. Group participants subsequently familiarized themselves with updated criterion and indicators within their assigned WASC area.

March-May 2019 - The WASC Coordinator was selected and the WASC Leadership Team was organized. The WASC Leadership Team is composed of the WASC Coordinator, Focus Group Team Leaders, and administration. A general [calendar of events](#) was established by the WASC Coordinator and administration to map out the timeline for the Self-Study process.

July 2019 - During the summer [Leadership Team Retreat](#), the annual Collaboration Calendar was created inclusive of WASC meetings for Focus Groups and Home Groups (Departments). The school Leadership Team also reviewed the school's mission and vision, which previously had taken place during the school's rebranding process in 2015-2016. Staff agreed that our Mission and Vision would remain as-is. As a next step, the Leadership Team again reflected upon the school's Mission, and crafted draft department-specific mission statements. The Team also initiated the process of revisiting/refreshing organizational core values. The school's [Core Values and Tenets](#) were subsequently finalized in December of 2020 with all staff having had the opportunity to contribute, hone and refine the work initially started by the Leadership Team.

August-September 2019 - The August Staff Development Day included a session on student achievement data for analysis and discussion among all staff. Celebrations, areas of potential concern/interest, and general student achievement and success were noted and shared.

The [Focus Group participant list](#) was finalized with the addition of U-Prep Board Trustees, and interested junior high and high school students, and parents. WASC orientations were completed with board members, students, and parents.

October-November 2019 - Focus groups met to continue to analyze criterion and indicators, gathering data and evidence for their category.

January 2020 - The [January Staff Development Day agenda](#) included staff analysis of Student Climate Survey Data. Groups were organized by mixed grade level representatives and each grade level data reviewed. Another portion of the agenda ([ppt](#)) was dedicated to tasks that allowed for reflection upon the SLOS, research-based 21st Century workplace skills, and opportunity for reshaping. Staff shared their findings as collected and reported on poster paper.

Input received from the Staff Development Day meeting was utilized in the January 28 WASC Leadership Team to create a drafted version of updated SLOs.

February 2020 - The February staff meeting was utilized to analyze and discuss Parent and Staff Survey data that was collected in the fall of 2019. Each team looked for trends, highlights, and areas of focus for potential action plans. Additionally, the staff provided input into the developing Student Learning Outcomes (SLOs); next steps for revision were outlined (reflect upon and discuss at Focus Groups). At this meeting, the WASC Coordinator discussed the evidence collection process, specific to classroom teaching and learning, assessment, and culture; Grade-level teams were charged with collecting evidence associated with grade-level programs and practices.

February 2020 - Focus Group met to continue their work together in reviewing evidence, including survey data. The analysis of the Parent and Staff surveys involved highlighted areas of strength and areas of focus for potential action plans for Focus Groups. The Focus Group was also engaged in a [reflection process](#) based on the developing SLOs; this input was slated for sharing at the March 12 WASC Leadership Team meeting.

March 2020 - The WASC Leadership Team met on March 12 to share Focus Group input on the SLOs. Priorities included finalizing the SLOs with consideration given to all input received, checking in on each group's progress with tasks, and mapping the remaining tasks for the year.

On March 16, school operations were interrupted due to the COVID-19 pandemic. Focus Groups were scheduled on March 16 to continue working through their tasks, including the critical areas of need for sharing with the WASC Leadership Team. The School Leadership Team worked together to deploy full-time distance teaching and learning three days later. Teaching and student engagement, academically and relationally, were our number one priority. The March

The March 31 Staff Development Day ([agenda](#)) was hosted via Zoom and was utilized to reconnect with WASC tasks and allow for Grade-level teams and departments to meet. Finalized SLOs were shared with all Focus Groups and work continued, focusing primarily on action plan considerations. The WASC Leadership Team also met to assess work completed and gather input needed for the Self-Study document.

The remainder of this semester was highly focused on support for staff and students as we all pivoted to a virtual platform.

June-July 2020 - U-Prep's Leadership Team began meeting in June to review California Public Health guidelines and begin discussions about implications to school operations, inclusive of a re-opening. Following our second of two meetings during the summer, Department Chairs met with their department colleagues to debrief Leadership Team meeting discussions, share an overview of COVID-19 local health department requirements, and gain input on thoughts related to an opening plan.

The Leadership Team met twice in July to discuss evolving changes in public health directives for schools and the impact on services, programs, students, and staff. Platform options were discussed and agreed upon. Families would be surveyed to assess needs. A follow-up Leadership Team meeting occurred during the last week of July to report on staffing (additional section allocations/Learning Loss Mitigation funds), parent survey results, and develop plans and priorities for the opening of the school year, including the [August Staff Development Day schedule](#).

November-December 2020 - The WASC Leadership Team met to prepare the draft Schoolwide Action Plan with input received from all Focus Groups (critical areas of need and growth). The document was routed to Department Chairs for sharing and further refinement. The Self-Study Report, inclusive of the finalized Schoolwide Action Plan, was made complete by the administration and WASC Coordinator in December. The [January 2021 Staff Development Agenda](#) will include rotations for sharing the final draft products for the Self Study document. Focus Group leaders will share their Area document noting the nexus points to the Schoolwide Action Plan.

Expanded Stakeholder Engagement

Considering that the WASC self-study process was interrupted by the Shelter Order, it is important to mention occurrences preceding the self-study as input received from these occurrences are a valuable contribution of expanded stakeholder engagement that continues to enhance the school improvement processes. Parent, student, and staff engagement broadened through systemized partnerships around the school improvement process: (1) Parent Venture program; and, (2) the Stanford University Challenge Success initiative.

In an effort to create opportunities for additional stakeholders to work together towards achieving the school mission, a two-year Parent Venture program was established in the fall of 2017. This program fostered two-way home-school dialogue around all school services. The first group was solicited as a small pilot group inclusive of parents of children who represented the 6-12 continuum and a cross-section of programs. Following positive feedback throughout the 2-year pilot program, Parent Venture was opened to all parents the second time around (19-20 through 20-21). Parent participants serve as a valuable source of perspective and feedback regarding outcome/process/perceptual data (surveys, achievement data, an analysis of California Dashboard Indicators). Besides data sharing, discussions are held on topics of interests, such as academic and student support service programs, LCAP and the school budget, charter petition and legislation, school safety plans, and new initiatives (Challenge Success). Considering the importance of our SLOs, Parent Venture participants are invited as evaluators of the Senior Exit Presentations. As one example of the positive impact Parent Venture is having on our school, BRIDGE 9 was offered in response to an initial idea spawned from these meetings. During Year 1 (2019-2020) of Parent Venture 4 of 6 meetings were held before the pandemic interrupted school operations. A subsequent July 2020 meeting was held to seek feedback on school options. Parent Venture is currently postponed.

The partnership with Stanford University's College of Education Challenge Success program has been instrumental in fostering staff and student collaboration within a high achieving school setting. School staff learned about Challenge Success (CS) through attendance at the annual *Learning and the Brain Conference* in February of 2016. U-Prep conference attendees subsequently held professional development sessions for all staff on key topics at [April 2016 Staff Development Day](#). During this time, staff became increasingly aware of Challenge Success and the opportunity for direct student-staff collaboration in the continuous improvement process. We moved forward with applying for membership into Challenge Success during the spring of 2017. Once accepted, a CS Executive Board was established; the Board included a diverse group of students (wide range of achievers) and a cross-section of staff (junior high and high school faculty, counselor). CS Executive Board members and the Superintendent/Principal attended the September 2017 [Challenge Success conference](#) held at Stanford University. From this event, an action plan was developed and shared with staff. As an initial step of the action plan, the [Stanford Adolescent Student Survey](#) was administered in October 2017 to all students at U-Prep (parental approval required). In December 2017, Challenge Success program researchers reviewed data outcomes with administration and a school counselor involved with the Challenge Success Board. Administration and the CS Executive

Board staff subsequently analyzed the survey data with all staff at the [January 2018 Staff Development Day](#). It was then analyzed by the CS Executive Board students, and [Parent Venture](#) parents in January 2018. The CS Executive Board attended the spring conference and continued to collaborate around the [action plan](#), which included hosting a [Shadow Day](#). Staff were surveyed regarding their interest. The Shadow Day was organized by the CS Executive Board and conducted in March of 2019. The Shadow Day was debriefed by the Executive Board and the entire school staff in [June 2019](#). Due to school disruptions in the 2018-2019 school year (Carr Fire, change in CS Lead, school closures due to power outages), additional Shadow Day activities were put on hold and rescheduled for the 2019-2020 school year. Other actions were accomplished to include the development of a [Time Management](#) tool for students and decisions made by faculty to encourage [PDF](#) (Playtime, Downtime, Family Time) over holidays/breaks, and allow non-graded feedback on assignments at the beginning of the year. A Shadow Day was reset for spring of 2020, but this was interrupted due to the Shelter Order in mid-March 2020. Challenge Success Executive Board meetings are currently underway with students and staff.

Summary

The WASC process was a refining and positive experience for staff and stakeholders. It was an opportunity to reflect upon our progress and celebrate accomplishments as a school community. Our goals are in alignment with the critical areas of need, the LCAP, the school's Mission and Vision, and Student Learning Outcomes. Students, faculty, counselors, support staff, parents, administrators, and Board members have collective ownership of the school-community; this was further strengthened through the WASC self-study process. Through a collaborative and systemized model of school improvement, the U-Prep staff are well-positioned to support continued student success and achievement at University Preparatory School.

CHAPTER I

Progress Report



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Chapter 1: Progress Report

Since the prior WASC visit in the fall of 2014, U-Prep continues to grow and develop as a school-community with high levels of student success and achievement. In response to student interests and needs, additional academic, arts, and athletic programs emerged and are thriving alongside established programs and services. The accomplishments of the 2014-2015 WASC Action Plans and ongoing developments were shared in the Mid-Term Progress Report/Updated Schoolwide Action Plan which was completed in June 2018. These reports are in-depth reviews of the three years following the full visit. The original action plans continue to evolve in response to increased stakeholder engagement, data analysis, and ever-evolving research-based academic and social-emotional practices.

As mentioned in the Preface section, the process for implementing and monitoring the schoolwide action plan is framed within the Governance, Leadership, and Management plan. Agendas and minutes from formal and informal stakeholder meetings make visible the continual flow of communication throughout stakeholder groups; this communication allows for education, communication, engagement, and participation in the decision-making processes related to the school-enterprise, inclusive of WASC/LCAP goals and action plans.

2014 Full Visit Critical Areas of Follow-Up

1. Continued progress on Goal #1 (Assessment): Systemize and calendar administration of benchmark assessments and subsequent data analysis. Utilize the collaboration calendar to set assessment windows, data analysis debrief sessions. Reflect upon curricular alignment and sequence to benchmark current benchmark assessments, including newly adopted curriculums (Pre-AP, Amplify). Continue with developing and reflecting upon schoolwide consistency with formative and summative assessment practices, including grade scale continuum.

A weekly Collaboration Calendar was established in the 2019-2020 school year to ensure collaboration was dedicated to specific purposes. With the onset of the Summer Leadership Retreat in Summer of 2019, calendaring priorities are discussed and weekly meetings are preemptively set by the Leadership Team before the year begins. Department Chair meetings are held the week preceding Department meetings. Grade-level Team Leader meetings are held 4-6 times throughout the year and are assigned to the schoolwide collaboration calendar. The next steps include establishing assessment windows and data debrief meetings within this calendar; this would support schoolwide progress monitoring of student academic performance.

2. Continued progress on Goal #2 (Culture): Reevaluate schoolwide practices previously identified as Cornerstones; assess effectiveness and coherency. Reset purposeful and relevant schoolwide Key Practices that address academic skill sets and strategies to foster self-efficacy/social-emotional development by grade-level and across the 6-12 continuum. Systemize communication and strategic outreach with alumni in a virtual/digital era. Continue to examine advisory topics in response to student data, and trends and events. Continue with the Stanford Challenge Success partnership and Parent Venture to expand stakeholder involvement.

Staff survey data and Department Meeting discussions indicate that there is a need to reflect upon previously defined Cornerstones for calibration with current research-based practices; this would also take into consideration the digital era that we are working in. This would include establishing a continuum of specific agreed-upon scope and sequence of strategies for addressing academic skill development (i.e. note taking) at specific grade-levels, similar to the academic weighting of formative/summative across the 6-12 continuum. This would also include an agreed-upon scope and

sequence of strategies for strategically supporting social-emotional needs (6-8/advisory) and 9-12 grade-levels.

3. Continued progress on Goal #3 (Staff Development): Continue to provide diverse and robust professional learning experiences that align to the school mission and goals, to support staff in staying current within their roles and responsibilities.

Staff development and training records correlate to student and school outcomes. This is an area that we want to continue to allocate resources towards, inclusive of the Leadership Team and their roles as Department Chairs and Grade-level team leaders. Support staff, counselors, and administrators continue to learn and grow and, as such, support the ongoing collaborative effort to inspire excellent performance among our students and one another.

4. Continued progress on Goal #4 (Curriculum): Continue applying research-based best curricular and instructional practices. Continue implementing NGSS-aligned curriculum in junior high; with Pre-AP now in place, continue with implementation and reflect upon shifts that may be important considerations for students coming out of Amplify and into H/AP science courses. Continued alignment of curriculum to SLOs in all subject areas.

In the first year of Pre-AP English and Pre-AP Biology, faculty worked through program implementation. At the end of the first year following ongoing discussions with Pre-AP faculty, Grade 9 English returned to Honors status. Pre-AP Biology is still in place; resources and materials need to be given consideration as does the opportunity to reflect upon the scope and sequence of junior high NGSS into the high school curriculum. The refreshed SLOs were introduced to students at the opening of the school year. Alignment to curriculum is ongoing, and there is additional interest in expanding SLOs more visibly within extracurricular programs (i.e. athletics, activities).

Significant School-Community Developments (2018-Current)

Following the submission of the Mid-Term Progress Report in June 2018, our community endured significant hardship as a consequence of one of the most destructive fires in California history, the Carr Fire (July 23, 2018-August 30, 2018). On August 14, school opened while fire containment was underway. More than 50 U-Prep students either were in long-term displacement due to evacuations and/or as a result of losing their homes. One U-Prep staff person lost their home and others were temporarily displaced. Unhealthy air quality during the ensuing fire and subsequent Paradise Camp Fire resulted in an instance of sending students home mid-morning due to smoke and multiple instances of indoor-only class and lunch periods. The Carr Fire was a disruptive and traumatic event for our staff, students and families, and community. During the same school year, a severe snowstorm occurred in February resulting in massive power outages; a state of emergency was once again declared by County authorities and school was cancelled for three days. These occurrences were widely and reasonably understood to have taken their toll on children and adults, psychologically, emotionally, and fiscally among other features of our north state norm. These are key events that preceded our transition into the 2019-2020 school year.

The self-study process was formally initiated in the fall of 2019. WASC Focus Groups began meeting after school started and continued working through March 13, 2020, when face-to-face instruction was suspended due to the COVID-19 pandemic. When this transition occurred, most groups had finished their primary tasks and were reviewing/discussing recommended goals. The WASC Leadership Team was meeting between Focus Group meetings to debrief progress and set

agendas for future meetings. The initial goal was to have the document finalized in June 2020. Due to the statewide lockdown, work continued into the 2020-2021 school year with Focus Group leaders synthesizing input and readying it for a WASC Leadership Team meeting in early November 2020. The Department Chairs and department faculty subsequently reviewed drafted schoolwide goals for further input on goals. The WASC Leadership Team finalized the document in December 2020.

In response to State Bill 328, a multi-stakeholder School Start Time Work Group was established by the Superintendent/Principal to begin planning for the shift. State Bill 328 requires high schools to begin classes no earlier than 8:30 AM and middle schools no earlier than 8:00 AM, respectively effective by July 1, 2022. The Work Group was charged with discussing key considerations, developing programmatic/bell schedule options, gaining input from staff and students, and eventually submitting two options to administration for subsequent presentation to the School Board. The Work Group met three times: December 12, 2019, January 23, 2020, and March 3, 2020. Within three months, staff input was secured and two options were developed for administration and the Board to consider for eventual implementation. At School Board meetings, the Trustees were provided with updates by the Superintendent/Principal and the Board Trustee engaged with the Work Group. The opportunity for input from the Board occurred as the Work Group moved forward to develop a proposal. Approval of a proposed schedule and the development of an elective course - inclusive of high school advisory topics otherwise lost in the wake of SB 328 - were slated for the 2020-2021 school year. As it turned out, however, the preferred bell schedule was selected for immediate implementation in 2020-2021 in response to the COVID-19 health and safety protocols; the preferred bell schedule allowed for staggered arrivals between junior high and high school students.

On Monday, March 16, 2020, U-Prep and many other north state schools suspended face-to-face instruction in response to the COVID-19 pandemic. On Monday, March 16 through Tuesday, March 17, the U-Prep Leadership Team met to plan the March 18 rollout of schoolwide virtual teaching and learning; the U-Prep Leadership Team includes administration, Department Chairs, and Advisory/grade-level team leaders. Three (3) days after the campus closed, U-Prep staff and students pivoted to a virtual platform for the remainder of the semester. The vast majority of all of our students were immediately online and engaged; those who weren't received immediate attention from a team composed of faculty, counselors, and administrators. We worked with our families to remove obstacles and help our students find academic success and experience ongoing relational and social connections among students and peers, and teachers. Our staff and students finished strong at the end of the second semester thanks to an incredible team effort, one that enabled us to do challenging work together on behalf of our students.

Although the School Leadership Team was scheduled to meet and plan during the annual Summer Retreat scheduled for July 2020, the ongoing pandemic resulted in shorter meetings throughout the summer to address school opening plans. In June, Shasta County Public Health officials began meeting with Shasta County school officials to outline specific directives/protocols for local schools; this became the starting point for U-Prep Leadership Team meetings. As a team, believing that in-person instruction was in alignment with how we could best serve students, we reviewed the public health directives and began discussing options on how to maximize in-person teaching and learning. We continued to meet through July, particularly in response to our local context and subsequent shifts in public health directives. Department Chairs held summertime department meetings to discuss happenings and gain input from their colleagues. Families were surveyed in July regarding their preferred choice between two educational platforms; (1) full-time in-person instruction, Monday through Friday; and, (2) full-time distance learning defined as virtual access to the classroom while instruction occurred in real-time (simultaneously) with in-person students. Most

families responded to the survey. Those who didn't were personally called to obtain their input. After gaining 100% of responses, it was abundantly clear that the overwhelming majority (85%) of our families desired in-person instruction; 15% selected full-time distance learning.

In spite of unparalleled challenges, our staff, Leadership Team, and Board were committed to opening full-time in-person, Monday through Friday. We also were determined to problem-solve the challenges by offering real-time virtual access to our classrooms (for families who desired full-time distance learning). We continued to work diligently to overcome the obstacles and opened school in August hosting dual platforms. U-Prep was one the only school in our area to open using this model. We created this model mostly because we strongly believe that students need their teachers as well as the U-Prep experience to optimize learning and growth. With much at stake, we are working daily to keep our students on track academically, socially, emotionally, and physically to the greatest extent possible. The authentic collaboration and organic problem-solving among the staff and students derived from the pandemic and simultaneous platforms is a high point example of a thriving culture and school-community.

To support the health and safety of staff and students, school administration designated an Assistant Principal to carry out the role of Public Health COVID-19 School Liaison. At present, this is a full-time job made a priority in response to our valued relationships with all stakeholders.

It is worth mentioning that the insurance carrier for our local schools announced that they would not be covering any COVID-related lawsuits. This announcement was made a week before school started and would have been a valid excuse to halt school opening plans. But, as alarming as this announcement was to hear, it did not deter our efforts to open. It did, however, crystallize the importance of a strong defense should a case be filed; implementation of public health directives are essential for any school responding to a lawsuit. Should a school need to defend itself, it could have a detrimental impact on the school budget which is a significant fiscal concern for U-Prep charter school. Our budget is currently sound but, as a charter, we don't have access to other resources that non-charter schools may draw upon to survive fiscal setbacks. The protection of our school as an organization is a clear priority and must be reasonably balanced with other goals and objectives, such as normalizing young people's lives during the COVID-19 crisis.

Comment on Current Schoolwide Action Plan

In response to the programmatic and fiscal relevance of California's Local Control and Accountability Plan, the current WASC Schoolwide Action Plan is structured as a series of 20 SMART goals with four overarching broad goals tied to the LCAP. SMART goals are each correlated to one or more of the broad goals, relevant LCAP Priorities, specific WASC criterion, and the updated Student Learning Outcomes.



UNIVERSITY
PREPARATORY SCHOOL

PURSUING EXCELLENCE
TOGETHER

MID-TERM PROGRESS REPORT

2200 Eureka Way

Redding, California 96001

U-Prep is a Public Charter School
Authorized by the Shasta Union High School District

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

I: Student/Community Profile Data

INTRODUCTION

University Preparatory School, a charter school of the Shasta Union High School District, was initially granted a charter by the state of California in March 2004. U-Prep opened in August of 2004 with 252 students in grades 6 through 9 with a staff of 22. At present, the school serves more than 975 students in grades 6 through 12 with a staff of 57. U-Prep received a six year term of accreditation from the Western Association of Schools and College (WASC); this followed a WASC visiting team review that was conducted in October 2014.

In April of 2018, the Charter petition was renewed for the third time for a five year term by the Shasta Union High School District. In an effort to communicate the evidentiary correlation and programmatic alignment between Charter renewal legal requirements and the WASC process, the Legal Requirements for Charter Renewal are also included in this mid-year progress report. Education Code Section 47607(b) requires that a charter school must meet at least one of the five renewal criteria prior to receiving a charter renewal. The chart below serves as documentation confirming that University Prep met the statutory criteria required for renewal. This data has been provided to the U-Prep School Board and the Shasta Union High School District Board via annual board reports.

Legal Requirements for Charter Renewal Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	Yes, for the last 3 years
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; rank of 10 for 2011-2013
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	Yes; rank of 8 for 2013 and 2012, and rank of 7 for 2011
The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable

University Prep California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-17:
Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017
High School (for Charter renewal purposes, comparative school data)	ELA	89%	84%	93%
	Math	63%	60%	73%
Schoolwide 6 th -	ELA	78%	77%	76%
	Math	65%	67%	69%
Asian	ELA	77%	77%	88%
	Math	71%	71%	82%
White	ELA	79%	78%	76%
	Math	68%	69%	69%
Hispanic or Latino	ELA	67%	73%	71%
	Math	53%	58%	63%
Ethnicity – Two or More Races	ELA	84%	70%	74%
	Math	54%	56%	70%
Economically Disadvantaged	ELA	72%	67%	67%
	Math	61%	61%	67%
Students with Disabilities	ELA	N/A	36%	38%
	Math	N/A	45%	55%

Comparative School Data; Data reflects performance from one high school within SUHSD.

Demographic	Assessment	2015	2016	2017
Schoolwide	ELA	71%	74%	64%
	Math	33%	50%	45%
Asian	ELA	N/A	77%	75%
	Math	N/A	88%	58%
White	ELA	73%	74%	66%
	Math	36%	46%	45%
Hispanic or Latino	ELA	59%	73%	59%
	Math	21%	52%	34%

Ethnicity – Two or More Races	ELA	N/A	70%	N/A
	Math	N/A	56%	N/A
Economically Disadvantaged	ELA	61%	76%	56%
	Math	19%	42%	34%
Students with Disabilities	ELA	43%	61%	14%
	Math	19%	18%	14%

SCHOOL MISSION

University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens; its mission to immerse all students in rigorous academics and meaningful extra-curricular activities is supported by a collaborative and close-knit community of staff, students, and parents and based upon educational research and professional experience. The faculty and staff works together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century through a rich and varied extra-curricular program. This vision is supported by offering a seven period day to students from grades 6 through 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. The objective of this mission is to enable all student to become self-motivated, competent, and lifelong learners.

To accomplish this mission, U-Prep's Board, administration, faculty, and staff will:

Create a learning environment in which teachers know the needs, interests and aspirations of their students.

Provide the foundational and advanced skills in academic areas through an engaging and rigorous college preparatory curriculum

Maintain a commitment to researching and utilizing promising educational practices and designing relevant, standards-based curriculum

Provide opportunities for academic acceleration or intervention through assessment and correct placement in courses

Analyze data to inform and guide instructional strategies and curriculum development

Foster ongoing engagement with parents, families and community members

Create a learning community among teachers, administrators, and other school leaders that emphasizes collaborative professional learning

Enable students to become self-motivated, competent, and life-long learners.

For the purpose of serving the world with character, skills and leadership, every student who graduates from University Preparatory School will demonstrate the following **Student Learning Outcomes (SLOs)**:

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 education, career and personal health goals to adapt to a rapidly changing environment.

Senior Exit presentations provide evidence of student accomplishment of the SLO's.

Learning Environment

U-Prep's successful learning environment is based on an administration, faculty, staff, and parent community committed to nurturing student learning and academic and interpersonal achievement.

Some of the unique features of U-Prep's learning environment include:

A supportive and collaborative educational climate

Faculty and staff take on multiple roles including coach, performing arts director, mentor, advisor, club sponsor, community service coordinator, and tutor.

Language arts and history teachers in grades 6-8 meet with students in two section blocks when credentialing and the master schedule allow for this to occur. Language arts and history teachers work in collaborative teams, which coordinate curriculum and instructional methodology across the three grade levels.

Teachers meet in grade level groups to discuss student needs and to coordinate theme days, class trips, field trips, and spirit activities.

Teachers collaborate on cross-curricular assignments, which integrate learning across subject areas.

Grades 6-11 students meet once a week in Advisory classes designed to assist students with transition to junior high, high school and college, help students acquire organizational and study skills, and support students in making positive choices in their interpersonal interactions.

Grades 6-11 students meet three times a week in teacher led tutorials, assigned based on academic needs/interests or elective interests.

Grades 6-11 students have the option to meet with their teachers each Friday during Office Hours. Upon the dismissal of school, teachers are available in their classrooms for 25 minutes. Students may meet with teachers at this time for individualized assistance.

Seniors meet weekly in a Senior Transition class to complete college applications, apply for scholarships and financial aid, and acquire the practical skills needed for college and beyond.

Counselors teach Peer Mentoring classes and train high school students in conflict mediation. These student mentors meet daily with junior high students and organize intramurals, games and other activities to foster friendships among the younger students.

A rigorous curriculum with high expectations for all students and an explicit focus on college preparation

All junior high students study Latin for a year in either 7th or 8th grade to improve their vocabulary and grammar skills, provide a foundation for future world language study, and boost their analytical skills. Students who complete Latin I in 7th grade may continue their study of Latin or enroll in another world language class, based on availability of spaces.

Beginning in 9th grade, all English and history curriculum is Advanced Placement or Pre-AP/Honors level.

Student placement in mathematics classes is based on multiple measures, and students are placed by ability level, not grade. The U-Prep Math Placement board policy articulates the plan for placement; students must meet assessment and grade achievement standards in order to be recommended for advancement to the next level mathematics course.

The high school graduation requirements of U-Prep include all of the UC/CSU recommended courses. U-Prep's goal is that all students will graduate having fulfilled the UC/CSU a-g coursework required for admission.

When the master schedule allows, students in grades 11 and 12 meet for Advanced Placement English and history classes in a block schedule.

U-Prep endeavors to offer transferable college classes each semester on the school campus through dual enrollment or other agreements with Shasta Community College. As of the 2017-2018 school year, U-Prep offers five dual enrolled courses that span math, English, social science, and science departments.

Course work is State Standards based, and texts are approved by the U-Prep Board and selected from the approved textbook lists of SUHSD and the California Department of Education.

Staff development includes training on accessing and disaggregating data, developing cross-curricular literacy skills, using both formative and summative assessment, and differentiated instruction.

A learning environment that is physically and emotionally safe

U-Prep's school-wide discipline plan focuses on supporting student learning and fostering social responsibility.

Programs such as Peer Mentoring, Link Crew, and Big Brothers/Big Sisters encourage connections across ages and promote a strong sense of community.

U-Prep's school-wide safety plan addresses possible emergencies, and students participate in fire drills monthly, quarterly sound checks, and lockdown drills at annually. As of January 2018, all U-Prep staff were certified in Active Shooter Response Training (ALICE). Administrators supervise the campus before and after

school and at sports and other extra-curricular events. Teachers supervise extracurricular events each quarter.

Staff members are invested in the students and the Charter School and frequently attend events, volunteer for additional duties, and assist colleagues with clubs and sports.

Issues such as bullying and cyber/tech matters are both systematically addressed through Advisory curriculum and dealt with as they occur by Charter School administration and counselors.

A strong connection with the community

Through leadership classes, Advisory projects, and service clubs, students will have the opportunity to participate in charitable and environmental projects.

Through partnerships with local businesses and organizations students will participate in field studies.

Although the school is not able to mandate parent volunteer hours as a criteria for program participation, U-Prep strongly recommends each family donate at least 10 hours of service time a year.

The school provides many opportunities for engagement through events such as Career Day, grade level traditions and activities, and college trips.

Assessment that is clear and transparent and used both formatively to inform instruction and summative to assess mastery of essential standards

Success within in a course is defined by students' ability to demonstrate mastery on assessments.

Ongoing formative assessments are used to guide instruction, assess student mastery, and determine when re-teaching is needed.

Teachers provide information about class assignments as well as rubrics on their websites or through handouts.

Teachers post grades on Aeries in a timely manner.

Teachers respond timely to parent inquiries and requests for meetings.

TARGET STUDENT POPULATION

All students in California are eligible to apply for admission to a charter school. Generally, U-Prep will draw grades 6-12 students from Shasta and contiguous counties and will provide information to all interested students and families, seeking a student population that represents the area's diversity in terms of ethnicity, socio-economic status, linguistic background, and nationality. Many students living in Shasta and contiguous counties face obstacles to attending college or pursuing their career goals. For some, these include language barriers, lack of resources, poor study habits, and limited success in mastering academic skills. High school students, struggling to fit an increasing number of college-prep classes into a six-period day, cannot find room in their schedules for the range of elective classes that would allow them to explore their own personal passions and discover their unique talents. Still others prefer a smaller, more personalized learning environment than that provided by a large comprehensive high school. U-Prep's educational program is based on the instructional needs of this diverse population: students who are looking for greater academic challenge, more academic support, a more connected environment, and more opportunities to explore elective choices.

DEMOGRAPHICS AND ENROLLMENT

Enrollment has continued to grow. Due to facility constraints, it is challenging to accommodate waiting list students. An area of focus has continued to be management of school culture with increased demand.

Grade Level	2013-2014	2014-2015	2015-2016	2016-2017
Grade 6	155	153	156	159
Grade 7	157	158	156	156
Grade 8	156	153	156	159
Grade 9	145	130	149	137
Grade 10	130	136	123	144
Grade 11	103	115	123	114
Grade 12	97	94	104	118
Total	943	939	967	987

Student Demographics - Ethnicity

	African Amer	Am Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races
2015-2016	0.4%	0.4%	5.2%	0.3%	10.2%	0.2%	71.9%	10.9%
2016-2017	0.6%	0.4%	6.7%	0.4%	10.6%	0.0%	70.7%	9.6%
2017-2018	0.4%	0.6%	7.0%	0.1%	11.1%	0.0%	71.3%	9.0%
District	1.6%	3.1%	5.1%	0.6%	12.9%	0.4%	69.8%	4.9%
County	1.4%	4.0%	3.6%	0.3%	15.2%	0.3%	67.8%	6.0%

As the school has grown, its demographics have remained relatively stable and continue to reflect the community's minimal diversity. There are minor differences and fluctuations relative to SUHSD and the county.

Staff Demographics – Ethnicity

Ethnicity	U-Prep Staff, 2016-2017	
	# of Staff	Percent of Total
Asian	2	3.7%
Hispanic	1	1.80%
White	48	90.50%
Data Missing	2	3.70%
Total	53	99.70%

Student Demographics – Programs and Services

	2014-2015		2015-2016		2016-2017	
	# Enrolled	Percent	# Enrolled	Percent	# Enrolled	Percent
English Learner	2	.002%	4	.004%	5	.01%
Foster	0	0	1	-	1	-
Homeless	0	0	0	0	0	0
Limited Income	130	13.8%	141	14.5%	162	16.4%
Special Ed	31	.03%	30	.03%	25	.02%
504 Students	10	.01%	17	.02%	18	.02%
Total Enrolled	939	-	967	-	987	-

Over the past three years, there have been minimal changes to the populations served through additional services and/or programs with the exception of 504 students, which has nearly doubled. All EL students are fluent English proficient. U-Prep continues to contract with the authorizing district for special education services.

ATTENDANCE, SUSPENSIONS AND EXPULSIONSAttendance and Chronic Absenteeism

Attendance trends continue to be strong and stable. U-Prep has historically maintained a 97% attendance rate; students and families recognize the importance of being in school. Most recently, with the inception of the California Dashboard, chronic absenteeism is a factor in school accountability. Current status on this indicator is 3.4% (34 students); change status will follow the 2017-2018 school year. The charter attendance policy was reviewed and updated to more effectively manage accountability for excessive excused absences.

Suspensions and Expulsions

The responsibility for fostering desirable standards of conduct at University Preparatory School is shared by the Board, administrators, teachers, support personnel, parents, and students alike. The School Board has adopted uniform policies and procedures for student conduct and discipline with the goal of promoting a school atmosphere conducive to learning and to the safety and welfare of students and school staff. A progressive discipline policy and matrix is used to identify levels of infractions associated with student behavioral violations; consequences are determined by administration and based on the severity and frequency of a violation.

Prevention strategies are designed to promote healthy relationships and appropriate behaviors alongside U-Prep's positive and supportive culture. Anti-bullying education and character education further support students in the development of healthy relationships and appropriate behaviors. The student recognition program is an additional and essential prevention strategy as it serves to reinforce positive expectations. Orientations are held at the beginning of the year to remind students of behavioral expectations, dress code standards. Follow-up classroom visits are conducted by school counselors who focus on educating students as to schoolwide academic and student support programs and services. In reviewing the data, the number of suspensions has declined.

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Total Susp.	Rate	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate
UPrep	16	1.80%	15	1.60%	9	0.90%	5	0.50%	7	0.70%
SUHS	364	6.46%	367	6.38%	328	4.70%	384	4.80%	412	5.20%

GRADUATION RATE, UC/CSU A-G COMPLETION RATE

U-Prep's graduation rates continue to exceed those of the district, county, and state. The graduation requirements are aligned to a-g requirements and, as such, are embedded into the academic program. With the exception of two years, 100% of the senior class has graduated. Although the goal is to prepare students for admissions to a 4-year university they are supported in making an informed choice to pursue a different post-secondary route such as through a military program, tech school, or community college. Our high school counselor continues to work closely with our students to monitor their progress throughout their high school career. PSAT 8/9 and PSAT/NMSQT assessments administered to all 8th grade students (fall) and all 10th and 11th grade students serve to assist in the monitoring student progress towards college and career readiness.

% of Graduates Meeting UC/CSU Admissions Requirements				
	U-Prep	District	County	State
2008-2009	74%	33%	26%	35%
2009-2010	71%	31%	23%	36%
2010-2011	80%	32%	24%	37%
2011-2012	70%	30%	23%	38%
2012-2103	65%	37%	23%	39%
2013-2014	74%	31%	26%	42%
2014-2015	84%	33%	28%	43%
2015-2016	75%	38%	31%	45%
2016-2017	83%	44%	37%	46%

STUDENT ACHIEVEMENT & ACADEMIC PERFORMANCE

Student achievement data is reviewed throughout the school year, depending upon the source of data analyzed and when it is available.

Source of Data	Students Tested	Level of Data Review	Data Analyzed	Purpose	Report to Community
Smarter Balanced Assessments (state test data)	All 6th, 7th, 8th, and 11th Grade students in English and math. Effective 2019-2020, state NGSS Science test for 8th and high school will be operational	Teacher, Counselor, Department, Leadership Team/Department Chairs, Administration, School Board	Review of performance by student, grade-level, cohort and demographic including subscore/claim performance over time.	Monitor student growth towards meeting state standards. A measure for determining readiness for course advancement and supplementary academic support. Evaluate academic program effectiveness and plan professional development.	School Board Meetings, School Newsletter, Parent Venture
PSAT 8/9 or PSAT 10/NMSQT	All 8th, 10th and 11th grade students	Student/Counselor, Teacher (College Board Instructional Reports), Counselor, Department, Leadership Team/Department Chairs, Administration, School Board	Percent meeting college and career readiness benchmarks for ERW and math, individual student performance, cohort performance, and demographics.	Monitor student growth towards meeting SAT college and career readiness standards. A measure for determining readiness for course advancement and supplementary academic support. Contrast data with state test performance. Evaluate	School Board Meetings, School Newsletter, Parent Venture

University Preparatory School ACS WASC Progress Report

				academic program effectiveness and plan professional development.	
SAT	Juniors and Seniors	Teacher, Counselor, Department, Leadership Team/Department Chairs, Administration, School Board	Participation rate, ERW and math performance by grade-level.	Monitor student college-going effort and ability to reach college and career readiness benchmarks	School Board Meetings, School Newsletter, Parent Venture
Advanced Placement	Students enrolled in AP	Teacher (College Board Instructional Reports), Counselor, Department, Leadership Team/Department Chairs, Administration, School Board	Participation rate, local/national pass rate, College Board Instructional Reports, student performance	College credit or advancement opportunity; monitor program effectiveness	School Board Meetings, School Newsletter, Parent Venture
EADMS/IO Formative Assessments	6th, 7th, 8th grade ELA/math/science; 9th grade Algebra and selected HS science courses	Student, Teacher, Grade-level, Department, Administration	Block Mirror Assessment outcomes	Equip faculty with the ability to assess and measure student mastery in a timely fashion; to inform instructional practice and improve outcomes	N/A

Advanced Placement Data

	AP Participation Rate				
	2013	2014	2015	2016	2017
% Participation	32%	33%	38%	42%	46%

	Number of Exams Administered				
	2013	2014	2015	2016	2017
# Exams	310	344	376	464	453

	AP Pass Rate				
	2013	2014	2015	2016	2017
% Pass Rate	71%	76%	78%	80%	71%

The number of students participating in and passing AP exams continues to be well above national averages. Faculty teaching the same subject areas across the secondary continuum are encouraged to attend AP trainings, workshops, and Summer Institute trainings for vertical collaboration purposes. Ongoing professional development is a priority.

During the 2016-2017 school year, AP Human Geography was added during the 2016-2017 school year in response to the high number of freshmen choosing to study for the AP Human Geography exam. The Honors course was subsequently replaced with APHG. AP Computer Science Principles was also added to the menu of AP courses offered at U-Prep. This course was added in response to student request and healthy course enrollment.

An AP Retreat was offered for the first time during the 2015-2016 school year. Student attendance at this annual study session continues to increase.

Dual Enrollment Data

In an effort to broaden and complement the opportunities for college credit, five Dual Enrollment courses were added, 2016-2018. Four of these courses are 'embedded' within current AP course offerings.

Dual Enrolled Courses, 2016-2017	Trig PreCalc/DE /MATH 2	AP Physics 1/DE PHYS 2A
# Students Dual Enrolled	21	23
% earning Credit	100%	100%

Dual Enrolled Courses, 2017-2018	Trig PreCalc/ MATH 2	AP Physics 1/PHYS 2A	AP Physics 1/PHYS 2B	AP Eng Lang/ENG 1A	AP Econ/ECON 1A
# Students Dual Enrolled	10	48	9	81	73
% earning Credit	TBD	TBD	TBD	TBD	TBD

Smarter Balanced/CAASPP State Test Data

For three consecutive years in all tested grades (6th-8th and 11th) student performance on Smarter Balanced assessments continues to far exceed state results. For collaboration and analysis purposes, data is further disaggregated by examining domain performance by class and cohort group. State test data indicates U-Prep students are far exceeding their peers across the state.

Percent Met or Exceeded English Language Arts Benchmarks on State Test (CAASPP)										
	California	Schoolwide	6th	CA 6th	7th	CA 7th	8th	CA 8th	11th	CA 11th
2014-2015	44%	78%	76%	42%	74%	44%	76%	45%	89%	56%
2015-2016	49%	77%	74%	48%	76%	48%	79%	48%	84%	59%
2016-2017	48%	76%	71%	47%	71%	49%	73%	49%	93%	60%

Percent of Students Met or Exceeded Math Benchmarks on State Test (CAASPP)										
	California	Schoolwide	6th	CA 6th	7th	CA 7th	8th	CA 8th	11th	CA 11th
2014-2015	44%	65%	65%	33%	68%	34%	61%	33%	65%	29%
2015-2016	37%	67%	59%	35%	75%	36%	75%	36%	61%	33%
2016-2017	37%	69%	63%	36%	69%	37%	73%	36%	68%	32%

PSAT 8/9, PSAT 10/NMSQT, SAT & ACT Data

As an additional means to monitor student academic progress towards meeting career and college ready benchmarks, all students in grades 8, 10, and 11 are administered the PSAT 8/9 or PSAT/NMSQT assessment. Data suggests that the percent of students reaching their career and college ready benchmarks has improved between the following school years. Overall performance is very positive for ERW and math. In accordance with the U-Prep Board adopted Math Placement Policy, the PSAT 8/9 is also a source of data used to guide math course placement in high school.

PSAT 8/9, PSAT/NMSQT Results 2016-2017			
	8th	10th	11th
Evidence-Based Reading and Writing	86%	91%	83%
Math	64%	72%	61%

PSAT 8/9, PSAT/NMSQT Results 2017-2018			
	8th	10th	11th
Evidence-Based Reading and Writing	90%	88%	86%
Math	78%	68%	71%

SAT Scores (Old to New SAT Test; Frequency and Participation Rate)

SAT Results, 2014-2015 (old SAT)						
	October	November	January	March	May	June
Critical Reading	76%	n/a	n/a	93%	81%	80%
Writing	70%	n/a	n/a	93%	81%	65%
Math	73%	n/a	n/a	100%	88%	70%
Participation Rate	35%	n/a	n/a	13%	14%	17%

SAT Results, 2015 -2016 (New SAT in March)						
	October	November	January	March	May	June
Evidence-Based Reading and Writing	73%	63%	82%	100%	96%	100%
Math	68%	75%	64%	80%	82%	90%
Participation Rate	21%	15%	9%	16%	23%	17%

SAT Results, 2016 -2017						
	October	November	January	March	May	June
Evidence-Based Reading and Writing	100%	94%	n/a	100%	86%	100%
Math	82%	82%	n/a	95%	71%	81%
Participation Rate	32%	14%	n/a	17%	11%	17%

ACT Three Year Trend

	Total Tested	English Average Score U-Prep/State	Math Average Score U-Prep/State	Reading Average Score U-Prep/State	Science Average Score U-Prep/State	Composite Score U-Prep/State
Class of 2015	40	25.6/22.1	25.8/22.7	27.3/22.6	25.9/22.0	26.3/22.5
Class of 2016	43	26.9/22.1	26.2/22.7	28.0/22.9	26.9/22.1	27.2/22.6
Class of 2017	53	25.9/22.5	24.5/22.7	26.7/23.1	24.7/22.2	25.6/22.8

In analyzing the PSAT 8/9 data, there are an increasing number of students demonstrating college and career readiness. Achievement between the 10th and 11th grade year is also on an upward trajectory in both subject areas. Students electing to participate in the SAT and/or ACT exams demonstrate a high level of college readiness; ACT scores show students scoring above the state average.

Data is reviewed during department and collaboration meetings. Faculty continue to engage in reflective practice when examining student performance data and adjust curriculum, instruction, and assessment to meet the needs of the students. Junior high students demonstrating underachieving performance on assessments and/or who need more time to develop academic skill sets are considered for placement in Junior High Math Lab or Junior High BRIDGE (literacy and academic skill focused intervention, effective 17-18/18-19). High school students who are not meeting benchmark growth receive additional guidance and support through school counselors, tutorial time, and Friday Office Hours. They also have access to Study Hall and, at the 11th grade level, subject-specific tutorials (effective 2016-2017). Survey climate data administered during the 2015-2016 and 2017-2018 school year indicates that high school students most value (1) access to their teachers for individualized support, (2) tutorial, and (3) Friday Office Hours (universal supports). Starting the 2018-2019 school year, a math support class will be offered to 9th grade students. Students were identified for this opportunity through spring 2018 state test scores, academic grades (summative), and teacher recommendation.

California Dashboard College and Career Indicator

For the fall 2017 **California Dashboard** report, the College/Career Indicator (CCI) is reported as Status only. As such, the Class of 2016 is noted as being 82.5% Prepared with 10.7% noted as Approaching Prepared, and 6.8% as Not Prepared. In contrast, 51.1% of Shasta Union High School District students are Prepared, 28.1% are Approaching Prepared, and 20.8% are Not Prepared.

II: Significant Changes and Developments

The years since the self-study continue to be busy and productive. Over the course of the three years, the following changes and developments have occurred in the noted areas:

Staffing and Enrollment

At the time the self-study was written there were 45 staff members. In spring of 2015, a new Superintendent/Principal was hired as well as an additional counselor and support staff person. Two additional teachers were hired to accommodate the increase in enrollment. Student enrollment has increased from 939 (2014-15) to 981 (2017-2018). The far majority of this increase is a result of increases in the high school program. Grade-level counts for high school are stabilizing at 130, 9-12. Waiting lists continue to exist, 6th-12, but are higher in junior high and 9th grade.

U-Prep Brand and Marketing

During the 2017-2018 school year, Blue Sky marketing was hired to assist a school stakeholder team in refreshing U-Prep's brand. This resulted in the development of U-Prep's first school motto (*Pursuing Excellence Together*), and a unique panther logo that served to unify all school programs and our brand; four promises were defined and articulated to enhance brand messaging. These promises are shared at Information Night (new families) and through a wide variety of interactions that occur between our staff, students, parents, and the school-community.

Academic Program and Assessments

Courses affording opportunities for college credit have increased among Advanced Placement and Dual Enrollment options. Two AP courses and five Dual Enrollment courses were added to the high school program to broaden college credit/advancement options for students.

For the past two years, as an additional means to academically monitor progress towards career and college readiness, all students in grades 8, 10, and 11 are administered the PSAT (8/9 or NMSQT). This data is shared with departments, with students, and is used alongside academic grades to identify students who are struggling to reach benchmarks in English and math. One of the three school counselors works intentionally and closely with students who are faced with obstacles in achieving academic and career readiness benchmarks.

During the 2017-2018 school year, U-Prep contracted with EADMS/IO Education services as a resource to utilize benchmark block assessments for math, ELA, and science (NGSS) at the junior high levels. These assessments mimic state tests and allow for a thorough and comprehensive disaggregation of data which serves to immediately inform instruction and support student learning. During the second semester of 2018, faculty received ongoing training on its use and applications. Faculty administered block assessments and use the data to inform instructional plans and student learning. Next steps, with increased familiarity of the program, include the development of assessment calendars in respective subject areas and grade-levels.

The National Latin Exam, sponsored by the American Classical League and the National Junior Classical League, is administered as a means to promote the study of Latin and provide every student the opportunity to receive scholarly recognition. This data also serves to inform program development and calibrate course expectations between faculty. Students enrolled in Latin I-Latin IV/V take an NLE. Students are recognized by the ACL and NJC in conjunction with U-Prep for designated levels of achievement. Awards include: Gold Summa Cum Laude, Silver Maxima Cum Laude, Magna Cum Laude, Cum Laude, Blue Certificate of Merit, Ribbon and Perfect Certificate of Achievement, Ribbon and Certificate of Achievement, and Certificate.

Assessment of Student Learning – Grading Policies

During the 2016-2017 school year, department leaders held discussion regarding formative and summative assessment grading practices. In an effort to emphasize mastery, department leaders discussed the balance between formative and summative components of grading policies across the grade 6-12 continuum. Department leaders worked with their colleagues to examine and coordinate balance horizontally and vertically across grade-levels. As a result, the 2017-2018 school year started with increased coherency among departments and grade-levels with summative work being more heavily weighted as students' progress through the 6th to 12th grade continuum. The Course Guide and Student-Parent Handbook outline this practice/formative-to-performance/summative mindset and approach when assessing student learning and grade assignment. All faculty syllabi includes the degree to which grades are weighted in assessing for learning (formative) and assessing of learning (summative).

Career and College Readiness – College Trips and Naviance (online college and career readiness tool)

U-Prep's college trips are increasingly well attended. They are offered in the fall and spring and funded between the school and students. Each trip includes visits at 3 different colleges, both private and public. School counselors orchestrate these opportunities and recruit students who need intentional outreach due to limited income. Monies to pay for limited income students was set aside in the College Readiness Block Grant fund. An online career and college readiness program, Naviance, was added to the school program for all students and families during the 2016-2017 school year. This program is used mostly by upperclassman and, based on student and parent surveys, warrants more intentional training with students' and parents.

During this spring's incoming 6th grade orientation, a new approach was taken by engaging parents in Aeries online course registration and Naviance registration.

New Course Offerings

At the junior high level, the following courses were added:

Reach Higher U-Prep (embedded in 6th grade elective rotation); emphasis is on career and college readiness.

BRIDGE (7) and BRIDGE (8); academic skill development and intervention courses. BRIDGE 8 starts the 2018-2019 school year in response to student request and teacher recommendation.

Junior High Study Hall; this will be a new offering in 2018-2019 and is in response to student and parent climate survey data as well as data gleaned from the Stanford Adolescent Survey administered to all students in grades 6-12 (fall of 2017).

At the high school level, the following courses were added:

AP Computer Science Principles; this course was added in response to student request and interest in coding. This course is in its second year of operation with growing interest.

AP Human Geography; this course was offered in response to a high number of freshman students who were studying independently in an effort to prepare for the AP test. Previous to this course, all 9th grade students were enrolled in Honors Human Geo; this course was replaced with AP for all 9th grade students.

Video Production (A-G) and Earth and Planetary Science (A-G) were both brought back to the schedule due to student interest and sufficient enrollment. Both courses have since been approved for a-g designation.

New dual enrolled courses are offered on-site by U-Prep staff: *College Physics (A and B courses)*, *College Composition (ENGL 1A)*, *Pre-Calculus (MATH 2)*, *Principles of Economics (ECON 1A)*.

In the Fine Arts, *Chamber Orchestra* and additional Dance courses (*Dance 1B and 2B*) were offered in response to student demand and interest. The dance program continues to grow in number and student expertise. The dance team has increased their participation in competitions, mostly in the north state and regularly earn top level awards for performances. This program also draws students to U-Prep as the school is the only secondary program in the north state that offers a comprehensive and competitive dance program, 6th-12th grades.

Within the math department, an accelerated pathway (*Accelerated 7/8*) within the middle school was developed and implemented in the 2016-2017 school year as a means to provide junior high students early access to high school courses. Starting in the 2017-2018 school year, the high school program moved began implementing discipline specific math at the 9th grade (*Algebra*). *Geometry* will roll out in 2018-2019 and *Algebra II* will be added in the 2019-2020 school year. Factors influencing this trajectory include an analysis of student academic performance on the PSAT and state tests, and department and school leadership input.

College Board Pre-AP English Team Vertical Alignment

During the summer of 2017, a team of middle school and high school U-Prep teachers attended a Pre-AP English Summer Institute. This was in response to a continual focus on the need for ongoing collaboration around student achievement. One member in grades 6 through 10 attended. The team returned with a short term and long term plan to scaffold key areas within the AP English curriculum. To support the implementation effort, a section was set aside for one English teacher who would provide instruction and assessment support. Throughout the 2017-2018 school year, department faculty have utilized collaboration time and department meetings to implement their plans and evaluate progress. Further, all members of the

department collaborated for two full days to assess student writing and receive ongoing support and training in practices conducive to effective language arts curriculum, instruction, and assessment practices.

Advisory Program (ASAP) Changes

In response to interest in improving U-Prep's advisory program, a team was formed and tasked with gathering information on creative programmatic options that could be applied to the school setting. Following visits to another charter in the north state, it was the team's recommendation to deploy a program called Friday Office Hours. The school moved forward with implementation of the recommendation, and now all students are released at 2:45 p.m. every Friday which allows students the opportunity for personalized academic support from their teachers. Faculty are in their classrooms and available to support students during this timeframe as it is also considered a part of their work day. Student surveys indicate that this is a highly valued resource throughout junior high and early high school years.

Graduation Requirements

Junior students who achieve a 3.0 GPA with no F's at the last grading period of their sophomore year are, due to a change in policy, are *not* required to attend Tutorial. In contrast, juniors who have not reached the academic requirements are required to attend a targeted tutorial intervention until the re-evaluation period.

Home-school Communications

U-Prep secured a school app during the 2017-2018 school year as a means to diversify home-school communications and provide immediate notifications on school events (i.e. school safety messaging, last minute changes to athletic schedules), promote daily school news and events/activities, and provide cell phone access to school/staff websites, and various other school resources. U-Prep is updating its website to be compliant with revised federal regulations. It is currently under construction and will be finalized by the start of the 18-19 school year.

Student and School Recognition Updates

Panther Afternoon assemblies have evolved into Student of the Quarter celebrations where grade-level teams select students based on an identified character trait. Award recipients and their parents are invited to a personalized recognition ceremony. ASB student leaders support the program through selecting/purchasing honorary t-shirts and assisting in the creation of a slideshow presentation inclusive of student pictures and teacher comments. Each student is recognized individually in front of their peers and family members.

During the 2015-2016 school year, U-Prep received the following recognition: (1) Washington Post 2016 America's Most Challenging High Schools (State Rank: 38; National Rank 312), and (2) U.S. News and World Report 2016 Best High Schools Gold Medal (State Rank 55; National Rank 359).

During the 2016-2017 school year, U-Prep received the following recognition: (1) Washington Post 2017 America's Most Challenging High Schools (State Rank: 31; National Rank 264), (2) U.S. News and World Report 2017 Best High Schools Gold Medal (State Rank 41; National Rank 263).

At this juncture in the 2017-2018 school year, U-Prep was recognized with Gold Medal status by the U.S. News and World Report as a 2018 Best High School (State Rank #40; National Rank #255). U-Prep's middle school was also selected locally as *Best of the North State*. Most recently, U-Prep was selected by the Educational Results Partnership (ER) and the Campaign for Business and Education Excellence (CBEE) as a Scholar Honor Roll School.

Athletic Program

The junior high and high school athletic programs continue to grow in number and programs; there are presently 25 high school teams and 20 junior high teams. All high school teams, except football, transitioned to a more competitive league (NAL) in 2016-2017. A monthly report is given to the U-Prep board as to progress and successes of each program and accomplishments of individual athletes. Annually, the athletic administrator provides a comprehensive report to the U-Prep school board that highlights athletic participation in all programs, and team successes and awards. Stunt cheer has been added to the high school menu of CIF teams, and teams have been added at the junior high level (i.e. volleyball) in an effort to widen opportunities for student engagement in athletics, 6th-12th. Additional junior high and high school teams are being considered based on high student demand and organizational support for the value of athletics in adolescent development.

School Safety

100% of the U-Prep staff was trained in best practices to manage an active shooter, ALICE Training. U-Prep is the second school organization in the county next to Shasta College to be identified as 'ALICE trained'. The School Safety Committee meets annually to review and update the school safety plan, and provide training to staff and students.

Addressing Social Emotional Needs in an Academically Challenging Environment

In response to multiple staff members' involvement with internal and external growth mindset professional development (2016-present), U-Prep applied for acceptance into Stanford University's College of Education Challenge Success program. A multi-stakeholder team subsequently attended Stanford's fall 2017 conference and determined that insight from students would be needed to further guide program planning. The *Stanford Survey of Adolescent School Experiences* was administered to all students in grade 6 through 12 in fall of 2017; the online survey measured middle and high school students' perspectives on homework, extracurricular activities, sleep, physical health, stress, parent expectations, academic engagement, academic integrity, and teacher support. The data was shared and processed with the faculty at the January 2018 Staff Development Day. Staff gained tremendous information from the results, including what students see as stressful and challenging as well as sources of support within the school. These survey findings, in conjunction with school climate data, are serve to guide decision making about policies and practices as they relate to student well-being in a challenging and rigorous academic learning environment.

A Challenge Success student team was formed to work alongside the larger Challenge Success stakeholder group. Additionally, a parent input group - Parent Venture - was created during the 2017-2018 year. This group is facilitated by the Superintendent/Principal; various school topics are explored, including charter practices and policies, school student achievement data, California's new accountability system and Dashboard data, the school budget and Local Control Accountability Plan, climate survey data, and the Stanford adolescent survey data.

Following the spring 2018 Challenge Success conference, a plan of action was developed by the Challenge Success (CS) team with consideration given to input received from parents, students, and faculty. Areas of focus included parent education, revisiting homework practices as they relate to summer vacation and other breaks during the school year, revisiting and updating the schoolwide Test Schedule to align with summative/formative practices, embedding well-being topics into Advisory curriculum from junior high to high school, and engaging the student body through identified 'student well-being challenge days' as planned by the student CS team (e.g. unplugging from social media, power down for sleep).

Facility Improvements

During the 2015-2016 school year, the district pursued a facility bond. U-Prep staff and students joined in the effort to secure monies to improve upon our campus. The bond passed and the first project has since been completed, the renovation of the Michael J. Stuart Gym. Other projects slated for bond monies include technology infrastructure, the girls' locker room, paving projects, and other maintenance endeavors.

Board Policies

Two new U-Prep Board policies were added in the past two years, Mathematics Placement Policy and a Suicide Prevention Policy.

The Mathematics Placement Policy articulates multiple measures for placement into high school and junior high. As a 6-12 grade program, students have access to high school math courses. As such, data from an internal math assessment is an *initial* key factor in identifying 6th graders students who may be eligible for Honors 7, 7/8 Accel, or Algebra; acceleration provides students access to the highest level of math in high school (AP Calculus BC), if desired. Likewise, this data also identifies students who will be considered for 6/7 Math Lab. The PSAT 8/9 in grade 8 is used alongside state math scores, academic grades (summative) to affirm math placement in high school courses, to indicate level of mastery with curriculum for future instructional planning, and to identify students eligible for the high school math support class.

As a result of the Suicide Prevention Policy, students in grades 8-12 receive age-appropriate training delivered by school counselors regarding mental wellness. All staff were trained on QPR methodology for identifying students who may have suicide ideation as well as protocols for handling concerns.

Charter Funding Structure

Effective the 2017-2018 school year, U-Prep became a direct-funded charter. The purpose of this endeavor was to allow the school to serve as its own LEA for state testing and to allow the opportunity to secure state and federal monies through the consolidated application process.

U-Prep's Educational Foundation

During the 2017-2018 school year, the Educational Foundation worked tirelessly with staff, students, and parents to revive their fundraising auction. As a result, more than \$38,000 was raised for U-Prep programs and projects, the second highest earning among auctions held. This spring, monies raised were used to create a picnic area for students in the quad on the north side of the campus. Plans for the 18-19 auction are well underway.

III: Ongoing School Improvement

While school leadership has been responsible for ensuring the implementation of the Action Plan, all staff have been involved in the implementation. Departments and Action Plan Committees reviewed and provided updates to the Action Plans during the 2016-2017 and 2017-2018 school years. This information served to inform the ongoing development of the Local Control and Accountability Plan. Staff collaboration time, Staff Development days, August trainings (before the opening of the school year), and professional development continues to be dedicated to the implementation of school goals. The Leadership Team/Department Chairs and Action Plan committees review progress by identifying successes/celebrations as well as areas that need attention and further shaping or planning. Action Plan committees will continue to update and revise plans based on progress and will add tasks as necessary. In fall of 2018, Action Plan committees will be reorganized based on interest and skills; this will allow for new perspectives as the school moves forward.

The U-Prep School Board receives monthly updates on progress towards school goals; these goals are also woven into the school's LCAP. A comprehensive student achievement report is also provided to the U-Prep School Board on an annual basis. Additionally, the Superintendent/Principal conducts an annual presentation to the Shasta Union High School District Board; this report includes updated student achievement data, new programs and courses, brief updates on schoolwide goals, a briefing on the school's fiscal status, and an updated list of recognitions/honors awarded to U-Prep.

The progress report was prepared using the input and data received through stakeholder groups and Action Plan committees. The report is reviewed by the School Board, Action Plan committees, and representatives from the student and parent community.

IV. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

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.

During December of 2017, a schoolwide assessment system was reviewed/shared with the Leadership Team/Department Chairs. Discussions were held regarding its contrast to prior data management systems used by the school, such as iReady and Datawise. Moving forward, the assessment system, EADMS/IO Education, was purchased. This program was selected for multiple reasons, including: (1) Its unique capacity to offer assessment questions that paralleled the depth of knowledge required in the common core state standards in ELA, math, and science; (2) Its interim and summative testing experience which mirrored state Smarter Balanced assessments; (3) Its capacity for immediate classroom-level disaggregation of multiple types of data (e.g. assessment claims/domain mastery, demographics) that informs instruction and learning; (4) Ease of access to ongoing support (the vendor representative resides in our community); and, (5) There are multiple districts (e.g. EESD, RSD, SUHSD) within our community who indicated that EADMS/IO has served as a user-friendly effective addition to their district assessment system. During the January 2018 Staff Development Day, faculty in the math, science and English departments were trained in the program. Short term goals were as follows: (1) Allow faculty the 2018 spring semester to familiarize themselves with the program by administering selected Interim Block Mirrored Assessments; and, (2) Allow faculty time to review the data for the purpose of informing instruction and supporting student learning. The long-term goal is for departments to establish initial benchmark assessment calendars for the 2018-2019 school year. Collaboration time will continue to be set aside for data analysis and instructional planning.

In addition to EADMS, the high school math department is using the MDTP (Mathematics Diagnostic Testing Project), which is an instrument that diagnoses a student's mathematical strengths and weaknesses; the MDTP provides students and teachers insight on what to review to increase success in math.

With the implementation of the Smarter Balanced assessments and the school serving as its own LEA, summative state test data is more easily accessible within a reasonable timeframe. At the beginning of the year, data is sorted by claim performance for respective subjects and reviewed through the lens of grade-level performance as well as cohort performance. This information is then shared with teachers of individual courses/students and with department chairs of respective subjects. The Leadership Team/Department Chairs review schoolwide data as it becomes available throughout the year. During the spring of 2018, test data outcomes were accessible weeks before the school year ended; this data was then contrasted with math placement for the Class of 2024. Course recommendations were adjusted based on state test performance. Students whose performance was shown as Not Met were reviewed for placement in Math Lab during their 7th grade year. Students in Honors 6 whose Achievement Level was Exceeded were

considered for 7/8 Accel. Spring 2018 state test data, PSAT results, summative math grades, and teacher input was used to identify students needing math remediation starting in 9th grade. A high school math support class will be offered in 2018-2019 to provide targeted instruction to those needing additional time to master concepts. Starting in 2018-2019, EADMS/IO block assessments will be used to inform instruction and progress monitor students throughout the school year in math, ELA, and science in grades 6 through 9. PSAT data is used in grades 10 and 11 to benchmark progress towards college and career readiness in math and ELA. This is in addition to the MDTP (math), internal assessments, and written competency as assessed in selected essays.

Once incoming 6th grade students (Class of 2025) are in CALPADS, their state test data will be accessible. This data will be reviewed and contrasted with the initial math internal placement test. At present, 6th grade students are identified for the 6th/7th grade math lab based on their performance with the internal assessment; however, placement and recommendations may change based on state test performance. A placement matrix was developed using WestEd guidelines for state test proficiency. The matrix was developed collaboratively with the math department faculty, administration, and counselors. Teachers communicate with parents and students regarding math placement options, pathways, and performance data that is used to guide recommendations.

Following 6th grade, students' overall performance is reviewed with consideration given to those who are struggling with basic academic skills and/or literacy as measured by performance with writing assessments, academic grades (summative), and state test performance. To support struggling students, during the 2016-2017 school year the reading lab was restructured into a 7th B.R.I.D.G.E. class (Building Rigor Independence Discipline Grit and Excellence). BRIDGE is taught by a 7th grade Core teacher, and students take this class in lieu of Prep Latin (an otherwise required 7th grade course). BRIDGE students are not exempt from Prep Latin, rather it is postponed until their 8th grade year. BRIDGE is a course specifically designed to support and guide students academically, socially, and emotionally as they transition to academic independence and increasing rigor during the junior high years. Students learn study skills and develop attitudes that reinforce success across the curriculum. An emphasis is placed on reading and writing skill development to support mastery of skills in literacy. As a bridge between 6th and 8th grade, this course supports underachieving students' in increasing student achievement in areas of academic skill development (e.g. organizing daily assignments, homework help, literacy instruction, and time management). Based on input from students, parents, faculty, and surveys, BRIDGE 8 will added to the course offerings for 2018-2019. This course will be similar to BRIDGE 7 in design and focus. Students were identified by overall academic performance, academic summative grades in core subjects, state test data, and teacher recommendation. All BRIDGE 7 students have shown improvement in their overall academic performance as observed in their GPA; most all of these student have shown improvement in state test scores between 6th and 7th grade.

Within the AP/Honors high school program, AP teachers annually reviewing College Board AP Instructional Reports to identify successes and areas needing improvement. Within the English department vertical team plan, grade 6-10 writing rubrics continue to be in development for identified genres. Grade-level and department faculty are supported with additional work days to collaboratively evaluate student writing based on developed rubrics, and review progress towards implementation of the Pre-AP vertical alignment plan. Department collaboration time is also used to review results of fall administered PSAT 10/NMSQT math and ERW data for all 10th and 11th grade students. The PSAT data, in conjunction with AP Instructional Reports and summative assessments, serve to inform instruction and benchmark student progress made towards college and career readiness. For students in 9th grade, the spring 8th grade state test results and PSAT 8/9 data is shared with 9th grade math and English teachers. EADMS/IO assessments serve as the resource for benchmarking progress in Algebra (9th), 9th Honors English I, CP Biology (9th science) and Physics.

During the 2016-2017 school year, the Leadership Team/Department Chairs reviewed schoolwide grading policies and practices. Through ongoing dialogue with department colleagues that included research on formative and summative practices, a coherent formative and summative grading policy emerged, grades 6-12. This policy created a scaffolded representation of the degree to which formative and summative student work would contribute to academic grade assignment. Grade-level teams further honed the policy to ensure balance was reflected across grade-level courses. As students' progress from 6th grade to 12th grade, there is increased weighting on summative performance culminating with 80/20 at the senior level. The following information was communicated to families at Back to School Night, within schoolwide course syllabi, and within U-Prep's Course Guide:

Assessment of Student Learning – Practice to Performance

The instructional purpose of an assignment is the basis for determining how student work is categorized in the gradebook. Assignments are either "Formative/practice-based" or "Summative/performance-based" as described below:

Formative Assessments, "Assessment FOR Learning": Provides students with ongoing *descriptive feedback* telling them what they need to do to improve their work. It provides teachers with the feedback needed to inform instructional practice. Formative assessment occurs throughout a learning segment. Depending upon the instructional purpose, examples may include: daily work, graphic organizers, quizzes, rough drafts of written work, homework, questioning, observation of student doing work and feedback conversation with student, and benchmark/interim tests.

Summative Assessments, "Assessment OF Learning": Occurs when a teacher evaluates the final efforts and/or final product that proves learning. Their purpose is to determine the level of proficiency related to course outcomes or standards. Feedback may come in the form of a letter grade, pass/fail, or label ("exceeds standard"). Examples of learning products used to verify learning at the end of a learning segment may include: final copy of written work, final presentation, final exam or other teacher-made tests, final project, unit and/or chapter tests.

As students' progress through the 6th-12th grade continuum, academic grades place greater weighting on proficiency of subject matter (summative) and academic skills.

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

The U-Prep cornerstones have remained consistent with practice. Use of the Organized Binder system and Cornell notes is visible within the 6th-9th grade continuum with a gradual release of teacher-driven expectations regarding extent of use. Faculty have discussed the importance of students having greater latitude with usage of varied note taking systems once mastery of Cornell notes and a singular binder organization system have been achieved. Use of academic vocabulary and Jane Schafer writing practices are emphasized within the junior high program and woven into the Pre-AP English Vertical Team plan that focuses on these key areas: close reading, grammar/conventions, critical thinking, composition, and composition. Class sizes for academic courses remain relatively small at 26:1. This is a significant consideration when building the master schedule, which is an administration-department chair collaborative process.

In May of 2015, a new Superintendent/Principal was hired. The Business Manager and/or the S/P meet annually and individually with all staff at the end of the year to review instructional/materials professional development interests, placement on the salary schedule, and other matters of interest to staff. Starting the 2017-2018 school year, all staff were oriented to the school's budget and fiscal status with the presentation provided to the U-Prep Board.

Based on an evaluation of how new hires were previously brought into the school, the orientation was updated to include a meeting with administration at the start of the year. The Protocol Binder is updated annually and referenced as a guide to school operations. New staff are supported by a staff mentor to assist with the cultural transition into the U-Prep expectations.

U-Prep Alumni are tracked by a staff member. A U-Prep alumnus presently serves on the U-Prep school Board, and alumnus are invited to speak annually at the high school graduation. When alumnus are available to attend, they are invited to school events such as Career Day, Homecoming, and the Foundation Auction. The school is currently adding an alumni element to the school website to ensure an ongoing contact and networking.

Pennant Hall was completed. All staff contribute to the visibility of our college-going culture by wearing college apparel on minimum days. Grade-level advisories all have elements of college and career readiness. Examples include varied levels of Naviance involvement (introductory to regular user). Additionally, all 6th graders are enrolled in Reach Higher U-Prep, the first quarter elective within their elective wheel. This course uses resources developed through the local Reach Higher Shasta initiative and includes activities such as letter writing to colleges of interest, GPA calculation, A-G admissions requirements, and career inventories. With the addition of a third counselor, U-Prep students and parents of all grade-levels are invited to attend an array of Parent University education programs: College 101, FAFSA & Student Aid Night, A Night with Naviance, Scholarship Information Night, and College Options Night to name a few. With the revitalization of the fall and spring high school college trips, high school students have the opportunity to visit up to six different public and private colleges. At the 8th grade level, students have participated in the annual 8th Grade Day at the local community college, Shasta College.

Moving forward, areas that are shaping the future of this Action Plan include the use of the school app to further home-school communications, the implementation of best practices with school safety through continued ALICE trainings, implementation of an AP Retreat for all high school students, implementation of Friday Office Hours, the fall Staff Picnic, increased parent involvement through Parent Venture, addition of new academic support courses and student support services (e.g. student well-being education), the addition of athletic teams. There is interest in adding more dual enrolled courses, increasing Chromebook access, and revisiting the approach to anti-bullying education.

GOAL # 3: IMPROVE AND PLAN STAFF DEVELOPMENT AND COLLABORATION

Multiple sources of information are used to identify staff development needs. Survey data, Leadership Team/Department Chair input, school achievement data, and staff interest/need are used to prioritize and equalize access to staff development opportunities. Individual end-of-year meetings held with staff by the Business Manager and/or S/P also serve to inform staff needs and interests.

STAFF DEVELOPMENT DAYS

Staff Development Day agenda development is a collaborative effort between the Leadership Team/Department Chairs and administration. Following input received from faculty, the department chairs and administration plan the agenda. Agendas for each of the prior three years included the following topics:

2015-2016: Google Drive-Docs-Forms, Google Apps for Education, Effective Questioning & Academic Discourse, Differentiated Instruction, and Growth v. Fixed Mindset

2016-2017: Art and Practice of Dialogue, Active Listening and Socratic Questioning, and department PD

2017-2018: Challenge Success Adolescent Survey Data debriefing, Fostering Resilience, and EADMS/IO Education Tech training

COLLABORATION

Additional minimum days were added to the academic calendar to support staff in hosting collaboration. There are least 8-minimum days in a school year; collaboration is in addition to monthly staff meetings. A portion of staff meeting minimum days is periodically set aside for ASAP team collaboration. Department Chair/Leadership Team meetings are scheduled across the school year and held with the Superintendent/Principal; these meetings are scheduled the week prior to collaboration. Discussion is held regarding agenda planning for upcoming collaboration meetings. Collaboration agendas and minutes are shared with administration as a means to keep communication open with regarding to department happenings and progress.

CONFERENCES/WORKSHOP TRAININGS

In reviewing annual professional development/attendance, it is evident that all faculty and support staff have been involved in continuous professional training. Attendance at workshops and conferences is tracked annually to ensure all staff are equally engaged in meaningful outside professional development. A monthly report of these activities is shared with the U-Prep Board. It is expected that staff share their learnings with their colleagues; Staff Development Days, staff meetings, collaboration, and August trainings have served as opportunities for learnings to be shared. Below is a summary of trainings attended by respective departments:

Junior High Core, High School English: Growth Mindset/Learning & The Brain Conference, Differentiated Instruction, AP Workshop, California League of Schools Tech Conference, ERWC Conference, CASPP Institute, AP Workshop Growth Mindset, The Science of Learning, AP Summer Institute, Pre-AP English Vertical Team Summer Institute, Challenge Success Conference, SCOE Math 6-8 Content series

High School Social Science: AP Workshop, Growth Mindset/Learning & The Brain Conference, AP Summer Institute, The Science of Learning, Northern California Social Science Annual Conference

Math: UC Articulation Conference, North State Math Conference, CPM Conference, Differentiated Instruction, CAASPP Institute, AP Summer Institute

Science: AP Summer Institute (Biology), AP Workshop, National Science Teachers Association Conference, The Science of Learning, SCOE Next Generation Science Standards for Middle School series, Chico State High School NGSS Workshop

PE: CAHPERD Conference, Growth Mindset/ Learning & The Brain Conference, Physical Education Workshop

VAPA: California Arts Education Annual Conference, AP Workshop, California All-State Music Education Conference, California Arts Project "Creating a Culture of Collaboration"

World Language: Growth Mindset/Learning & The Brain Conference, Computer Using Educators/Google for Educators Conference, National Chinese Language Conference, IFLT Conference, Martina Bex World Language Professional Development, CA Association of Bilingual Education

Counseling: CSU Admissions Update, UC Counselor Conference, Growth Mindset/ Learning & The Brain Conference, UC Articulation Conference, ASCA Annual Counselor Conference, Challenge Success Conference, Foster Youth & Homeless Training,

Other: CSADA (athletic director) Conference, ALICE school safety training, ASB FCMAT Workshop, Aeries Workshop, School Services Budget Management, CAASPP Coordinator Training, Governor's Budget Workshop

In addition to professional development needs being addressed on Staff Development Days and conferences/workshops, trainings universal to all faculty are provided before school starts. Faculty may be paid for their participation or gain units for application on the salary schedule. During August 2016 and 2017, two 2-day trainings were offered on technology for teaching and learning, and educator application of growth mindset research. For the 2018-2019 school year, technology training will be offered in response to teacher request. August tech trainings are planned and facilitated by a U-Prep teacher; faculty are surveyed regarding needs and interests before the agenda is finalized. A no-cost U-Prep Leadership Academy will also be offered in 2018-2019 (previously offered in 2014-2015) and facilitated by a retired local Superintendent, also a U-Prep Board member; this professional development experience allows faculty to earn 3 units which can be applied to the salary schedule. During the 2016-2018 school years, faculty had the opportunity to earn 4 professional development units offered by the school at no-cost to employees. Moving into the 2018-2019 school year, an additional 4 units will be offered.

In 2015-2016, the U-Prep Board approved an Intersegmental General Education Transfer Curriculum (IGETC) stipend. This stipend provided an incentive for U-Prep teachers to pursue a master's degree in their subject area with the goal of applying to Shasta College as an instructor of selected IGETC courses. If hired for selected courses, they would be positioned to offer community college credit to U-Prep students who earn a C or better. Once approved, they would receive the IGETC stipend which equates into \$5,000/year up to four years as long as they continue teaching the course. At present, there are five community college courses embedded within U-Prep courses; four of these are also designated as AP classes. For students, dual enrollment is experienced at no-cost, is delivered on-site by U-Prep teachers, and is embedded in U-Prep's academic program. Students are prepared for AP exams while also gaining community college credit. It's worth noting that the goal of offering dual enrollment courses has been a component of the school's charter from the inception. As a result of this initiative, two teachers completed their master's in their respective subject areas and are serving as dual enrolled instructors. Two additional teachers were able to apply their previously earned master's to the IGETC initiative and serving as dual enrolled instructors. All dual enrolled instructors are receiving IGETC stipend monies in addition to the standard master's degree stipend.

INSTRUCTIONAL LEADERSHIP TEAM

Shortly after the new Superintendent/Principal was hired, multiple site visits were conducted. During these visits, one-on-one meetings were held with each staff member. In response to the insight shared during these meetings, the ILT was restructured into two separate bodies: the Leadership Team/Department Chairs and Principal's Advisory. Access and involvement in Principal's Advisory was made open to any interested party, if they weren't already a Department Chairperson. The Leadership Team/Department Chairs were tasked with matters related to curriculum, instruction, and assessment. The Principal's Advisory provides an open forum for collaborative discussion on matters related to school culture and policy.

With the restructuring of ILT, classroom observations are conducted informally and formally by administration. However, teachers are strongly encouraged and supported in observing colleagues for the purpose of developing professionally and building camaraderie around student achievement and learning. Faculty new to the school are expected to visit classrooms across, above, and below their respective grade-level assignment. Their assigned administrator assists with the selection of teachers to be observed based on need. Debriefing occurs with their assigned administrator and/or faculty mentor.

MASTER SCHEDULE

Each year, common prep periods for grade-level and same-course teachers is offered when the schedule permits. To articulate the priorities associated with building U-Prep's complex and multi-layered schedule, a process for master schedule construction was outlined by the Superintendent/Principal for review with the Leadership Team/Department Chairs. Providing students access to courses offered is the highest priority

when constructing the schedule. Communication with Department Chairs is ongoing throughout the process.

COMMUNICATION

Electronic communication to staff has improved dramatically with the implementation of a staff bulletin (Your Daily Staff Bulletin) and Sports for Today bulletin, both are emailed daily. The U-Prep school app is also a source of daily news updates, including school safety messages and unforeseen changes to athletic schedules.

GOAL # 4: CONTINUED ALIGNMENT OF CURRICULUM TO CCSS AND SLO'S IN ALL SUBJECTS ACROSS ALL GRADE-LEVEL TO INCREASE STUDENT ACHIEVEMENT

The math, science, social science, and English departments have textbooks and instructional materials that are in alignment with the revised California State Standards (Common Core). Professional development aligns with the need for greater depth over breadth, and EADMS/IO is an added resource for monitoring Depth of Knowledge attainment with respect to state standards and claims/domains. Although EADMS is still in the early stages of implementation training will be ongoing in an effort to support math/English/science using data to inform instructional practices.

The California Common Core Literacy Standards for History/Social Science are embedded in the junior high Core structure. All high school social science teachers are also Advanced Placement teachers; as such, they share a common set of approaches that give students the opportunity to practice evidence-based writing, text analysis, higher-order questioning that fosters critical thinking, and collaborative academic discourse.

California Common Core standards for science (NGSS) and the associated literacy standards are in the early stages of implementation.

In reflecting upon the record of professional development happenings, it is evident that all math, Core (English/social science), and science faculty have received ongoing access to Common Core State Standards related trainings. Annual trainings are provided on Smarter Balanced test administration. Test structure, design, and expectancies parallel the EADMS assessment system and allow for immediate disaggregation of data.

The Student Learning Outcomes are posted throughout the campus and articulated through various activities (e.g. China Trip – A Positive Member of a Diverse Society (demonstrate compassion locally and globally); Advisory goal setting – A Lifelong Learner (accountable in setting and achieving goals). As a graduation requirement, all seniors conduct a Senior Exit Presentation framed around evidence for attainment of Student Learning Outcomes. Discussions regarding the presentation requirements are reviewed at the beginning of the senior year giving students ample reflection time to prepare for their culminating project. Moving forward, there is interest in reviewing the Senior Exit Presentations and the approach students use to show evidence for SLO achievement.

V: Schoolwide Action Plan Refinements

The school has adhered to the tasks and plans for implementation of our goals in nearly every area. In some cases, tasks have been further defined as indicated and new tasks were added in the process of continuing to make progress in key areas.

The Assessment goal, although near task completion, is recognized as an important process in measuring student progress towards subject matter mastery. Implementation of the EADMS system and teacher use of data to inform instruction and support student learning directly correlates student achievement. With current access to disaggregated state and PSAT data, faculty are presently skilled and equipped to analyze data to improve the instructional program. EADMS, however, will allow for immediate access to disaggregated data of classroom student performance results; this is a significant improvement to the assessment program for grades 6-9. Establishing timeframes for interim/benchmark assessments is the next step in implementation followed by ongoing data analysis in scheduled collaborations.

Academic support services have improved with data-driven model to identify students and respond to their needs. Student engagement (e.g. surveys, student discussions) with the development of courses/services is reflected in the offering of JH Study Hall, math support for high school, BRIDGE courses for 7th and 8th grade, and Friday Office Hours.

Significant progress has been in the area of a schoolwide practice-to-performance mindset with the implementation of a formative/summative grading policy. Coherency in mindset and practice regarding academic performance and how that is represented across the 6-12th grade continuum has been achieved. Next steps include continuing the discussion regarding formative work as contrasted with summative evaluations of student work, and revisiting the schoolwide Test Schedule to ensure that it is aligned to updated grading policy.

The Culture goal was modified to cast a wider net across school actions in applying best practice research on adolescent social-emotional development (growth mindset, Stanford Challenge Success program), matters of school and student safety, and the school's rebranding effort. 'Cornerstones' was reframed as key practices and programs. Additional tasks were included in the career and college readiness, much of which has been completed. Moving forward, the focus for ongoing work in this goal is around the best practices for adolescent social-emotional development.

Nearly all tasks associated with the Staff Development were completed. Additional tasks were added and have since been completed or are noted as 'ongoing'. The faculty are supported in multiple ways in receiving professional development, and they are involved in the decision making process regarding priorities and agendas. All staff have equal access to professional development resources; this data is tracked by administration for the purpose of guiding priorities with interests and fiscal resources. The Instructional Leadership Team was dissolved upon the hiring of a new Superintendent/Principal; it was replaced with redefining the role of Department Chairs as the Leadership Team and adding a Principal's Advisory. Roles and responsibilities of all governance bodies is a part of the Protocol Binder, effective fall 2018.

In the area of Curriculum, all instructional materials are in alignment with Common Core State Standards. Although most of the tasks were completed, there are tasks that were added as a means to further the implementation process. These tasks include the Next Generation Science Standards, as well as the CCSS Literacy Standards for Social Science and Science (specific to grades 6-9). The Core structure (ELA/Social Science-History) provides the framework for literacy instruction in grades 6 and 7, and partially grade 8 starting in 2018-2019. The Literacy standards in Social Science in grades 8 and 9 are the focus for further review and implementation. Also, junior high science, and selected high school science courses are in the process of reviewing and implementing the new literacy standards and NGSS. Another added task is to apply for College Board Pre-AP certification to further vertical alignment between junior high and high school programs.

As a staff, we are excited about the work accomplished, our current areas of focus moving forward, and the expectation for ongoing refinement with our WASC Action Plan. Included in this report is a copy of our latest updated schoolwide Action Plan.



UNIVERSITY PREPARATORY SCHOOL

PURSUING EXCELLENCE
TOGETHER

UPDATED SCHOOLWIDE ACTION PLAN

ASSESSMENT
SCHOOL CULTURE
STAFF DEVELOPMENT
CURRICULUM

(Updates noted in BLUE text)

Accrediting Commission for Schools
Western Association of Schools and Colleges

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. To offer increased academic support services for students identified for remediation. To utilize interim and summative achievement data within a continuous improvement model to improve teaching and learning.

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. To offer increased academic support services for students identified for remediation. To utilize interim and summative achievement data within a continuous improvement model to improve teaching and learning.

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
<p>#1 – Identify and implement a formalized software or assessment system</p> <ul style="list-style-type: none"> Research successful assessment programs COMPLETED ILT to evaluate schoolwide assessment needs and report back to administration COMPLETED Select program to implement schoolwide COMPLETED Purchase assessment system COMPLETED Train and implement assessment system - ongoing 	<p>Administration, ILT</p> <p>ILT, Department Chairs, Administration</p> <p>ILT, Administration, IT Staff</p> <p>School Business Manager, IT, Administration, School Board</p> <p>Technology, Staff</p>	<p>Successful Assessment Programs, School Visits, Conferences/Trainings, networks with ACSA, Educational Publications</p> <p>Department collaboration as facilitated by ILT/Department Chairs, ILT meeting with Cabinet for schoolwide reporting</p> <p>IT Staff, Technology, Outside software agency</p> <p>Budget, Principal/Superintendent and U-Prep School Board</p> <p>Technology, IT Staff, Computer Lab, In-Service Day</p>	<p>Spring 2015</p> <p>Spring 2015</p> <p>Spring-Summer 2015</p> <p>Summer-Fall 2015</p> <p>In-service Fall/Winter 2015-2016 Jan 2018-ongoing</p>	<p>Conferences/Trainings, list of 2-3 successful programs for possible implementation</p> <p>Cabinet notes and agenda, ILT Notes, Final Recommendations</p> <p>Meeting notes, correspondence with purchasing company, school Board, Agenda & Minutes</p> <p>Purchase Order, Board Minutes and Agenda</p> <p>Staff Development Calendar, Staff Development Agenda, Staff Training Evaluation Forms</p>
<p>#2 – Create Deploy department benchmark assessments</p> <ul style="list-style-type: none"> Analyze curriculum map, pacing guide and/or AP Audit Syllabus for each course Annually review AP Instructional Planning reports, curricular pacing guides to determine assessments that will be used for assess benchmark progress; COMPLETED Meet within non-AP departments and grade levels to determine semester proficiency standards review EADMS interim data, state test data, PSAT 8/9 and PSAT 10 data 	<p>AP Teachers, AP Department Chair, Administration</p> <p>Staff, Administration</p>	<p>Department meeting time, CCSS and State Standards, Pacing/Curriculum Guides</p> <p>In-Service Day, Proficiency Standards by Semester (grade/level department) EADMS data, PSAT data, state test data, collaboration time</p>	<p>Winter-Spring 2015 Annually</p> <p>Spring 2015</p> <p>Spring-Summer 2015</p>	<p>Course Syllabus</p> <p>Notes from Department Meetings, Draft Benchmarks</p> <p>Draft benchmarks, In-Service Agenda, Staff meeting Agendas/Notes, Department Meeting Notes EADMS</p>

<ul style="list-style-type: none"> • Create benchmarks for vertical alignment within middle school and high school – utilize EADMS Interim Block Assessments (IBA benchmarks) in Core/math/science in grades 6-9 • Benchmark Implementation Plan Core-English/math/Social Science/Science finalize department assessment calendars noting EADMS IBA test administrations • Administer the National Latin Exam • Administer PSAT 8/9 to all 8th grade students (spring semester) • Administer PSAT 10/NMSQT to all 10th and 11th grade students (fall semester) • Administer MD/TP to high school math students 	<p>ILT, Administration Department Chairs</p> <p>Department Staff</p> <p>Latin faculty, Administration</p> <p>Administration, Counselor, faculty</p> <p>Administration, Counselor, faculty</p> <p>Math department faculty</p>	<p>ILT Meeting, Cabinet Meetings, Staff/Department Meetings</p> <p>Department/Collaboration meeting time</p> <p>NLE</p>	<p>Ongoing</p> <p>Fall/Winter 2015 Fall 2018</p> <p>Spring/Fall 2018</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Assessment reports, department assessment calendar</p> <p>Final Benchmark Tests, Written Implementation Plan</p> <p>EADMS Assessment reports, department assessment calendar</p> <p>Assessment calendars</p> <p>Review of test results by staff and students, student recognition/awards, annual Board report</p> <p>Review of test results by students and staff, annual Board report</p> <p>Review of test results by students and staff, annual Board report</p>
<p>#3 – Implement Remediation</p> <ul style="list-style-type: none"> • Purchase and pilot diagnostic tools to identify underachieving/at-risk students COMPLETED (EADMS was selected) • Plan and implement staff training on student remediation COMPLETED, ONGOING TRAINING • Use assessment data to identify students who need remediation in any discipline COMPLETED, ONGOING 	<p>ILT, Administration, Resource Specialist, Business Manager</p> <p>ILT, Administration, Staff</p> <p>Staff, ILT, Resource Specialist, Administration, School Counselors</p> <p>Staff, ILT,</p>	<p>Release time for staff training/conferences, technology, school visits, iReady, Mathletics</p> <p>Staff training time, diagnostic tool(s), technology</p> <p>Technology, diagnostic tool(s), collaboration time for grade levels, meetings with school counselors, academic pass rate, Smarter Balanced testing and results</p> <p>Technology, IT staff, computer lab, in-service</p>	<p>Fall 2014-Fall 2015</p> <p>Fall 2014</p> <p>Fall 2015</p> <p>Fall-Winter</p>	<p>ILT Meeting Notes, Cabinet Meeting notes/Agenda, Training and Conference materials, LCAP, Purchase Order</p> <p>Staff Development calendar, staff development agenda, staff training evaluation forms</p> <p>Assessment data, diagnostic reports, meeting notes, teacher/counselor recommendation, academic conferences</p> <p>Remediation plan(s), staff/department notes, counselor meetings, SST, academic conferences</p>
<ul style="list-style-type: none"> • Plan and implement specific student remediation 				

<p>1) Implement Friday Office Hours (2015-2016)</p> <p>2) Adjust Graduation requirement for 11th grade</p> <p>3) Offer BRIDGE 7 in lieu of Reading Lab (2017-2018)</p> <p>4) Offer BRIDGE 8 (2018-2019)</p> <p>5) Offer 9th grade targeted assistance math support class (2018-2019)</p>	<p>Administration, Resource Specialist ASAP Team School Board Faculty Counselor</p>	<p>day, pre and post testing, academic pass rate, Smarter Balanced testing and results</p> <p>Instructional materials, EADMS</p>	<p>2015</p>	<p>Student-Parent Handbook, Graduation policy, master schedule</p>
<p>#4 – Schoolwide consistency in the use of formative/summative assessment</p> <ul style="list-style-type: none"> Train select staff on formative and summative assessment types COMPLETED, ONGOING REVIEW Continue to reflect on formative and summative assignment selection for the purposes of consistency Review schoolwide Test Schedule for alignment with summative/formative approach to grading Determine department grading procedure for implementation of summative vs. formative assessment per ILT/Administration guidelines Create U-Prep grading policy for summative and formative assessments *COMPLETED Implement into Aeries, grading system and classroom procedures COMPLETED 	<p>ILT, Administration, Select staff members</p> <p>Department Chairs/Leadership Team, Administration, Faculty</p> <p>ILT, Administration, Staff</p> <p>ILT, Administration, Staff</p> <p>ILT, Administration, Staff</p>	<p>Release time for staff training/conferences, technology, school visits</p> <p>Department meetings/collaboration</p> <p>Department meetings/collaboration</p> <p>Department collaboration time, ILT meeting time and Cabinet meeting</p> <p>Staff collaboration time, ILT, Administration</p> <p>Staff time to update Aeries and grading procedures, technology</p>	<p>Fall-Winter 2014/2015</p> <p>Ongoing</p> <p>Fall 2018</p> <p>Winter-Spring 2015</p> <p>Spring 2015</p> <p>Fall 2015</p>	<p>ILT Meeting Notes, Cabinet Meeting notes/Agenda, Training and Conference materials, Staff Development Schedule</p> <p>Meeting agendas/notes</p> <p>Meeting agendas/notes</p> <p>Staff meeting agenda and notes, grading policies by department</p> <p>Staff training material, finalized U-Prep Grading Policy</p> <p>Syllabi, Aeries, Teacher websites, school grading procedures</p>

School Culture

Goal: To maintain and protect U-Prep's small school culture of continuous improvement. To deliver on our four promises: 1) Prepare students for a university-level admissions by offering a challenging academic environment; 2) Provide academic and relational supports within a close-knit community of faculty and advisors; 3) Strive to build positive working relationships with students and families; and, 4) Empower students to develop their unlimited potential through offering new challenges and engagement in leadership opportunities, the visual and performing arts programs, athletics, and rigorous academics.

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 and deliver on our four promises.

SLOs Addressed:

Problem Solver
Mature Communicator
Lifelong Learner

**Goal #2: TO MAINTAIN AND PROTECT U-PREP'S SMALL SCHOOL CULTURE OF CONTINUOUS IMPROVEMENT.
TO DELIVER ON OUR FOUR PROMISES.**

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
<p>#1 – Small school environment and Cornerstones key practices and programs</p> <ul style="list-style-type: none"> Revisit U-Prep's selected *key practices and programs Cornerstones and distribute to teachers Utilize *Cornell notes, the *Organized Binder system, *Jane Schaefer writing, *academic vocabulary as they align to grade-level and curricular standards and objectives; a gradual release model is applied grades 6 through 9 with binder framework and approach to note taking.. COMPLETED Communicate *Cornerstones key practices and programs to all stakeholders COMPLETED Implement regular review of Cornerstones key in the classroom and across campus Annually revisit purpose of Cornell notes, Organized Binder components, Jane Schaefer writing structure, use of academic vocabulary by grade-level and subject-specific courses. COMPLETED/ONGOING Implement a U-Prep Panthers school app; connect to schoolwide calendar of events as a means to promote school activities and strengthen home-school communication. Promote the school App through school newsletter, parent nights, marquee COMPLETED Increase attendance at school events 1) Expand athletic offerings to allow for increased participation, increased parental attendance. COMPLETED - JH volleyball and high school soccer were added (2016-2018) 	<p>Administration, Staff</p> <p>Administration, Teachers, Office Staff</p> <p>Administration, Teachers</p> <p>Administration, Instructional Tech Support person, Office staff support</p> <p>Athletic Dir/ Administrator, School Board, Inst. Tech, Office Staff</p>	<p>List of cornerstones, Staff Collaboration</p> <p>U-Prep Website, Information Nights, Bulletin Boards, Office Staff, Teachers</p> <p>Cabinet Meeting(s), Teachers, Staff/Department Meeting Time</p> <p>Assign task to Instructional Tech section/ staff person</p> <p>School App</p>	<p>Fall 2015</p> <p>Fall-Winter 2015</p> <p>Annually</p> <p>Fall 2017</p> <p>Fall 2017</p>	<p>Finalized Cornerstones, U-Prep website, Bulletin Boards</p> <p>Information Night Agendas, Bulletin Boards, Website, Classrooms, Parent University</p> <p>Updated Cornerstones key practices and programs are identified in Protocol Binder, Staff Meeting Agendas & Notes</p> <p>Access to App, Paw Prints, Marquee messaging, Information Night Agenda, 6th Orientation Agenda, Newsletters</p> <p>Additional teams added to athletic offerings</p>

2) Utilize the U-Prep Panthers school App to actively promote athletic and club events, and VAPA productions, school-community events, academic competitions, and school news as a means to increase attendance at school events. ONGOING	Administration, Booster Clubs, Parents, Staff, Coaches, ASB	School activity calendar/schedule, Booster meetings, ASB Meeting	Fall 2015	School event tracking, admission tallies and forms; event ticket sales (athletics, VAPA)
• Maintain small class sizes for academic courses Hire additional teachers as enrollment increases to ensure small class sizes for academic courses COMPLETED/ONGOING ANNUALLY	Administration, Counselors	Master Schedule, Course Requests, Aeries	Spring 2015 Annually	Final Master Schedule (26.1 avg), Class Rosters, Class Size Analysis
#2 – Sustain consistency with staff changes				
• Work with Board and outside agency to hire new Superintendent/Principal COMPLETED	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 COMPLETED	Administration, U-Prep Board, Business Manager	Cabinet Meeting time, Board Minutes identifying Principal/Superintendent and Administration list of duties by position	Annually	Include in annual Protocol Binder, Administration role clarification, meeting notes and agendas, Cabinet meeting
• Evaluate new staff orientation program COMPLETED	ILT, Administration, Office Staff, Business Manager	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/annually update spreadsheet to track graduates, college attending, contact information COMPLETED	Administration, Office Staff, HS Counselor, Senior Teachers	Technology, Alumni Data, Senior Transition	Spring 2015 Annually	Alumni Spreadsheet
• Instill procedure and means of contacting alumni and current students for information updates (i.e. Survey of post-graduates) COMPLETED	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

<ul style="list-style-type: none"> • Create an Alumni page within the school website • Hold Annual Alumni function Increase alumni involvement in school functions COMPLETED/ONGOING • Update alumni spreadsheet and information 	<p>Administration</p> <p>Education Foundation, Administration</p> <p>Administration, Office Staff, Senior Teachers, Counselor</p>	<p>Alumnickss.com</p> <p>Local restaurant/facility, planning time, survey, Educational Foundation meeting</p> <p>Survey distributed, email correspondence, completed survey data, college acceptance letters, classroom visits by alumni</p>	<p>Fall 2018</p> <p>Spring/Summer 2015</p> <p>Annually</p>	<p>Website review</p> <p>Alumni function flyer, completed surveys from function, Educational Foundation Agenda and Minutes</p> <p>Updated spreadsheet, correspondence with alumni</p>
<p>#4 – College and career readiness</p> <ul style="list-style-type: none"> • Complete Pennant Hall COMPLETED • Implement “Adopt-a-College” theme for Advisory classes in Middle School Purchase/use Naviance online career and college readiness tool used for college searches, career inventories COMPLETED • Plan trip to local college for 8th grade students COMPLETED/ revisited annually • Develop and implement Advisory lessons for middle school on college readiness and awareness Purchase/ use Naviance online career and college readiness tool used for college searches, career inventories COMPLETED • Purchase and distribute shirts to sixth graders with prospective college graduating year • Create/ implement a Reach Higher U-Prep ROTA class for all 6th graders; utilize curriculum and activities provided by NEU/Reach Higher Shasta Initiative COMPLETED • Create a college awareness night for middle school parents 	<p>Administration, Office staff, Senior Teachers</p> <p>Administration, School Board, Business Manager, Counselors, ASAP Faculty</p> <p>Administration, 8th Grade Teachers, MS Counselor</p> <p>Administration, Advisory teachers</p> <p>Administration, 6th Grade Teachers, Business Manager, Educational Foundation</p> <p>Administration, ASAP teachers</p>	<p>SUHSD Facilities Staff, Information from alumni</p> <p>No Excuses University, Contact with colleges and universities, advisory planning time</p> <p>CSU Chico or other college/university, SUHSD transportation, parents</p> <p>No Excuses University, Reach Higher (Shasta County), NACAC, College is My Future, Advisory collaboration planning time</p> <p>Local shirt company, Educational Foundation</p> <p>College Options, No Excuses University, Reach Higher (Shasta County),</p>	<p>Spring 2015</p> <p>January 2015</p> <p>January 2016, ongoing</p> <p>2015- 16 School Year</p> <p>2015- 16 School Year</p> <p>January 2016, ongoing</p> <p>August 2014</p> <p>2018-2019</p> <p>Fall 2016-2017</p>	<p>Completed project/Pennant Hall, Alumni reporting and data</p> <p>College Adoption Lists, Advisory Schedules, Planning Meeting notes, ASAP team planning calendars</p> <p>Transportation forms, field trip agenda</p> <p>Advisory curriculum schedules, planning notes</p> <p>Shirts, Purchase Order(s), Invoice</p> <p>Master Schedule, Course Guide</p>

<ul style="list-style-type: none"> • Invite all U-Prep families to college awareness nights; add College 101, A Night with Naviance (Family Connection portal), provide free college and career resources/books COMPLETED • Implement an AP Retreat for high school students to study/prepare for exams COMPLETED • Implement an accelerated math program in junior high COMPLETED • Increase college credit/advancement options for students through providing an IGETC stipend for faculty and securing a Dual Enrollment agreement with Shasta College COMPLETED 	<p>Administration, Counselors</p> <p>Administration, AP Dept Chair, AP Teachers</p> <p>Administration, math department faculty, counselors</p> <p>Administration, School Board, Business Manager,</p>	<p>College Options books, Naviance online</p> <p>Budget allocation</p> <p>Curriculum</p> <p>Budget allocation</p>	<p>February-2015 Annually</p> <p>Ongoing</p> <p>August 2016</p> <p>August 2016</p>	<p>College Awareness Night, Information Night Flyers, agenda, Daily Bulletin School Newsletter, ppts</p> <p>AP Flyer, Retreat agenda</p> <p>Master Schedule, Course Guide</p> <p>Adopted Salary Schedule, Dual Enrollment agreement</p>
<p>#5 – Identify and implement research-based best practices to reinforce a physically, and socio-emotionally safe and orderly learning environment</p> <ul style="list-style-type: none"> • Stakeholder team attend Learning and the Brain Conference; identify best practices and educate staff during staff meetings, collaboration, and August staff trainings COMPLETED • Implement identified and age-appropriate 'growth mindset' best practices COMPLETED/ONGOING • Secure a partnership with Stanford University/ Challenge Success to evaluate adolescent well-being, reflecting upon school practices and staying current pro-development research COMPLETED • Promote student well-being as identified through the Challenge Success team action plans 	<p>Administration, faculty, counselors, Board member</p> <p>Leadership Team/Department Chairs</p> <p>Administration, faculty, counselors</p> <p>Challenge S success teams</p>	<p>Professional development monies</p> <p>Training materials</p> <p>Challenge Success staff, Stanford Adolescent Survey</p> <p>Conference materials, CS Action Plan</p>	<p>February 2016, February 2017</p> <p>Ongoing</p> <p>Fall 2017</p> <p>Fall 2018, ongoing</p>	<p>Conference reports, meeting and training agendas</p> <p>Meeting agendas</p> <p>Conference attendance, survey data</p> <p>Action Plan reports</p>

<ul style="list-style-type: none"> Adopt a Board policy for Suicide Prevention Policy; implement 2017-2018 school year COMPLETED Offer a community service option within the senior academic program COMPLETED Offer Study Hall within the Junior High program COMPLETED Train all staff and students in ALICE school safety procedures COMPLETED/ONGOING Revisit anti-bullying education program; who/ what/ when/ where/ how COMPLETED Develop a diverse parent group that would serve as a source of feedback and input regarding school programs and practices (Parent Venture); support the climate of unity with family/ community COMPLETED 	<p>Superintendent/Prin, School Board</p> <p>Administration, Counselor, Teacher</p> <p>Administration</p> <p>Administration, School Safety Committee</p> <p>ASAP Team Leaders, Counselors, Administration</p> <p>Supr/Principal</p>	<p>Shasta County Mental Health Suicide Prevention Coordinator, legal counsel (compliant policy)</p> <p>Shasta College partnership, access to community businesses portal</p> <p>Course Request sheets</p> <p>ALICE certified trainers, materials</p> <p>Selected curriculum reviews, planning time</p>	<p>August 2018</p> <p>2016-2017, ongoing</p> <p>August 2018</p> <p>Summer 2017, Implement with staff 2017-2018, students 2018-2019</p> <p>Fall 2018</p> <p>Fall 2017</p>	<p>Adopted Board policy, 100% of staff trained in selected program, counselor ppv/ student education</p> <p>Master Schedule/Senior Service</p> <p>Master Schedule, Course Guide</p> <p>Online certification, student training agendas</p> <p>Meeting agendas/ notes, surveys</p> <p>Meeting agendas</p>
<p>#6 – Pursue school rebranding</p> <ul style="list-style-type: none"> Contract with a marketing firm to begin the rebranding process COMPLETED Build a multi-stakeholder team to engage in rebranding effort on behalf of school community; team will meet with selected marketing vendor COMPLETED Communicate rebranding outcomes throughout the school-community COMPLETED 	<p>Administration, Business Manager, School Board</p> <p>Supr/Principal</p> <p>Administration, staff</p>	<p>Budget allocation</p> <p>Communication venues</p>	<p>Fall 2016</p> <p>Fall 2016- Spring 2017</p> <p>Spring 2017, ongoing</p>	<p>Contract agreement</p> <p>Team meeting notes</p> <p>Website, marquee, school app, letterhead, school promotion items including apparel</p>

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 <ul style="list-style-type: none"> Develop process to identify staff development needs COMPLETED Perform classroom observations to determine staff development needs COMPLETED Create annual staff development training schedule as identified above COMPLETED 	ILT, Administration ILT, Administration ILT, Administration, Staff	Technology, ILT Meeting(s), Cabinet meeting(s) Classroom observations, observation forms, technology Staff meeting time, staff surveys	Fall-Winter 2014 2014-15 School Year and Annually Fall-Winter 2014 and Annually	Electronic surveys, prioritized lists of needs, survey analysis data Completed observation forms Staff meeting agenda and notes, Academic School calendar
#2 – Analyze and protect a staff-collaborative culture <ul style="list-style-type: none"> Schedule staff collaboration in accordance with adopted school calendar COMPLETED Maintain uninterrupted time for teacher academic collaboration COMPLETED Prepare Master Schedule by including some common prep periods for grade level and same-course teachers, when possible COMPLETED/ONGOING Increase electronic communication to staff COMPLETED 	Administration, ILT, Office Staff, School Board Administration, ILT Administration, Office Staff, Counselors Administration	Technology, school calendar, School Board Staff Development schedule, Academic Calendar Master schedule, completed registration cards, course requests Technology	Summer-Fall 2015 and Annually Annually Spring-Summer 2015 and Annually Fall 2015	School Calendar, staff development schedule, School Board minutes Annual staff development schedule Master Schedule Emails, electronic newsletter(s), announcements and communication
#3 – Formalize the role of and purpose of the Instructional Leadership Team (ILT) <ul style="list-style-type: none"> Determine mission of ILT and revisit annually 	ILT, Administration	ILT Meeting Time(s), Cabinet Meeting	Fall 2014 and	Final mission statement

<ul style="list-style-type: none"> • Define functions and role of ILT based on mission statement • Finalize schedule of Staff Development Meetings • Plan and implement a means of evaluation of ILT functions <p>#3 Under new leadership, articulate the role and responsibilities of each school governance body and include with the Protocol Binder</p>	ILT, Administration, Staff ILT, Administration ILT, Administration, Staff Supr./Principal	Meeting time with staff, ILT Meeting(s), Cabinet Meeting Coordinate time among ILT and Administration Technology surveys, ILT Meeting(s)	Annually Fall 2014 Fall-Winter 2014-15 Spring 2015 Fall 2018	Expectations/roles of ILT, ILT meeting notes and agendas Finalized staff development schedule, staff meeting agendas Evaluation form, ILT meeting agenda and notes Protocol Binder
	Administration, Faculty	School calendar, fiscal allocation	Ongoing, annually	Training agendas, staff development records
	Administration, Dept Chairs/Leadership Team	Tracking sheet, Leadership Team agenda	Ongoing, annually	Training agendas, staff development records
	Administration, Dept Chairs/Leadership Team	Data, Leadership Team meeting	Ongoing, annually	Department agendas, surveys, end-of-year meeting notes
<p>#4 – Support multiple venues for staff to receive continuous professional development</p> <ul style="list-style-type: none"> • Develop opportunities for staff to receive technology training (e.g. Google Classroom, GAFE) COMPLETED/ONGOING • Ensure equitable access to professional development resources and opportunities, in alignment with school mission; track attendance at PD/conferences to ensure all staff are supported with professional learning COMPLETED/ONGOING • Plan Staff Development Day using input from staff, school performance data, survey data, Dept Chair/Leadership team COMPLETED/ONGOING • Commit a master schedule section to Instructional Technology/Support COMPLETED • Develop a fiscal incentive for faculty to pursue a master's degree in their subject area (IGETC purposes) COMPLETED • Offer units at no-cost to faculty for attendance at school planned trainings that are universal for all educators (growth mindset research, technology, leadership) COMPLETED/ONGOING 	Administration, Faculty	Fiscal allocation	2017-2018 school year	2017-2018 Master Schedule
	School Board, Administration	Salary Schedule	2015-2016	Salary Schedule
	School Board, Administration	Technology, research	Ongoing, annually	Training agendas and sign-in sheets

Curriculum

Goal: Continue implementation of Common Core State Standards (CCSS) and **connect** to 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 Balanced 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: CONTINUE IMPLEMENTATION OF COMMON CORE STATE STANDARDS AND CONNECT TO STUDENT LEARNING OUTCOMES IN ALL SUBJECT ACROSS ALL GRADE LEVELS TO INCREASE STUDENT ACHIEVEMENT.

TASKS	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
#1 – Implement Common Core State Standards				
<ul style="list-style-type: none"> Modify classroom instruction as needed, incorporating Depth of Knowledge (DOK) and critical thinking skills ONGOING 	Teachers, Administration	Observation time, Observation rotation/schedule, DOK terms, CCSS, release time for ILT and Teachers	2014-2015 School Year	Curriculum/Pacing Guides, Observations
<ul style="list-style-type: none"> Purchase CCSS instructional materials COMPLETED 	Business Manager, Teachers, Administration	Purchase Order(s), Review of textbooks and instructional materials, collaboration time	Fall 2014	LCAP, Syllabi, Purchase Order(s), Department Meeting Minutes
<ul style="list-style-type: none"> Provide opportunities for CCSS department collaboration COMPLETED/ONGOING 	Teachers	Department collaboration time	2014-15 School Year and Annually	Staff Development Calendar, agendas, notes from meetings
<ul style="list-style-type: none"> Provide annual training of CCSS and Smarter Balanced testing COMPLETED/ONGOING 	Administration, Teachers, Business Manager	Training/Conferences, Networking with educators and administrators, technology	Annually	ACSA, SCOPE, training materials
<ul style="list-style-type: none"> Comply with Smarter Balanced (CCSS) testing and updates on testing requirements, results and formats ONGOING 	Assessment Administrator, Teachers, Administration	Chromebooks, technology, testing schedule, teachers as SBAC proctors	Spring 2015	Testing schedule, Proctor agreements, assessment data, teacher and student feedback
<ul style="list-style-type: none"> Focus on full integration of CCSS Literacy Standards in Social Science and Science 	Department faculty	Literacy Standards and subject-specific materials, professional development	2018-2019	Lessons, classroom observations, student work samples, EADMS achievement data
<ul style="list-style-type: none"> Focus on full implementation of Next Generation Science Standards and practices as reflected in inquiry and phenomena-based learning 	Department faculty	Subject-specific lab materials, professional development, planning time	2018-2019	Lessons, classroom observations, student work samples, EADMS achievement data

<p>#2 – Integrate Student Learning Outcomes into curriculum and school activities</p> <ul style="list-style-type: none"> Analyze Advisory curriculum Continue to offer student opportunities to meet Student Learning Outcomes through extra-curricular and co-curricular activities Review/ refine Senior Exit Presentations and the approach to SLO meaningful inclusion 	<p>Advisory Teachers, Administration</p> <p>Administration, Advisors, ASB, Teachers</p> <p>Administration, Faculty, Counselors</p>	<p>Technology, SLO Posters, Master Schedule, Advisory collaboration</p> <p>Club meetings, club agendas, activities, Calendar, daily bulletin</p> <p>Senior Exit Presentation assessment materials</p>	<p>2014-2015 School Year and Annually 2018-2019</p> <p>Fall 2014 2018-2019</p> <p>2018-2019</p>	<p>Final Mission Statement</p> <p>Club activities, ASB minutes, Club constitutions, fundraising forms</p> <p>Updated Senior Exit Plan</p>
<p>#3 – Adopt College Board Pre-AP Course Guides for specific courses, if Pre-AP Application is accepted.</p> <ul style="list-style-type: none"> Explore merits of becoming Pre-AP certified school Designated faculty review Pre-AP Course Guides for feedback and input Complete/ Submit Pre-AP Application to College Board 	<p>Administration, AP Dept. Chair</p> <p>Faculty of specified courses</p> <p>Supr./Principal</p>	<p>College Board information on Pre-AP</p> <p>Pre-AP Course Guides</p>	<p>May 2018</p> <p>May/June 2018</p> <p>July 2018</p>	

CHAPTER II

Data and Findings



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

A. General Background and History

U-Prep was born of the stakeholders' common goal to make a classical, college prep public school uniquely available in Shasta County. Its purpose is to (1) provide a small, comprehensive high school alternative for area students, (2) to support the academic mission of the school and, (3) to prepare students for an academically rigorous high school experience with its middle school curriculum (grades 6-8). University Preparatory School was authorized as a charter school by the Shasta Union High School District in March 2004. U-Prep opened in August 2004 with 252 students in grades 6 through 9. U-Prep graduated its first class in June of 2008. The 2020-2021 school year marks U-Prep's sixteenth year of operation. The School's Charter was renewed for the second time in spring 2013 (2013-2018), and the third time in spring of 2018 (2018-2023).

Community Context

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. Shasta County is a largely rural area. The County average unemployment rate between June - October 2020 was 8.8%. The largest industries include government, education and health services, leisure and hospitality, trade/transportation/utilities, and professional/business services. Additional sources of income for Shasta County families include mining/logging/construction and manufacturing. County demographic data is noted below.

Total Shasta County population, race, and income (2011)		
Total population		177,231
White	155,791	87.9%
Black or African American	1,650	0.9%
American Indian or Alaska Native	3,855	2.2%
Asian	4,609	2.6%
Native Hawaiian or other Pacific Islander	286	0.2%
Some other race	3,350	1.9%
Two or more races	7,690	4.3%
Hispanic or Latino (of any race)	14,622	8.3%
Per capita income		\$23,691
Median household income		\$44,058
Median family income		\$55,250

Staff Demographics

U-Prep staff demographics mirror Shasta County's ethnicity. Among the certificated staff, all counselors have PPS credentials and Master's degrees. Among the faculty, 18 (41%) have a Master's Degree; two (2) additional faculty have Doctoral degrees. Collectively, 44% of the faculty have advanced degrees. Forty-eight percent (48%) are male and 54% are female. There are two male counselors and 1 female

counselor. The administrative team (Superintendent/Principal, HR/Business Manager, and two Assistant Principals), all are female. U-Prep's support staff reflects 20% males and 80% females. Credentialed staff are appropriately assigned; all staff are teaching and working within the scope of their credential.

Ethnicity	# of Staff	Percent of Total
Asian	2	3.7%
Hispanic	1	1.8%
White	48	90.5%
Not reported	2	3.7%
Total	53	99.7%

School's Purpose

University Preparatory School is an educational community invested in developing confident, capable, and compassionate citizens; its mission to immerse all students in "rigorous academics and meaningful extra-curricular activities" is supported by a collaborative and close-knit community of staff, students, and parents and is based upon educational research and professional experience. The faculty and staff work together to provide students with many opportunities to excel academically and develop their potential as educated leaders and citizens in the 21st century through a rich and varied extra-curricular program. This vision is supported by offering a seven period day to students from grades 6 through 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. The objective of this mission is to enable all students to become self-motivated, competent, and lifelong learners.

To accomplish this mission, U-Prep's Board, administration, faculty, and staff:

1. Create a learning environment in which teachers know the needs, interests and aspirations of their students;
2. Provide the foundational and advanced skills in academic areas through an engaging and rigorous college preparatory curriculum;
3. Maintain a commitment to researching and utilizing promising educational practices and designing relevant, standards-based curriculum;
4. Provide opportunities for academic acceleration or intervention through assessment and correct placement in courses;
5. Analyze data to inform and guide instructional strategies and curricular development;
6. Foster ongoing engagement with parents, families and community members;
7. Create a learning community among teachers, administrators, and other school leaders that emphasizes collaborative professional learning; and,
8. Enable students to become self-motivated, competent, and life-long learners.

Target Student Population

Generally, U-Prep will draw grades 6-12 students from Shasta and contiguous counties. The school provides information to all interested students and families, seeking a student population that represents the area's diversity in terms of ethnicity and socio-economic status. In reviewing 6th grade applications received since the 2013-2014 school year through 2020-2021 school year, 182 applications on average are received from applicants in 30+ north state schools; the range of applications received through the

second Lottery window is 158-208. 160 seats are available annually in 6th grade; wait lists are developed thereafter.

Many students living in Shasta and contiguous counties face obstacles to attending college or pursuing their career goals. For some, these include language barriers, lack of resources, poor study habits, and limited success in mastering academic skills. High school students, struggling to fit an increasing number of college-prep classes into a six-period day, cannot find room in their schedules for the range of elective classes that would allow them to explore their own personal passions and discover their unique talents. Still others prefer a smaller, more personalized learning environment than that provided by a large comprehensive high school. U-Prep's educational program is based on the instructional needs of this diverse population: students who are looking for greater academic challenge, more academic support, a more connected environment, and more opportunities to explore elective choices.

Because one of the most fundamental characteristics of the new millennium is ever-accelerating change, it is essential that students not only learn, but learn *how* to learn. The educational program of U-Prep is designed to help students become critical thinkers, motivated learners and problem solvers. Beginning in sixth grade, students are taught a challenging math, science, history and language arts curriculum designed to equip them with the knowledge and skills needed for postsecondary success. This core curriculum is supplemented by a body of advanced academic classes, elective classes and enrichment experiences, including class trips that involve cross-curricular learning, hands on experiences, and opportunities to visit public and private universities and colleges.

The California content standards and College Board Advancement Placement curricula form the basis of the students' educational program, and define the general academic skills important for an educated person. For students who may need additional time and support to attain standards, U-Prep has programs and classes designed to assist the struggling student, including BRIDGE, math lab, study halls, tutorials, peer mentoring and peer tutoring. Policies (e.g. CP Designation) establish a safety net and practices (e.g. revision of student work) foster a growth mindset as students strive to master curricular standards.

In addition to its commitment to academic excellence, U-Prep assists students in valuing and attaining specific skills and personal attributes; these include intellectual curiosity, creative thinking, analytical ability, technological competence, self-confidence, empathic action, and awareness of oneself as a member of a community, a diverse society, and an interconnected world. U-Prep challenges students to explore ideas, collect and organize information, think critically, and apply knowledge to real world situations.

University Preparatory School's Student Learning Outcomes (SLOs):

The staff and WASC Focus Groups reflected upon the prior SLOs and provided input to the WASC Leadership Team who developed drafted SLOs. Drafts were returned to the staff and Focus Groups for further development. In February-March of 2020, the WASC Leadership Team finalized the SLO's.

A U-Prep student will:

- 1) Demonstrate Leadership
 - a) Effective leaders demonstrate initiative and a strong work ethic.
 - b) Effective leaders communicate and listen in a collaborative environment.

- 2) Apply a Growth Mindset
 - a) Growth mindset learners demonstrate personal responsibility in the face of challenges.
 - b) Growth mindset learners embrace obstacles as an opportunity to learn and grow.
- 3) Engage in Critical Thinking
 - a) Critical thinkers demonstrate innovation in problem solving and effectively utilize a variety of resources.
 - b) Critical thinkers adapt to challenges with determination and integrity.
- 4) Contribute to Their Community
 - a) Positive contributors effectively collaborate, demonstrate empathy, and develop productive working relationships.
 - b) Positive contributors navigate social, personal, and digital communities in a responsible manner.

School Enrollment

In the past six years, U-Prep's enrollment has continued to increase and include waiting lists at most all grade-levels. Balance between males and females over the past four years reflects 47-48% males; 52-53% females.

Enrollment by Grade and Gender (DataQuest)						
Grade Level	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 6 Females	87	91	68	85	86	86
Grade 6 Males	66	65	91	71	74	73
Grade 7 Females	84	88	91	65	87	88
Grade 7 Males	75	68	65	93	73	72
Grade 8 Females	78	83	90	92	61	88
Grade 8 Males	75	73	69	65	97	72
Grade 9 Females	57	83	71	78	72	61
Grade 9 Males	73	67	66	60	60	78
Grade 10 Females	73	52	80	68	74	66
Grade 10 Males	63	70	64	60	55	56
Grade 11 Females	59	67	50	71	59	62
Grade 11 Males	56	56	64	61	59	50
Grade 12 Females	65	53	64	48	68	55
Grade 12 Males	29	51	54	58	59	55
Total Females	503	517	514	507	507	506
Total Males	436	450	473	468	477	456
Total Enrollment	939	967	987	975	984	962

U-Prep's enrollment racial and ethnic balance has not experienced significant changes in the past five years. In contrast to the District and County, U-Prep is consistently serving more Asian students (on average +1.88% difference) and more students identified as Two or More Races (+3.84%). U-Prep serves slightly fewer American Indian (-2.8% difference) and Hispanic students (-4.26%) in contrast to

the District. Overall, the percentage of ethnically diverse students at U-Prep is reflective of County demographics and within range of the Shasta Union High School District.

Student Enrollment by Race/Ethnicity - U-Prep, District, County, State (DataQuest)									
	Total Enrollment	African American	American Indian	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
U-Prep 2015-2016	967	0.4%	0.4%	5.2%	0.3%	10.2%	0.2%	71.9%	10.9%
U-Prep 2016-2017	987	0.6%	0.4%	6.7%	0.4%	10.6%	0.0%	70.7%	9.6%
U-Prep 2017-2018	975	0.4%	0.6%	7.0%	0.1%	11.1%	0.0%	71.3%	9.0%
U-Prep 2018-2019	984	0.5%	0.9%	7.1%	0.1%	10.3%	0.1%	71.0%	8.7%
U-Prep 2019-2020	962	0.4%	0.7%	7.4%	0.0%	10.0%	0.0%	71.5%	9.5%
*District (19-20)	4,339	1.2%	3.4%	4.8%	0.6%	14.7%	0.7%	68.4%	5.7%
County (19-20)	26,977	1.2%	3.8%	3.4%	0.3%	16.0%	0.4%	66.8%	6.7%
State (19-20)	6,163,001	5.3%	0.5%	9.3%	2.4%	54.9%	0.4%	22.4%	3.9%
*Charters not included									

Student Group Data

A review of student group data representative of U-Prep, District, County and State data indicates the following:

- U-Prep's English Learner population increased slightly in the past five years (+0.8%). As of the 2020-2021 school year, there are 14 English Learner students (5 - 6th grade). Thirteen (13) students are classified as Initially Fluent English Proficient (IFEP). Thirty-one (31) are reclassified (RFEP). All English Learners are in mainstreamed classes. U-Prep's focus on cultivating relationships with students, language acquisition across all subject areas (i.e. sentence frames, subject-specific vocabulary instruction), academic discourse methodologies such as Socratic seminars, differentiated instruction and utilization of lessons that involve writing, speaking, and listening assist EL students in successfully navigating the academic program.
- The overall number of SED/LI students grew by 2.7%. The slight spike in the 2018-2019 school year is a function of a local event (Carr Fire) that displaced U-Prep students. Over the past four years state test scores far exceed county and state-wide results in ELA and math grades 6-8, and 11. In spring 2018, U-Prep students identified as Limited Income (LI), far exceeded their state peers who scored met or exceeded at all tested grade levels in ELA and math. In contrasting U-Prep LI performance with non-LI performance, LI students are within range of their U-Prep peers at all grade levels in math and ELA; in three areas, LI students outperformed non-LI students.
- The number of special education students at U-Prep has changed very little. All of our special education students are fully mainstreamed into the regular academic program. Support services are articulated in the IEP. Special education services are provided through our authorizer, the Shasta Union High School District: One full-time District RSP is dedicated to U-Prep; Speech services are provided at U-Prep and based on the IEP. The District provides all other special education services needed by our students as articulated in the IEP.

Student Group (DataQuest)					
School Year	Foster Youth	English Learners	Homeless	Socioeconomically Disadvantaged (SED/LI)	Students with Disabilities (SWD)
2015-2016	0.1%	0.4%	0.0%	14.6%	2.0%
2016-2017	0.1%	0.5%	0.3%	16.6%	2.3%
2017-2018	0.2%	0.5%	0.4%	16.3%	2.5%
2018-2019	0.4%	0.8%	1.4%	19.7%	2.4%
2019-2020	0.3%	1.2%	0.5%	17.3%	2.4%
*District (19-20)	1.2%	1.8%	1.2%	44.2%	11.7%
County (19-20)	1.0%	3.2%	1.8%	56.0%	11.5%
State (19-20)	0.5%	18.6%	3.2%	60.7%	11.7%
*Charters not included					

Local Control and Accountability Plan/Federal Addendum

To allow for parental input, an LCAP Parent Meeting is held. Turnout has historically been very low. To ensure ample parent input, Parent Venture parents have provided a helpful forum for stakeholder engagement in school programs, practices and policies, in addition to survey data. Because this group reviews student performance data, among other outcome data they are well positioned to provide meaningful input. The idea of BRIDGE 9 stemmed from this group; this was subsequently developed and implemented by school staff. U-Prep's Governance, Leadership and Management systems allow for ongoing reflection and input into U-Prep's LCAP and school goals.

U-Prep participates in one federally funded program, Title II, which is used to augment the professional development expenditures otherwise provided through the school budget. U-Prep does not receive an LCFF Concentration grant. Supplemental funding is targeted towards resources that support student access and achievement; BRIDGE courses, counseling services, transportation, and technology among other resources. Foster youth students are provided with additional resources for educational purposes and made available through supplemental dollars. One school counselor serves as the designee for assisting homeless students.

There is a growing number of English Learner students entering U-Prep and striving towards language proficiency. One administrator serves as the ELPAC designee and coordinates with the administrative intern to administer the ELPAC, communicate with staff regarding level of performance, and reflect upon resources and/or additional training that may be needed to support growth. At this time, no Title III monies have been pursued; LCFF supplemental dollars are sufficient to support the needs of EL students.

Primary needs identified in the LCAP include a focus on student support programs to assist in achieving the SLOs in a college-going rigorous learning environment. Staff training in all areas of the school program (academic, social-emotional student supports, ancillary programs and services, and school safety) is a priority for building upon current successes.

The following broad goals are written within the school plan:

Goal 1 (Priorities 3, 4): Increase availability and access to universal and targeted academic support programs that facilitate student success in an academically rigorous, college-going learning

environment. Actions included PSAT administration (all 8th, 10th, 11th), diagnostic testing instrument (6th-8th for math and ELA), BRIDGE academic support programs, and parent education programs.

Goal 2 (Priorities 1, 2, 4, 6, 7, 8): Students will be immersed in rigorous academics and meaningful extra-curricular activities and supported by a close-knit community of teachers/advisors, which will enable them to choose any course of post-secondary education. Actions included Academic Saturday School, Master Schedule course access and support (Dual Enrollment, Study Hall sections, Summer Geometry), access to Naviance, Challenge Success Partnership, and school access with bus transportation.

Goal 3 (Priorities 2, 4): Through a model of continuous improvement, all staff will be provided with ongoing training and collaboration; identified areas of focus will be aligned with the school mission and data outcomes. Actions included varied trainings around new programs (e.g. Challenge Success, NGSS, technology as a tool for teaching and learning, AP)

Goal 4 (Priorities 3, 5, 6): Provide a safe and orderly learning environment that supports a positive school climate and culture. Actions included provisions for campus security personnel, ALICE training, expansion of home-school communications (e.g. school app, school website, marketing).

Due to shifts to the LCAP during 2020, the focus shifted heavily on the creation and maintenance of in-person instruction with simultaneous access to full-time distance learners.

School Accreditation

U-Prep's last full accreditation occurred in 2014-2015; the Mid-Progress Report and updated Schoolwide Action Plan was submitted in June 2018. Updates since the June submission are included in the Progress Report section of the WASC Self-Study report.

School Awards

- In 2019 U-Prep was recognized as a California Distinguished School ([Model Program: ELA Vertical Alignment - Middle to High School](#)).
- U-Prep has repeatedly been ranked as a top school in the nation by [US News & World Report](#), most recently in 2020: #620 in National Rankings; #87 in California High Schools; #1 in Redding, California.
- U-Prep has consistently been recognized as one of *The Washington Post's Most Challenging High Schools*. In 2019, U-Prep retained its status as a school ranked in the Top 2 % of the nation based on [Jay Mathews' revised metrics](#).
- In 2019, U-Prep was once again recognized as an Educational Results Partnership Honor Roll Scholar School and is on the [Top 10 List in California](#).
- Most recently, University Preparatory School was selected as the BEST PUBLIC SCHOOL in *Best of the NORTH STATE* 2020 Community Choice Awards. This vote of confidence from the north state community is a reflection of the trust placed in our staff and programs.

B. School Program Data

U-Prep's successful learning environment is based on an administration, faculty, staff, and parent community committed to nurturing student learning and academic and interpersonal achievement. These features work in concert with one another to provide a rigorous, seamless education from middle school through high school, intellectually and socially-emotionally for all students so that they are prepared to make a successful transition to college. 100% of [Staff Survey](#) respondents agree that they have a clear understanding of and commitment to U-Prep's school mission. 100% of Staff Survey respondents agree that the learning experiences they provide to students prepare them for college.

A supportive and collaborative educational climate

1. Faculty and staff take on multiple roles such as coaching, directing performing arts, mentoring, and/or advising a student club.
2. Language arts and history teachers in grades 6-8 meet with students in two section blocks when credentialing and the master schedule allow for this to occur. Language arts and history teachers work in collaborative teams that coordinate curriculum and instructional methodology across the three grade levels. Junior high English teachers and high school English teachers implemented a vertical English based on research-supported instructional principles (close observation and analysis, high-order questioning, evidence-based writing, and academic conversations). Teachers meet in grade level groups to discuss student needs and to coordinate theme days, class trips, field trips, and spirit activities. The [Staff Survey](#) indicates that 100% of the faculty incorporate academic vocabulary into instructional planning/lessons.
3. Grades 6-8 students meet once a week in Advisory classes designed to acquire organizational and study skills, and support students in making positive choices in their interpersonal interactions.
4. High school students have daily access (effective 2020-2021) to their teachers through Office Hours (8:00-8:25am),
5. The high school counselor teaches Junior Transition and Senior Transition programs to assist upperclassmen with college planning. Completion of college applications, resources on scholarships and financial aid, support with the Senior Exit Presentation, and the acquisition of practical skills needed for college are some of the many topics addressed during these programs.
6. Counselors teach Peer Mentoring classes and train high school students in conflict mediation. These student mentors meet daily with junior high students and organize intramurals, games and other activities to foster positive interpersonal development among the younger students.

A rigorous curriculum with high expectations for all students and an explicit focus on college preparation

1. The [Student Survey](#) (2019) indicates that, on average, 92% of all students believe U-Prep is preparing them for college (range across 6th through 12th is 90%-97%). 99.4% of [Parent Survey](#) respondents agreed that "U-Prep offers the learning experiences and courses needed for a successful transition to high school/college." 98% of [Staff Survey](#) respondents agree that there are high expectations for all students.

2. The high school graduation requirements of U-Prep are aligned to the UC/CSU recommended courses. Graduates continue to show high rates of completion in contrast to their peers.

% of Graduates Meeting UC/CSU Admissions Requirements (DataQuest)				
	U-Prep	District	County	State
2008-2009	74%	33%	26%	35%
2009-2010	71%	31%	23%	36%
2010-2011	80%	32%	24%	37%
2011-2012	70%	30%	23%	38%
2012-2103	65%	37%	23%	39%
2013-2014	74%	31%	26%	42%
2014-2015	84%	33%	28%	43%
2015-2016	75%	38%	31%	45%
2016-2017	83%	35%	36%	49%
2017-2018	73%	32%	34%	49%
2018-2019	83%	30%	29%	44%
2019-2020	85%	39%	36%	51%

3. U-Prep offers transferable college classes on the school campus through a [dual enrollment agreement with Shasta Community College](#). As of the 2020-2021 school year, U-Prep offers six dual enrolled courses taught by U-Prep faculty. Five of the six courses are embedded in AP courses to allow for greater access to college course advancement or credit. Dual enrolled courses are hosted in the following subjects: math, English, social science, and science.

Shasta College DE Course	Corresponding AP Course
PHYS 1	AP Physics I
PHYS2	AP Physics 2
ENG 1A	AP English Composition
ENG 1B	AP English Literature (IV)
ECON 1A	AP MicroEcon
Trig/Pre-Calc	n/a

Dual enrolled courses have broadened student options for college advancement and credit.

Dual Enrolled Courses & Credits		
	# DE Courses Offered	# Course Completion with a "C" or better
2016-2017	1	23
2017-2018	5	221
2018-2019	5	255
2019-2020	6	318

4. U-Prep students explore an array of college and career readiness activities and events across the 6-12 continuum as articulated in the [College and Career Scope and Sequence](#). College and career exploration and planning is ongoing, developmentally appropriate, and inclusive of capstone experiences such as the fall and spring college trips, and Senior Transition.
5. All junior high students study Latin for a year in either 7th or 8th grade to improve their vocabulary and grammar skills, provide a foundation for future world language study, and boost their analytical skills. Students who complete Latin I in 7th grade may continue their study of Latin or enroll in another world language class, based on availability of spaces. Students enrolled in early intervention courses (e.g. BRIDGE) may postpone Prep Latin until their 8th grade year.
6. U-Prep's high school is inclusive, underpinned by the belief that all students can successfully engage in rigorous college prep coursework. All students in 9th grade take Honors English I and AP Human Geography. For science, students may pursue either Pre-AP Biology or Honors Chemistry. All sophomores enroll in Honors English II and AP Modern World. All juniors enroll in AP English III and AP US History. All seniors enroll in AP English IV and AP Econ/AP Gov-Pols.
7. Student placement in mathematics classes is based on multiple measures; the U-Prep [Mathematics Placement Board policy](#) articulates the plan for placement. Students are placed by ability level, not grade-level. As such, sixth grade students may join high school courses such as Algebra and Geometry; multiple measures drive recommendations, which include discussions regarding qualitative aspects of student development that play a role in decision making (e.g. social-emotional readiness, outside interests and management of overall course rigor).
8. U-Prep's visual and performing arts programs complement the rigorous and comprehensive education provided to students. The [2019 Distinguished School Narrative](#) provides additional detail on U-Prep's comprehensive and award winning VAPA programs.
9. Course work is State Standards and College Board based, and texts are approved by the U-Prep Board.
10. [Staff development](#) is ongoing and continuous. A review of the past five years of staff development records indicates consistent themes: Improved academic performance through best instructional/curricular/assessment practices, cutting edge research applications among other robust learning experiences that correlate to desired student outcomes aligned to the school's mission.

A learning environment that is physically and emotionally safe

1. U-Prep's schoolwide discipline plan is articulated in the [Student-Parent Handbook](#) (Respect and School Pride) and focuses on supporting student learning and fostering social responsibility.
2. Programs such as Peer Tutoring, Peer Mentoring, WEB and Link Crew encourage connections across ages and promote a strong sense of community.
3. U-Prep's schoolwide [safety plan](#) addresses possible emergencies, and students participate in fire drills monthly, quarterly sound checks, and lockdown drills annually. As of January 2018, all U-Prep staff were certified in Active Shooter Response Training (ALICE). Training occurs annually. All U-Prep [students received ALICE training](#) for the first time during the 2019-2020 school year.
4. Administrators and security personnel supervise the campus before and after school and at sports and other extra-curricular events. [Teachers supervise extracurricular events each quarter](#). [Student clubs are sponsored by faculty and staff](#).
5. Staff members are invested in the students and the school and frequently attend events, volunteer for additional duties, and assist colleagues with clubs and sports.

6. 91% of [Parent Survey](#) respondents indicated that the teachers in the school have built a strong working relationship with their students. 100% of [Staff Survey](#) respondents indicate that there is a good relationship between the students and adults on campus. An average of 91% (range = 84%-97%) of [Student Survey](#) respondents indicate that there is at least one adult on campus who they would trust to help them with a problem.

A strong connection with the community

1. Through leadership opportunities, Advisory projects, and internal and external service clubs, students have the opportunity to contribute to the community. Students in the visual art program frequently display art at local businesses as one of many means to showcase their talents and learning, as one of many examples of student connections to our community. [School newsletters](#) and the [school website](#) illustrate the many ways that community is fostered and nurtured at U-Prep.
2. U-Prep encourages parent engagement through various opportunities. We believe this is a critical element of student success. Parents volunteer to co-sponsor clubs with teachers (e.g. Odyssey of the Mind) and serve as volunteer or paid coaches for athletic teams. More than half (55%) of the staff is a U-Prep parent or their children attended U-Prep. Athletic Boosters, the Educational Foundation, Music Boosters, Musical Foundation, Sober Grad, [Parent Venture](#), grade specific traditions (e.g. 6th Medieval Day, 7th Ancient Civ Day, 8th Western Days) and field trips (e.g. Patrick's Point, Ashland) provide additional opportunities for parent engagement. Events such as Career Day draw upon parents to contribute their professional expertise. Participation in Senior Exit Presentation evaluations also allows parents to engage collaboratively with a staff Senior Exit panel. The U-Prep Board includes one parent, a requirement of the Board Bylaws. 97% of [Parent Survey](#) respondents indicated that they feel welcome at their child's school. 86% of parent respondents reported active involvement in their child's school. Parent respondents also rated the types of parent engagement activities that they are most likely to participate in: (1) chaperone and/or serve as a parent driver to support field trips; (2) Booster organizations; (3) general fundraising activities; (4) parent-teacher-student-counselor team meetings; (5) volunteer in a classroom setting.

Assessment that is clear and transparent and used both formatively to inform instruction and summative to assess mastery of essential standards

1. Success within a course is defined by students' ability to demonstrate mastery on assessments.
2. Ongoing formative assessments are used to guide instruction, assess student mastery, and determine when re-teaching is needed. 93% of [Parent Survey](#) respondents indicated that their student is provided with feedback on assessment results in a reasonable amount of time.
3. Teachers provide information about class assignments as well as rubrics on their websites (easily accessed through school app), Google Classroom, or through hard copy classroom materials.
4. Teachers post grades on Aeries in a timely manner, and utilize Google for virtual teaching and learning (Classroom, Meets).

Adding to U-Prep's learning environment is the facility in which the school is housed, a Shasta County historic site. The original school building was erected in 1927 for Shasta County High School. As a historical landmark, there is a wide sense of ownership for the facility by community members. In addition to the rich history of the school facility, the campus includes:

- The historic David Marr Auditorium: Shared with the other District schools, is used for U-Prep performing arts productions (Concerts, Fall Musical, Spring Play, and Just Dance!) as well as the annual school Talent Show and assemblies.
- Three gymnasiums: The Hoosier Gym inclusive of the U-Prep Dance Studio, the Activity Gym/Girls Locker Room, and the Michael J. Stuart Gym/Boys Locker Room. Both locker rooms received major upgrades in fall of 2020. These facilities are collectively used for multiple purposes including school assemblies and rallies, athletic events, PE, the annual Celebration of the Arts event, and student government activities/events (e.g. dances).
- Media Center (Room 299): This room exists thanks to the fiscal support of the Educational Foundation. It is used as a college-like study center for high school students inclusive of computers and resource materials.
- All-weather turf field and football stadium.

C. Schoolwide Learner Outcomes/Graduate Profile, Dashboard Indicators; D. Demographic Data

Multiple sources of data are used to evaluate and reflect upon the degree to which students are achieving the schoolwide learner outcomes: Graduation Rate/Indicator, Attendance Rate/Chronic Absenteeism Indicator, State Assessments/Academic Indicators, California Science Test, Advanced Placement Participation and Performance, Dual Enrollment Participation and Performance, College and Career Indicator, College Readiness Assessments (PSAT, SAT, ACT), Suspension Indicator, Physical Fitness, Perceptual Survey Data (Students, Parents, Staff), and Senior Exit Presentation performance.

Graduation Cohort Data, California Dashboard Graduation Indicator

The 2019 Dashboard Graduation Rate Indicator is Blue; all student groups are in the Blue performance levels. The 2018 Dashboard Graduation Rate Indicator was Blue; all student groups were in the Blue performance levels. U-Prep's cohort graduation rates exceed District, County, and State figures among regular (non-alternative) comprehensive sites.

University Preparatory School - Graduation			
Academic Year	A-G Completion	Cohort Students	Cohort Grad Rate
2016-2017	83%	118	99%
2017-2018	73%	105	98%
2018-2019	83%	121	100%
2019-2020	85%	110	99%

DISTRICT Graduation - Regular Comprehensive Sites			
Academic Year	A-G Completion	Cohort Students	Cohort Grad Rate
2016-2017	43%	1,006	92%
2017-2018	39%	859	93%
2018-2019	36%	980	95%
2019-2020	43%	936	94%

Shasta COUNTY Graduation - Regular Comprehensive Sites			
Academic Year	A-G Completion	Cohort Students	Cohort Grad Rate
2016-2017	41%	1,906	92%
2017-2018	37%	1,759	92%
2018-2019	36%	1,920	94%
2019-2020	40%	1,844	93%

STATE Graduation - Regular Comprehensive Sites			
Academic Year	A-G Completion	Cohort Students	Cohort Grad Rate
2016-2017	53%	420,209	91%
2017-2018	53%	427,355	91%
2018-2019	54%	422,446	92%
2019-2020	54%	423,445	91%

Attendance, California Dashboard Chronic Absenteeism Indicator

A high expectation for regular attendance is a part of U-Prep's culture. All students are encouraged to be prompt and to productively engage in learning. Parents are encouraged to schedule appointments outside of the school day whenever possible to minimize disruptions. The Parent-Student Handbook outlines attendance expectations and protocols in the section entitled, Respect and School Pride. School staff take early intervention action when poor attendance begins to emerge. Data reports are reviewed periodically throughout the year to identify students missing 5-10% of the school year, defined on when the data report is produced. These reports are shared among the Assistant Principals and school counselors for follow-up. Actions are determined based on individual circumstances but, at a minimum, include a phone call home by staff and potentially a school team meeting to address obstacles. U-Prep's attendance rates continue to be very positive.

5 Year Trend - Attendance Data			
Year	Enrollment	ADA	%
15-16	967	937.43	96.94%
16-17	987	948.04	96.74%
17-18	975	943.21	96.74%
18-19	973	946.48	97.27%
19-20	965	938.72	97.28%

Students are recognized for positive attendance through quarterly name draws/awards, and through U-Prep's character awards ([Student of the Quarter](#)). [Student Survey](#) data (2019) indicates that on average 89% of students report feeling welcome at their school (range across grade-levels is 81%-95%); this is a critical feature of positive attendance.

The 2019 Dashboard Chronic Absenteeism Indicator is Blue; all student groups are in the Green or Blue performance levels. The 2018 Dashboard Chronic Absenteeism Indicator was Blue; all student groups were in the Green or Blue performance levels.

CHRONIC ABSENTEEISM DATA - School, District, County, State						
	2016-2017		2017-2018		2018-2019	
	Total	Rate	Total	Rate	Total	Rate
U-Prep	32	3.2%	28	2.8%	30	3.0%
SUHSD	705	12.1%	767	13.3%	736	12.6%
County	3,405	12.4%	3,592	12.9%	3,406	12.2%
Statewide		10.8%		11.1%		12.1%

CHRONIC ABSENTEEISM DATA - School						
	2016-2017		2017-2018		2018-2019	
	Total	Rate	Total	Rate	Total	Rate
Amer Indian					2	18.2%
Hispanic	2	1.9%	1	0.9%	6	5.8%
White	24	3.4%	23	3.3%	19	2.7%
2+ Races	6	6.1%	3	3.3%	3	3.4%
Total	32	3.2%	28	2.8%	30	3.0%

In reviewing the Chronic Absenteeism Data, the trend indicates that there is a consistent low number of students who are chronically absent. In reviewing the names of the students who were chronically absent, staff had been repeatedly involved in those who were struggling to attain higher levels of attendance. Students were monitored through school counselors and administration.

State Assessments, California Dashboard Academic Indicators

The 2019 Dashboard Academic Indicator for English Language Arts is Green; all student groups are in the Green or Blue performance levels. The 2018 Dashboard Academic Indicator for English Language Arts was Blue; all student groups were in the Green or Blue performance levels.

Percent of Students Met or Exceeded ELA Benchmarks on State Test (CAASPP)												
	6th UPrep	County	State	7th UPrep	County	State	8th UPrep	County	State	11th U-Prep	County	State
2015-16	74%	43%	48%	76%	49%	48%	79%	48%	48%	84%	60%	59%
2016-17	71%	40%	47%	71%	52%	49%	73%	50%	48%	93%	62%	60%
2017-18	74%	44%	47%	68%	48%	50%	79%	50%	49%	91%	58%	56%
2018-19	72%	42%	48%	79%	50%	51%	64%	46%	49%	92%	57%	57%

The 2019 Dashboard Academic Indicator for Mathematics is Green; all student groups are in the Green or Blue performance levels. The 2018 Dashboard Academic Indicator for Mathematics was Blue; all student groups were in the Green or Blue performance levels.

Percent of Students Met or Exceeded Math Benchmarks on State Test (CAASPP)												
	6th U-Prep	County	State	7th U-Prep	County	State	8th U-Prep	County	State	11th	County	State
2015-16	59%	32%	35%	75%	42%	36%	75%	40%	36%	61%	35%	33%
2016-17	63%	32%	36%	69%	42%	37%	73%	42%	36%	68%	33%	32%
2017-18	64%	35%	37%	65%	40%	37%	68%	42%	36%	68%	35%	31%
2018-19	59%	32%	38%	75%	42%	37%	57%	38%	36%	73%	36%	32%

California Science Test

The California Science Test (CAST) administration from spring 2019 is solely baseline data. Test administration for high school students occurs during the senior year due student choice with scope and sequence of science courses. Student performance far exceeds local and state outcomes.

CAST DATA - % Met or Exceeded: School, District, County, State			
	2018-2019		
	8th	High School	Year of Test Administration
U-Prep	56.3%%	75%	12th
SUHSD	n/a	35.3%%	11th
County	29%	31.50%	11th
State	30.8%	30.40%	11th

Advanced Placement and Dual Enrollment, Dashboard College and Career Indicator

The 2019 Dashboard College and Career Indicator is Blue; all student groups are in the Blue performance level. The 2018 Dashboard College and Career Indicator was Green; all student groups were in Green performance level.

In an ongoing effort to cast a wide net for college credit or advancement opportunities, faculty members endeavored to teach dual enrolled courses at U-Prep. The U-Prep Board incentivized this through offering an IGETC stipend worth \$20,000 for faculty who secured a Master's that qualified them to teach as a Community College instructor. Five of these courses align with AP curricula and are offered together as one course with two college bearing options for students.

An AP Retreat is offered to AP students by AP teachers. The retreat is held off-campus over the course of 3 days. Teachers and students work together during this individualized test prep, one that builds camaraderie and allows for a college-like experience. AP faculty annually review their College Board Instructional Reports for reflection and planning purposes.

2018-2019 AP and DE Data					
AP Exams	# Exams	% Pass	U-Prep Mean	Natn'l Mean	Dual Enrolled
Biology	39	79%	3.23	2.92	
Calculus AB	34	56%	2.82	2.97	
Calculus BC	10	59%	3.4	3.8	
Chemistry	1	0%	1		
Chinese Language	1	100%	3	2.95	
Computer Sci Prin	11	91%	3.7	3.26	
English Lang (11th)	78	71%	3.1	2.78	
English Lit (12th)	17	94%	3.3	2.62	76 IB
Environmental Sci	12	92%	4.2	2.68	
French Language	2	100%	3.5	3.13	
Human Geo (9th)	60	43%	2.23	2.5	
Latin	2	100%	3	2.95	
Microeconomics	8	88%	3.8	3.28	97
Physics 1	7	71%	3	2.51	42
Physics 2	2	100%	4	3.06	20
Psychology	15	80%	3.3	3.09	
Statistics	9	44%	2.9	2.87	
Studio Art 2-D	3	67%	3.7	3.57	
Studio Art 3-D	1	100%	3	3.08	
Gov & Pols (12th)	36	64%	2.9	2.73	
US History (11th)	71	46%	2.5	2.71	
World History (10th)	34	94%	3.6	2.75	
Total # Exams	459				235 *DE
# AP Students	239				
% with Scores 3+	72%				

Twenty (20) additional students were able to secure college credit through successfully passing the Trig/Precalculus dual enrolled course (non-AP). Due to the COVID-19 restrictions of spring 2020, the most accurate reflection of AP patterns is included in this hard copy report. However, five (5) years of data is available in the [School Data](#) folder. Courses highlighted in blue represent four of the six DE courses; during the 2018-2019 school year, the faculty member who was teaching ENG 1A/AP Eng III moved to the senior level. Because of this, the Class of 2019 had already taken Eng 1A and were ready for ENG 1B. During the 2019-2020 school year, the AP English IV teacher taught both ENG 1A and Eng 1B. The Trig/Precalculus class is solely a dual enrolled course. Data tracked for AP and DE includes # exams administered, participation rates (9th-12th), and pass rates.

In 2016-2017 school year, Human Geography transitioned from a CP course to an AP course. This was instituted across 9th grade for all students and was in response to requests from a significant number of freshmen looking to prepare for the APHG exam. Multiple years of AP and DE data is included in the e-Evidence folder (School Data). In reviewing the data, it's noted that half of our high school students are consistently taking at least one exam. The average number of exams administered since 2016-2017 is 437 (range is 412-459). The pass rate since instituting the freshmen AP course is trending at 70% (range 69% - 72%). The average number of high school students participating in AP since implementing APHG is 240 (range is 236-248). Dual Enrollment participation (as measured by college bearing courses passed by participants) since starting the program in 2016-2017 has grown from 23 the first year to 313. A high percentage of U-Prep students are earning college credit and opportunities to advance their post-secondary course sequence. With the onset of DE, it is clear that students are taking advantage of this option when determining their college plans.

College Ready Assessment Performance (PSAT, SAT, ACT)

As part of monitoring student progress towards college readiness, all students in grade 8, 10 and 11 are administered the PSAT. Through the school's LCAP, this occurs at no-cost to U-Prep families. Eighth grade students take the PSAT 8/9 in the spring. Spring 2020 data Sophomores and juniors take the PSAT/NMSQT during the fall. U-Prep students consistently exceed statewide peers. Considering that most schools do not fund test administration for all students at respective grade levels suggests that U-Prep performance is contrasted with select test takers who opted in.

8th Grade

% 8th Grade Met or Exceeded PSAT 8/9 ERW Benchmarks				
	2016-2017	2017-2018	2018-2019	2019-2020
U-Prep ERW	86%	90%	85%	83%
Statewide ERW		60%	51%	48%

% 8th Grade Met or Exceeded PSAT 8/9 Math Benchmarks				
	2016-2017	2017-2018	2018-2019	2019-2020
U-Prep Math	64%	78%	71%	72%
Statewide Math		47%	36%	34%

10th Grade

% 10th Grade Met or Exceeded PSAT/NMSQT ERW Benchmarks				
	2016-2017	2017-2018	2018-2019	2019-2020
UPrep ERW	91%	88%	93%	91%
Statewide ERW		53%	54%	52%

% 10th Grade Met or Exceeded PSAT/NMSQT Math Benchmarks				
	2016-2017	2017-2018	2018-2019	2019-2020
UPrep Math	72%	68%	78%	77%
Statewide Math		31%	34%	31%

11th Grade

% 11th Grade Met or Exceeded PSAT/NMSQT ERW Benchmarks				
	2016-2017	2017-2018	2018-2019	2019-2020
UPrep ERW	83%	86%	93%	93%
Statewide ERW		59%	60%	34%

% 11th Grade Met or Exceeded PSAT/NMSQT Math Benchmarks				
	2016-2017	2017-2018	2018-2019	2019-2020
UPrep Math	61%	71%	68%	79%
Statewide Math		36%	36%	33%

SAT Performance - Three Year Trend (DataQuest)

The percent of U-Prep students participating in the SAT far exceeds local and statewide levels of participation. During the 2018-2019 test administration, 56% of seniors took the SAT, within the District 20% of seniors participated as contrasted with 18% in the County and 35% statewide. A higher participation rate is a consistent trend over the course of three years.

The percent of Grade 12 students meeting or exceeding ERW and math benchmarks as compared to their peers also exceeds local and statewide performance levels, consistently over three years.

2018-2019										
Name	Grade 12 Enrollment	Grade 12 Number/% Tested	Grade 12 Number and (Percent) Meeting ERW Benchmark	Grade 12 Number and (Percent) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 Number Tested	Grade 11 Number and (Percent) Meeting ERW Benchmark	Grade 11 Number and (Percent) Meeting Math Benchmark	Grade 12 Number and (Percent) Meeting Both Benchmarks	Grade 11 Number and (Percent) Meeting Both Benchmarks
University Preparatory	127	72 (56%)	68 (94.44%)	63 (87.50%)	118	68 (57%)	66 (97.06%)	61 (89.71%)	61 (84.72%)	61 (89.71%)
Shasta Union High	1,308	263 (20%)	237 (90.11%)	197 (74.90%)	1,271	274 (22%)	254 (92.70%)	242 (88.32%)	192 (73.00%)	235 (85.77%)
Shasta County	2,161	386 (18%)	330 (85.49%)	256 (66.32%)	2,124	397 (19%)	355 (89.42%)	327 (82.37%)	246 (63.73%)	317 (79.85%)
Statewide	489,650	170,411 (35%)	116,500 (68.36%)	81,551 (47.86%)	474,843	206,642 (44%)	144,318 (69.84%)	108,635 (52.57%)	77,178 (45.29%)	103,915 (50.29%)

2017-2018				
Name	Grade 12 Enrollment	Number/% Tested	Percent Meeting ELA Benchmarks	Percent Meeting Math Benchmarks
University Preparatory	106	67 (63%)	97.01%	85.07%
Shasta Union High	1,158	363 (31%)	90.08%	75.76%
Shasta County	2,012	567 (28%)	86.24%	67.90%
Statewide	489,221	236,492 (48%)	71.04%	50.67%

2016-2017				
Name	Grade 12 Enrollment	Number/% Tested	Percent Meeting ELA Benchmarks	Percent Meeting Math Benchmarks
University Preparatory	118	89 (75%)	98.88%	80.90%
Shasta Union High	1,342	415 (31%)	93.49%	77.83%
Shasta County	2,129	573 (27%)	90.23%	74.17%
Statewide	484,169	221,433 (46%)	72.25%	50.76%

ACT Performance

The composite U-Prep student scores indicate that there is a continuing trend of exceeding statewide performance. Average scores in English, Math, Reading, and Science remain above the state average for five consecutive years.

	Total Tested	English Average Score U-Prep/State	Math Average Score U-Prep/State	Reading Average Score U-Prep/State	Science Average Score U-Prep/State	Composite Score U-Prep/State
Class of 2014	44	26.2/21.8	27.1/22.8	28.0/22.3	26.5/21.7	27.0/22.3
Class of 2015	40	25.6/22.1	25.8/22.7	27.3/22.6	25.9/22.0	26.3/22.5
Class of 2016	43	26.9/22.1	26.2/22.7	28.0/22.9	26.9/22.1	27.2/22.6
Class of 2017	53	25.9/22.5	24.5/22.7	26.7/23.1	24.7/22.2	25.6/22.8
Class of 2018	30	25.9/22.5	24.7/22.5	27.1/23.0	26.4/22.1	26.2/22.7

Academic Grade Point Average - Academic Awards

U-Prep's grading system is predominantly reflective of two grading categories: Formative (Practice) and Summative (Performance). This system was developed through an extensive and collaborative process with administration, Department Chairs, and faculty. The Parent-Student Handbook articulates this approach to grade composition. As students navigate from grade 6 to 12, there is an increased weighting placed on summative assessments where overall grades are concerned. For this report, three years of data is provided although a five year review is accessible through the School Data e-file.

	Junior High School, 2019-2020						
	1st Semester				2nd Semester		
Award Category	6th	7th	8th		6th	7th	8th
Superintendent/Principal HR 4.0	51	49	35		45	56	55
Royal HR 3.5-3.99	45	56	50		51	53	40
Silver HR 3.0-3.49	35	38	44		42	26	26
Total # Earning an Award	131	143	129		138	135	121
% Earning an Academic Award	82%	89%	80%		87%	85%	74%

	Junior High School, 2018-2019						
	1st Semester				2nd Semester		
Award Category	6th	7th	8th		6th	7th	8th
Superintendent/Principal HR 4.0	57	64	37		51	57	44
Royal HR 3.5-3.99	43	59	26		40	51	29
Silver HR 3.0-3.49	37	22	37		37	33	33
Total # Earning an Award	137	145	100		128	141	106
% Earning an Academic Award	86%	91%	63%		80%	88%	68%

	Junior High School, 2017-2018						
	1st Semester				2nd Semester		
Award Category	6th	7th	8th		6th	7th	8th
Superintendent/Principal HR 4.0	73	60	56		55	58	47
Royal HR 3.5-3.99	44	45	40		36	36	38
Silver HR 3.0-3.49	22	28	39		39	34	42
Total # Earning an Award	139	133	135		130	128	127
% Earning an Academic Award	88%	85%	85%		84%	81%	81%

The far majority of junior high students are demonstrating subject matter mastery, developmentally balanced with a maturing work ethic and sense of personal responsibility for their academic performance. Junior high students who earn a first semester academic award are celebrated at an evening [Academic Awards](#) ceremony.

	High School, 2019-2020								
	1st Semester					2nd Semester			
Award Category	9th	10th	11th	12th		9th	10th	11th	12th
Summa Cum Laude 4.0	31	28	40	21		53	44	53	41
Magna Cum Laude 3.5-3.99	34	49	27	25		40	45	34	29
Cum Laude 3.0-3.49	34	23	29	39		23	23	15	29
TOTAL	99	100	96	85		116	112	102	99
% Earning an Award	66%	74%	75%	73%		84%	93%	90%	91%

	High School, 2018-2019								
	1st Semester					2nd Semester			
Award Category	9th	10th	11th	12th		9th	10th	11th	12th
Summa Cum Laude 4.0	23	20	28	35		27	26	29	30
Magna Cum Laude 3.5-3.99	39	35	35	32		44	41	48	38
Cum Laude 3.0-3.49	41	29	29	31		38	24	20	34
TOTAL	103	84	92	98		109	91	97	102
% Earning an Award	75%	67%	78%	78%		80%	77%	85%	84%

	High School, 2017-2018								
	1st Semester					2nd Semester			
Award Category	9th	10th	11th	12th		9th	10th	11th	12th
Summa Cum Laude 4.0	35	18	27	19		43	16	30	13
Magna Cum Laude 3.5-3.99	43	38	39	21		31	37	35	23
Cum Laude 3.0-3.49	29	41	29	30		28	39	31	36
TOTAL	107	97	95	70		102	92	96	72
% Earning an Award	78%	76%	72%	66%		75%	73%	74%	69%

Second semester performance among all high school students across grade-levels has shown an increasing number of students earning awards during the past three years. Performance in the first semester for 9th students over the past three years has declined from 78% to 66%; however, in reviewing 5 years of data, 66% appears to be less reflective of 9th grade students in their first year at U-Prep. Nonetheless, it would be important to consider additional support for students and parents of 9th grade students transitioning into U-Prep's AP/Honors high school program.

Suspension and Expulsion Data/Indicator

The 2019 Dashboard Suspension Indicator is Yellow; two student groups (Socioeconomically Disadvantaged, Hispanic) are in the Orange performance level; two student groups (White, Two or More Races) are in the Yellow performance level. The 2018 Dashboard Suspension Indicator was Blue; all student groups were in the Blue or Green performance levels.

A closer analysis of the 2019 data indicated that the increase in suspensions occurred as a result of an incident involving multiple students. Documentation of the incident indicated additional supports which resulted in discontinuance of the behavior. The local data analysis was completed regarding overall rates of suspension and expulsion. The data revealed that the rate of [U-Prep suspensions](#) has been consistently low. The expulsion rate is zero.

MULTI-YEAR SUSPENSION DATA - School, District, County, State (DataQuest)										
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate
U-Prep	9	0.9%	5	0.5%	7	0.7%	7	0.6%	20	1.9%
SUHSD	328	4.7%	384	4.8%	412	5.2%	383	5.1%	435	5.7%
County	1,689	6.0%	2,657	6.6%	2,809	6.1%	2,635	5.7%	2,623	5.7%
Statewide		3.8%		3.8%		3.60%		3.5%		3.5%

MULTI-YEAR SUSPENSION RATE BY ETHNICITY - School										
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate	Total Susp	Rate
Amer Indian									1	8.3%
Asian									2	2.8%
Hispanic	2	2.0%			1	0.9%			4	3.8%
White	7	1.0%	3	0.4%	4	0.6%	5	0.7%	10	1.4%
2+ Races			2	1.8%	1	1.0%			2	2.2%
Not Reported							2			
Total	9	0.90%	5	0.70%	7	0.7%	7	0.6%	19	1.9%

EXPULSION DATA										
	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Total Expul	Rate	Total Expul	Rate	Total Expul	Rate	Total Expul	Rate	Total Expul	Rate
U-Prep	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SUHSD	18	0.3%	16	0.3%	18	0.3%	3	0.1%	15	0.3%
County	33	0.1%	27	0.1%	29	0.1%	26	0.1%	31	0.1%
Statewide		0.1%		0.1%		0.1%		0.1%		0.1%

U-Prep staff and administrators consistently reinforce positive expectations, healthy boundaries, and school rules. The Student Conduct and Discipline section of the [Parent-Student Handbook](#) outlines prevention and intervention strategies used at U-Prep to support safe and healthy choices. The Progressive Discipline Matrix uses a continuum of interventions and support to address inappropriate student behaviors, and builds upon those strategies to develop positive behaviors. The School Safety Committee in conjunction with the administration assists in the maintenance of a safe and orderly environment at U-Prep. As individual incidents occur (i.e. cyberbullying, vaping) or trends are observed in the community [education is provided](#) to students and families.

Annually, upon the opening of the school year, administrators conduct classroom visits to connect with students about school rules and other key topics. Throughout the year, a high level of visibility is maintained among the administrators and school counselors; this occurs before, during and after school for safety and accessibility purposes.

Perceptual data in the Student Survey is administered by grade-level. Each grade-level hosts a percent response per question. These percent responses were averaged among the grade-levels to reflect the following:

- 89% report feeling welcome at their school.

- 74% report that students at their school treat each other with respect.
- 87% report that their counselor is available to answer questions and help them when needed.
- 83% report that school administration is available to answer questions and help them when needed.
- 91% report that the school's support staff are available to answer questions and help them when needed.
- 82% report that the staff demonstrates caring and concern for students in an environment that honors individual differences.

Physical Fitness

U-Prep's Physical Education (PE) program offerings, dance courses, and numerous junior high and high school athletic programs contribute to overall adolescent physical well-being and fitness. U-Prep students outperform their peers locally and statewide on all PFA's except one.

Students in 6th, 7th, and 8th grade may earn their required PE credit each year by participating in PE. or Dance. Students are required to wear a PE uniform. As a graduation requirement, high school students are required to earn two years of Physical Education (20 credits). Freshman PE is required of all students for graduation. For the second year requirement, students may meet the requirement through: (1) enrolling in a PE or dance course; (2) participating in two school sports during the school year; or (3) participating in three school sports during the school year; 10 credits of PE credit may be earned in one school year. Five (5) credits of PE credit may be earned in one school year.

2018-2019 Physical Fitness Results: School, County, State % Met								
Physical Fitness Area	% Grade 7 UPREP	% Grade 7 COUNTY	% Grade 7 STATE		Physical Fitness Area	% Grade 9 UPREP	% Grade 9 COUNTY	% Grade 9 STATE
Aerobic Capacity	85.9	60.3	61		Aerobic Capacity	87.7	68.4	60
Body Composition	80.1	67.9	60		Body Composition	88.5	67.6	62.2
Abdominal Strength	96.8	79.7	77.1		Abdominal Strength	97.7	84.2	81.2
Trunk Extension Strength	96.8	88.9	86		Trunk Extension Strength	98.5	92.3	89.3
Upper Body Strength	60.3	62.9	62.9		Upper Body Strength	80	68.7	68.5
Flexibility	91	83	78.5		Flexibility	100	90	83.1

Parent Education Level

Over the course of 2011-12 through 2013-2014, the average % of parents who had some college was 22.3% (range = 22%-23%). During this timeframe the Free/Reduced lunch percentage averaged 18.3% (range = 15%-22%).

During the 2019-2020, the percentage of parents who had some college was noted as 16.7%; when combined with parents who didn't graduate from high school and those who did graduate from high school the figure rises to 23%. The recent three year average is Free/Reduced LI rate is 17.8%.

Parent Education Level, 2019-2020			Socioeconomically Disadvantaged (SED)/LI	
Level Attained	Total	%	School Year	%
Not High School Grad	2		2015-2016	14.6%
High School Graduate	41	0.0%	2016-2017	16.6%
Some College	153	16.7%	2017-2018	16.3%
College Graduate	360	39.4%	2018-2019	19.7%
GradSchool/Post Grad	350	38.3%	2019-2020	17.3%
Declined/Unknown	7	0.0%	*District (19-20)	44.2%
			County (19-20)	56%
			State (19-20)	60.7%
			*Charters not included	

This is meaningful data as it speaks to the importance of a college education to many families who are looking to support their child's attainment of a college degree. The [National Center for Education Statistics](#) reported 69% of 2018 graduates immediately enrolled in college. According to the 2017-2018 College-Going Rate report for Shasta County ([DataQuest](#)) 60.7% of local high school graduates immediately enrolled in college; for all California students the rate is 64.4%. The percent of U-Prep graduates immediately enrolling in college after high school exceeds county, state, and national figures, which is significant considering:

- U-Prep graduates between 2014 and 2018 who enrolled in college the first year after high school and who returned for a second year (freshman to sophomore persistence) is 93% on average; the range is 91% - 95%.
- 69% of the graduating class of 2014 completed a degree within six years. In December 2020, the National Student Clearinghouse Research Center reported the national six-year completion rate as 60.1 percent. U-Prep graduates are persisting through college and graduating at a higher rate than graduates nationwide.
- The percent of graduates from each of the following classes who are considered graduated, enrolled or continuing to persist toward degree attainment as of June 2020 is as follows:
 - Class of 2019: 83.7%
 - Class of 2018: 85.4%
 - Class of 2017: 78.8%

- Class of 2016: 76.7%
- Class of 2015: 73%
- Class of 2014: 80.6%

Parents are looking to the school's people and programs to provide their students with a college-ready and level of education. It is evident during the annual [Information Night](#) held for new applicants, that there is broad interest in information regarding our programs. The school staff are introduced, and the school's mission and outcomes are shared. Teacher leaders present department curricula and instructional methodologies, and program events/activities specific to their involvement with the school.

E. Data on Addressing the Eight State Priorities

1. LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

- a. 100% of teachers are appropriately assigned and credentialed in the subject areas in which they are teaching.
- b. 100% of students own copies of standards-aligned instructional materials for use at school and home.
- c. Facilities are maintained and in good repair based on District FIT reports, which are also noted in SARC reports.
- d. 44% of the faculty has an advanced degree.
- e. Professional Development records can be found in Appendix E and in the e-WASC Evidence folder ([Conferences, Trainings](#)).
- f. There were no Williams complaints made to U-Prep during the 2018-2019 school year. Annually, a report is made to the local governing board, to the authorizing governing board, to stakeholders and the public through the California School Dashboard. Additional detailed reports are also provided on academic and college and career outcomes.

2. LCFF Priority 2 - Implementation of Academic Standards

- a. Adopted textbooks are state-approved and aligned to content standards.
- b. The 2019 Dashboard Academic Indicator for English Language Arts is Green; all student groups are in the Green or Blue performance levels. The 2018 Dashboard Academic Indicator for English Language Arts was Blue; all student groups were in the Green or Blue performance levels.

3. LCFF Priority 3 - Parent Engagement

- a. U-Prep encourages parent engagement through various opportunities. We believe this is a critical element of student success. Parents volunteer to co-sponsor clubs with teachers (e.g. Odyssey of the Mind) and serve as volunteer or paid coaches for athletic teams. More than half (55%) of the staff is a U-Prep parent or their children attended U-Prep. Athletic Boosters, the Educational Foundation, Music Boosters, Musical Foundation, Sober Grad, [Parent Venture](#), grade specific traditions (e.g. 6th Medieval Day, 7th Ancient Civ Day, 8th Western Days) and field trips (e.g. Patrick's Point, Ashland) provide additional opportunities for parent engagement. Events such as Career Day draw upon parents to contribute their professional expertise. Participation in Senior Exit Presentation evaluations also allows parents to engage collaboratively with a staff Senior Exit panel. The U-Prep Board includes one parent, a requirement of the Board Bylaws. 97% of [Parent Survey](#) respondents indicated that they feel welcome at their child's school. 86% of parent respondents reported active involvement in their child's school. Parent respondents also rated the types of parent engagement activities that they are most likely to participate in: (1) chaperone and/or serve as a parent driver to support field

- trips; (2) Booster organizations; (3) general fundraising activities; (4) parent-teacher-student-counselor team meetings; (5) volunteer in a classroom setting.
- b. Parent Venture participants are a source of input for all school operations. Although survey data is also an important source of input in the continuous improvement process, Parent Venture provides participants with a deeper understanding of school operations while also allowing for more in-depth conversations regarding key topics of shared interest and concern. The development of BRIDGE 9 was one example derived from conversations with parents. Parent Venture parents also reviewed Stanford Adolescent Survey data which allowed for problem solving around topics of concern such as teen lack of sleep, excessive cell phone usage, and balancing rigorous academics with additional interests (e.g. athletics, music lessons, travel teams).
4. LCFF Priority 4 - Performance of Standardized Tests
- a. This data precedes section E:
- CAASPP performance with corresponding Academic Dashboard Indicators
 - PSAT (all 8th, 10th, 11th), SAT, ACT performance; participation and percent met or exceeded college readiness benchmarks
 - AP and Dual Enrollment participation and pass rates
 - College and Career Indicator
 - Due less than 11 EL students, EL data is not available on the Dashboard
5. LCFF Priority 5 - Pupil Engagement
- a. This data precedes section E.
- Graduation rate
 - Attendance and Chronic Absenteeism Indicator
6. LCFF Priority 6 - School Climate
- a. Suspension and expulsion rate, Suspension Indicator data is located in the section preceding E.
- b. Student Survey summary: During fall of 2019, a climate survey was administered. Data was analyzed from 6th and 10th grade students. Key learnings from the 6th grade survey are as follows: 97% of the students report that the staff expects them to work hard and achieve. 95% of the students feel welcome at U-Prep. 97% report that their teachers are available to answer questions and help them as needed. 78% of the students indicated that they felt safe in all areas on campus. 97% feel that there are clear expectations regarding behavior and conduct. 79% reported that there are two or more adults at school they could talk to if they needed help with a problem; 94% report that there is at least one adult they could talk to. 6th grade students reported that the following academic support programs were most helpful to their academic success: Tutorial (84%), Friday Office Hours (50%), and BRIDGE/Study Hall/Math Lab (30%). 95% report that they enjoy going to school at U-Prep. 93% report that the campus is clean and well-maintained. Key learnings from the 11th survey are as follows: 99% of the students report that the staff expects them to work hard and achieve. 86% of the students feel welcome at U-Prep. 100% report that their teachers are available to answer questions and help them as needed. 65% reported feeling safe in all areas on campus; the lower parking lot was reported as an area of concern. 93% reported that there are clear expectations for behavior and conduct at school. 88% reported that there are two or more adults they could talk to if they needed help with a problem; 94% report that there is at least one adult they could talk to. 11th grade students reported that the following academic supports were most helpful to their academic success: Resource Center (54%), Individual Time with Teachers (46%), Tutorial (44%). 81% report that they enjoy going to school at U-Prep. 88% report that the campus is clean and well-maintained. Areas of strength

include the high percentage of students feeling welcome and safe in most all areas on campus. Sense of connectedness and safety is further reflected in the high percentage of students reporting that there are 2 or more adults they could speak to with a problem. A high percentage of students enjoy coming to school, which also serves as measure of their connectedness. Sixth and eleventh grade school students identified different academic supports being most useful to their success. This shows a high level of access and utilization of support programs. A high percentage of 6th and 11th graders report that they enjoy going to school at U-Prep; this illustrates strong connectedness among both groups. To increase student sense of safety in the lower lot, additional supervision will be added after school and in the evening for school events.

7. LCFF Priority 7 - Access to a Broad Course of Study

The 2019 Dashboard College and Career Indicator is Blue; all student groups are in the Blue performance level. The 2018 Dashboard College and Career Indicator was Green; all student groups were in Green performance level.

% of Graduates Meeting UC/CSU Admissions Requirements				
	U-Prep	District	County	State
2015-2016	75%	38%	31%	45%
2016-2017	83%	35%	36%	49%
2017-2018	73%	32%	34%	49%
2018-2019	83%	30%	29%	44%
2019-2020	85%	39%	36%	51%

8. LCFF Priority 8 - Other Pupil Outcomes

a. School Budget

F. Perception Data

- 2017 Stanford Adolescent Student Survey Data
- 2017-2018 Student Survey Data
- 2019-2020 Student, Staff, Parent Survey Data

G. Summary Profile

U-Prep students continue to respond well to U-Prep's inclusive approach to college preparation. The high achieving and nurturing learning environment, and vast opportunities to excel in academics, the visual and performing arts, athletics, and personal leadership have created space for developmentally appropriate accelerated learning within a close-knit community of experienced and professional staff.

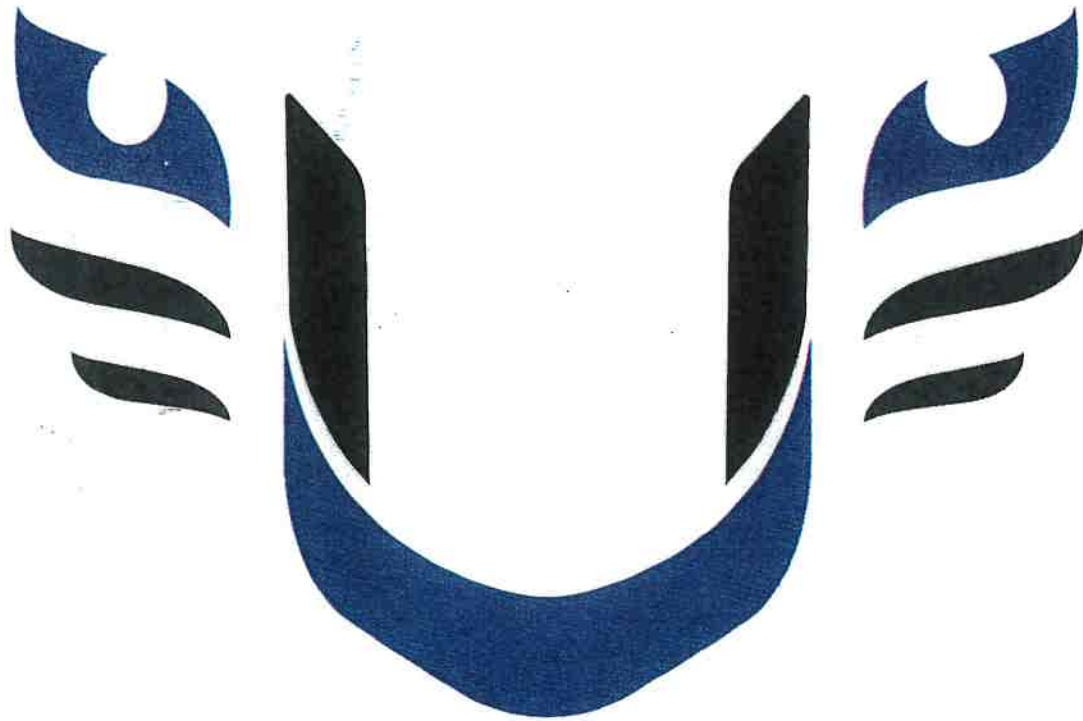
Important questions are linked to concepts of sustainability given patterns of high achievement. Possible next steps were identified and described below. School systems for continuous improvement are assisting in the pattern of ongoing success and achievement. Moving to the next level will include focusing on honing and refining continuous improvement systems. Based on student performance data, key areas include:

- Enrollment of English Learner students is increasing. Broader program development will be needed to address current and anticipated future student needs.

- Given the shift in how students are accessing college credit and advancement through DE and AD, there are indications that students are diversifying their approach to post-secondary education. With this in mind, it makes sense to expand AP and dual enrollment options to the extent possible to ensure broad access to a college-going effort.
- In an ongoing effort to remain relevant and sustainable as a high achieving school-community, it will be important to continue investing in professional development so staff can stay current with research-based practices designed to meet the needs of adolescents in our current world. This applies to the application of best practices within curriculum design, instructional methodologies, and formative and summative assessment practices. Further, in an effort to foster continued close-knit relationships among stakeholders, staff will need continued access to research-based best practices in supporting student well-being and engagement with learning. This would include resources provided through *Learning and the Brain* conferences and the Stanford Challenge Success partnership, among other training aligned to the objective.
- To sustain continued success within a continuous improvement model, the Leadership Team has a critical role in collaboratively setting the direction for annual school goals and monitoring of ongoing progress. The Leadership Team reflects the professional and collaborative nature of the school.
- A strategic approach to monitoring student progress occurs through benchmark assessments. However, to ensure collaboration time is dedicated for data analysis following internal benchmark assessment, the collaboration calendar can be modified to schedule follow-up data analysis sessions and debriefing among teams so instruction is informed.

CHAPTER III

Self-Study Findings



CATEGORY A

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



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

A1. Vision and Purpose Criterion	EVIDENCE
<p>The school has a clearly stated vision and mission (purpose) based on its students needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.</p> <p>University Preparatory School is governed by a five member Charter School Board composed of a broad cross-section of the Charter School community including alumni, parents, and community professionals and leaders. Board Policies, Procedures, and Bylaws have been adopted to guide the U-Prep Board while working with the Superintendent/Principal, staff and the Shasta Union High School District. The Board acts consistently to develop the Policies, Procedures, and Bylaws with the University Preparatory School Charter, Mission and Vision, Core Values and Tenets, and Student Learning Outcomes. In Spring of 2018, U-Prep's charter petition was renewed for five years by the Shasta Union High School District Board of Trustees. Success and accomplishments of the prior charter term (2013-2018), evidence of charter renewal criteria, the Mission and Vision, and other petition requirements were included.</p> <p>As noted in the approved petition, U-Prep's mission to immerse all students in "rigorous academics and meaningful extracurricular activities" is supported by our collaborative and close-knit community of staff, students, and parents and underpinned by a multi-stakeholder governance, leadership and management system. Practices continually are updated based on best educational practices and charter legislation. We work productively together in a continuous improvement process to monitor student success and achievement, and our collective progress towards achievement of our school mission and vision. The school vision is supported by offering a seven period day to students in grades 6 through 12; students may pursue academic interests, such as studying multiple world languages or developing artistic interests inclusive of dance, visual and performing arts (instrumental and vocal music, drama - Fall Musical, Spring Play). Students are afforded the opportunity to vertically excel in the areas of language, math, and the arts based on ability. Coursework is standards-based with texts and materials updated on a cyclical basis. More recent adoptions and curricular endeavors include College Board Pre-AP (9th), the expansion of AP Human Geography across the 9th grade program, and implementation of the Next Generation Science Standards utilizing a phenomena based curriculum (Amplify) in junior high science courses. Textbooks are approved by the U-Prep Board.</p> <p>Professional development records indicate ongoing training in research based practices in the areas of curriculum, instruction, assessment, student social-emotional health and well-being, and leadership. Continuous learning and development occurs collaboratively among stakeholders; new learning is shared</p>	<p>Charter petition, Professional Development records, Master Schedule, Board Budget/LCAP, Metrics Report</p> <p>Bylaws, Board Agendas and Minutes</p> <p>Governance, Leadership and Management system</p> <p>Course Guide</p> <p>17-18 SARC</p> <p>Professional Development Records, Staff Development Day Agendas</p>

<p>and integrated across stakeholder groups for feedback and ongoing improvement of the school enterprise.</p> <p>Beginning in 6th grade there is an intentional and ongoing effort to acculturate students into the U-Prep family, academically (skills and intellect) and socially. We believe all students can learn, thrive, and achieve when there are clear targets matched with developmentally appropriate support. Experiences such as <i>Day in the Life of a 6th Grader</i>, annual classroom-based introductions, and alignment of 6th grade practices, among other activities and expectations set the foundation for a successful entrance into the U-Prep family. 6th grade Advisory topics introduce students to the SLOs, strategies for strengthening academic skill sets, pro-social interactions inclusive of problem solving and empathy, and opportunities for friendship and community building. 6th grade elective rotations (“ROTA”) provides quarterly exposure to college and career readiness (Reach Higher U-Prep), the visual and performing arts, foreign language, and technology applications. Through the successive junior high grade-levels, Advisory lessons shift in response to academic complexity, student capacity to meet new demands, and developmental needs. All students in junior high are immersed in the same English, history, and science curricula with instructional methodologies scaffolded to meet students needs. Students who demonstrate greater aptitude in the area of math are provided open doors for advancement based on ability and skills, to include access to high school courses. Sixth grade students may also pursue advancement in the visual and performing arts courses. Through the 6-12 continuum students’ options with electives and Physical Education courses expand to promote individual development of interests while staying on track with graduation requirements.</p> <p>Demonstrating the belief that all students can achieve at high levels, all high school students take the a-g coursework required for admission to the CSU or UC systems. This is the default path for all students. All high school students experience the following courses as the default curriculum:</p> <ul style="list-style-type: none"> ● 9th Grade: AP Human Geography, Honors English I ● 10th Grade: AP Modern World, Honors English II ● 11th Grade: AP U.S. History, AP Eng III ● 12th Grade: AP Econ (1 sem)/AP Gov/Pols (1 sem), AP Eng IV <p>Additional academic and student support services are provided to assist students in achieving these requirements. A College Prep Designation Policy exists as one strategy to support students who may need additional time to develop (maturity, brain development, skill sets) without enduring a significant academic setback while navigating an all-AP/Honors curricula, grades 9 through 12. Five AP courses are overlaid with Shasta College dual enrolled courses, which expands college-going credit for all students depending upon their goals and aspirations. Regardless of the choice to take the AP exam and/or gain community college credit, all students are immersed in courses designed to develop academic persistence, mastery of content knowledge, and the academic skills necessary to make a successful transition to university level coursework, if they so choose.</p>	<p>Day in the Life parent letter. agenda</p> <p>Advisory calendars</p> <p>Course Guide</p> <p>Course Offering Sheets</p> <p>Graduation Requirements</p> <p>CP Designation Policy</p>
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<p>Staff are continually engaged in aligning curricula and practices to Student Learning Outcomes. Both SLOs and academic standards are intertwined and embedded into a variety of assessments, projects, assignments, and activities that support ongoing development towards and mastery of the Student Learning Outcomes. The measurement of SLOs in academic classes is continuous and ongoing as indicated by formative and summative work samples. Schoolwide progress towards mastery of SLO's is monitored through multiple measures:</p> <ul style="list-style-type: none"> • Teacher/staff qualitative and quantitative observations of student response to teaching and learning; • Stakeholder survey data; • Research-based practices correlated to the SLOs to support attainment: <ul style="list-style-type: none"> ◦ <i>Apply a Growth Mindset:</i> Student work product revisions, student-staff Shadow Day collaboration/debriefing, utilization of tools to assist in self-reflection such as the Time Management chart when making decisions about course selection, and grade-level practices (e.g. shared language when working with students) ◦ <i>Engage in Critical Thinking:</i> Classroom lessons designed to support formative practice and summative assignments, academic grades, and schoolwide standardized academic performance outcomes provide insight into the development of analytical and problem solving skills, and the ability to utilize resources ◦ <i>Demonstrate Leadership:</i> Student engagement in rich academic discourse (i.e. Socratic seminars) and rigorous coursework monitored formatively and summatively, engagement in the visual and performing arts, athletics, and activities provide universal opportunities for students to practice personal initiative, to strengthen work ethic, and to develop effective communication skills communication and listening skills). ◦ <i>Contribute to their Community:</i> Interactive lessons and collaborative work groups designed to foster academic discourse and productive work outcomes, Peer Mentors, Peer Tutors, community-club volunteerism activities, and education on topics that directly support student well being (i.e. cyberbullying, depression/suicide) provide opportunities for students to grow towards mastery of this SLO. • Student progress towards mastery of the SLO's and college readiness is additionally monitored through UC/CSU a-g rates, AP exam participation and pass rates, dual enrollment participation and pass rates, and standardized assessments, including the College Board PSAT: <ul style="list-style-type: none"> ◦ Since the inception of the first graduating class, U-Prep graduates have excelled at completing the a-g requirements. Data indicates that U-Prep student performance in this area exceeds county and state figures, significantly. ◦ Over the past four years state test scores far exceed county and state-wide results in ELA and math grades 6-8, and 11. In spring 2018, U-Prep students identified as Limited Income (LI), far exceeded their state peers who scored met or exceeded at all tested grade levels in ELA and math. In contrasting U-Prep LI 	<p>SLOs</p> <p>Student work samples</p> <p>Surveys</p> <p>Artifacts of student work</p> <p>Challenge Success resources</p> <p>Enrollment data in VAPA</p> <p>Athletics</p> <p>Presentation materials</p> <p>Data Reports</p> <p>Data Report</p> <p>CAASPP Smarter Balanced Summative Assessment Reports (online)</p>
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<p>performance with non-LI performance, LI students are within range at all grade levels in math and ELA; in three cases, LI students outperformed non-LI students.</p> <ul style="list-style-type: none"> Students in 8th, 10th, and 11th grade are consistently outperforming their peers statewide in meeting or exceeding PSAT benchmarks for college and career readiness. The PSAT 8/9 is administered to 8th grade students at no-cost, annually; data is contrasted with state assessments in English and math as a means to monitor program development and identify individual student progress. The PSAT/NMSQT is administered to all sophomores and juniors at no-cost for the same purpose. Test administration also ensures students are given the opportunity to qualify for a National Merit scholarship. PSAT test data is reviewed with students by school counselors as a tool to educate and build awareness of areas of strength, and areas needing more attention towards becoming college ready. 	<p>Data Reports</p>
<ul style="list-style-type: none"> Underachieving students are identified and provided with additional support (academic, social-emotional) to assist in attaining success and positive achievement; ongoing monitoring of progress occurs by faculty, counselors and administrators. Participation rates in AP have increased from 38% to 48% in the past four years. The overall AP pass rate has stabilized at approximately 71% for combined grades 9-12. Four-hundred and twenty academic grades were assigned to Shasta College community college transcripts through dual enrolled courses taught by U-Prep faculty. There are currently 6 dual enrolled courses at U-Prep; five of the six are embedded within AP courses to provide students with options for credit. The Senior Transition project, Senior Exit Presentation, is the culminating measure of student mastery of the SLOs. Informal feedback from seniors and staff was utilized to update the rubric in 2018 to increase a focus on depth over breadth. Rubric development for the updated SLOs was initiated with a team inclusive of a junior high and high school teacher, the head counselor, and the Superintendent/Principal. The drafted SLO rubric will be reviewed by department staff for further input before finalized in January 2021. Students are required to pass Exit presentations to graduate from U-Prep. 	<p>BRIDGE 7.8 enrollments BRIDGE 9 roster</p> <p>Data Reports</p> <p>Data Reports</p> <p>Senior Transition program activities</p> <p>Senior Exit Rubric</p>
<p>U-Prep's 2020 National Student Clearinghouse (NSC) data indicates the following:</p> <ul style="list-style-type: none"> On average, 85% of U-Prep graduates between 2014 and 2019 enrolled in college the fall immediately after high school; the range is 81% - 89%. <ul style="list-style-type: none"> On average, 42.6% enrolled in a 4-year institution On average, 42.3% enrolled in a 2-year institution <p>The National Center for Education Statistics reported 69% of 2018 graduates immediately enrolled in college. According to the 2017-2018 College-Going Rate report for Shasta County (DataQuest) 60.7% of local high school graduates immediately enrolled in college; for all California students the rate is 64.4%. The</p>	<p>2020 NSC Data Report</p>

<p>percent of U-Prep graduates immediately enrolling in college after high school exceeds county, state, and national figures.</p> <ul style="list-style-type: none"> • U-Prep graduates between 2014 and 2018 who enrolled in college the first year after high school and who returned for a second year (freshman to sophomore persistence) is 93% on average; the range is 91% - 95%. • 69% of the graduating class of 2014 completed a degree within six years. In December 2020, the National Student Clearinghouse Research Center reported the national six-year completion rate as 60.1 percent. U-Prep graduates are persisting through college and graduating at a higher rate than graduates nationwide. • The percent of graduates from each of the following classes who are considered graduated, enrolled or continuing to persist toward degree attainment as of June 2020 is as follows: <ul style="list-style-type: none"> ○ Class of 2019: 83.7% ○ Class of 2018: 85.4% ○ Class of 2017: 78.8% ○ Class of 2016: 76.7% ○ Class of 2015: 73% ○ Class of 2014: 80.6% <p>A review of the A-G completion rates of U-Prep graduates over the past five years is an average of 80% (range = 73%-85%); County average is 33% (range = 29%-36%); Statewide average is 48% (range = 44%-51%). U-Prep graduates far exceed their county and statewide peers in completing the UC/CSU admissions requirements.</p> <p>As an alternative measure of student progress towards college and career readiness, the California Dashboard College and Career Indicator was reviewed; 87.7% of students are reporting as “prepared”. All student groups are in green or blue performance bands.</p> <p>Annually, the Superintendent/Principal conducts a report to the school’s authorizer, the Shasta Union High School District Board of Trustees. Program updates are shared, student achievement data and other outcome data is presented, and overall fiscal status is reported upon.</p> <p>A2. Governance Criterion</p> <p>The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.</p> <p>All meetings, agenda and minutes are posted on the homepage of the U-Prep website and the agendas are posted at the school, visible to the public. Parents are actively involved in the U-Prep’s Board’s decision-making process, and at least one parent is represented on the Board. For the past five years, Board membership has remained stable and inclusive of one parent, one U-Prep</p>	<p>DataQuest, School Data Reports</p> <p>CA Dashboard</p> <p>SUHSD Board Reports</p> <p>Board Policies, Procedures, and Bylaws</p> <p>Metrics Reports, Board agendas and minutes</p> <p>Bylaws, website</p>
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<p>alumnus, and three community members one of whom is the prior District Superintendent who supported U-Prep's original charter petition (2003).</p>	<p>Board Protocols, Board agendas</p>
<p>The governing board periodically reviews the Board policies, procedures, and bylaws and protocols for alignment to the school's purpose and SLOs. Annually, the Superintendent/Principal provides the U-Prep School Board with an update on student achievement and outcome data (Metrics Report). California Dashboard reports and staff reflections are shared at the December or January meetings. Monthly, board members are updated on school and student celebrations, program happenings, and the continuous improvement actions associated with achievement of school goals.</p>	
<p>Board members are involved in various work groups such as the school branding initiative, the development of the Post-Employment Benefit Plan policy for U-Prep employees, School Start Time legislation committee, and WASC Focus Groups. <i>The Role of the Board and the Superintendent/Principal</i> board policy clarifies that the Board's primary role is to govern the school while the primary role of the Superintendent/Principal is school operations. Board protocols to facilitate governance leadership were adopted in August 2015 and are periodically revisited. Changes in the charter, approved by the U-Prep School Board, are also taken to the SUHSD Board for approval.</p>	<p>Board member interviews</p>
<p>Following stakeholder input derived from surveys, staff and meetings, and annual LCAP meetings, the LCAP is updated annually and recommended for Board approval at the June meeting.</p>	
<p>The U-Prep Board agenda is guided by the Board Governance Calendar which highlights monthly action/discussion items. Annual action items include review and approval of the Course Guide, Student-Parent Handbook, Employee Handbook, SARC, School Safety Plan, Interim Budget Reports, Lottery, and the Academic Calendar among other items. Annual reports and presentations include the Metrics Report, annual Athletics program report, Dashboard Indicator outcomes, among other ad hoc presentations. The U-Prep Board reviews and approves out-of-state and overnight field trips, and the hiring of school staff. The Superintendent/Principal is evaluated annually by the U-Prep Board. The Board hosts an organizational meeting inclusive of a Board Office Election, approval of the Board Meeting Calendar, and appointments to liaison positions.</p>	<p>Policy Protocols, Board Agenda, Minutes</p>
<p>Board members comply with conflict of interest laws and regulations such as Government Code Section 1090 and the Political Reform Act Government Code 87100. Meetings of the Board comply with the Ralph M. Brown Act, and the school complies with the Public Records Act. Annually, the Board receives training on the Brown Act, and conflict of interest laws and regulations.</p>	
<p>Board meeting agendas are posted in accordance with the Brown Act. A link to Board agendas is posted on the homepage of the school's website, and in a location visible to the public (door near Board room). Due to the pandemic, Board meetings have allowed for public input through hosting teleconference/virtual meetings although in-person meetings are still able to be held safely under current public health guidelines.</p>	<p>Surveys, LCAP meeting notes</p>
	<p>Board Governance Calendar</p>
	<p>Board Agendas, Minutes</p>
	<p>Board agenda, training materials</p>
	<p>Board Agenda, Minutes, school website</p>

<p>Upon applying for direct-funded status, U-Prep has had access to state and federal program dollars. Annually, thus far, U-Prep has applied for and received Title II monies which are used to support professional development. In the absence of a School Site Council or Single Plan for Student Achievement (not required), the school Leadership Team, individual faculty, surveys, and Parent Venture serve as sources of stakeholder input regarding school goals and programs, and professional development..</p>	<p>Title II expenditures</p>
<p>As outlined in the Charter petition, U-Prep will act and utilize the policies and processes of the District for resolving disputes between the School and the District relating to provisions of the charter. In the past five years, no disputes have occurred. As part of the Charter petition agreement, the governing board of the SUHSD refers all complaints regarding the school's operations to the Superintendent/Principal for resolution in accordance with the school's policies. In the past five years, no complaints have been received by the SUHSD governing board. U-Prep maintains a Uniform Complaint Policy and Procedure which are included in the Employee Handbook, and Student-Parent Handbook. All University Preparatory School staff, students, and parents are provided with such policies in the student/parent/employee handbooks.</p>	<p>Charter Petition</p>
<p>A3. Leadership and Staff Criterion</p> <p>Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college and career readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.</p>	<p>Admin Team Meeting Agendas, Leadership Team Agendas, Staff Development Agendas, Department Chair Meetings, Department Meeting Agendas</p>
<p>The administration, school Leadership Team, Department Chairs, and Grade-level Teams work within a continuous improvement cycle to ensure the ongoing review of data and programs. U-Prep administration includes a Superintendent/Principal, two Assistant Principals, and the school HR/Business Manager. The Administrative Intern is an additional contributing member of the team. This team has a dual role; it collaborates on district-level matters associated with U-Prep school operations as well as all site-level matters. The administrative team meets at least twice a month to address management and leadership topics, and to conduct short-term and long-term planning (e.g. school goals/strategic planning, curriculum/instruction/assessment, budget and policy, school safety, etc).</p>	<p>Admin Team Agendas</p>
<p>Department Chairs are the primary leads for curriculum, instruction, and assessment development within their respective departments.. Their primary role is to represent their department's perspective and interests, and work collaboratively with their department colleagues for ongoing improvement. Department Chairs facilitate and lead academic discussions, promote effective and productive collaboration, and provide overall leadership for the development of their department. Department meetings are held at least once a month as scheduled on</p>	<p>Department Chair Agendas, Collaboration Calendar</p>

<p>the Collaboration Calendar, and frequently more often Department Chair meetings are held monthly. Department Chairs are encouraged to add items to the agenda.</p> <p>Each Grade-level Team has a team leader. Areas of leadership include operating as a professional learning community to address student needs, review/update grade-level practices, review/update Advisory lessons and topics, and other matters related to development of student success and achievement. Grade-level team meetings are scheduled on the Collaboration Calendar. Meetings are held once a month and on Staff Work/Development Days as time allows. Grade-level team meeting agendas include discussions regarding student progress, academically and socially; student concerns are shared with counselor and admin for follow-up as needed. Junior High teams also utilize collaboration time for program planning purposes and ongoing improvement of the Junior High Advisory program. Grade-level Team Leader meetings are organized and facilitated by an administrative designee with input from Team Leaders. Team Leader meetings are held approximately four times a year.</p>	<p>Grade-level Team meeting agendas, minutes and 6-8 Advisory calendars.</p> <p>Staff Development Day agendas</p> <p>Collaboration Calendar</p>
<p>The school's Leadership Team is composed of the Department Chairs, ASAP/Grade-level Team Leaders, and Administration. The role of the Leadership Team is to collaborate through a continuous improvement model of school development. Leadership Team members are integral to this process and, as such, attend an annual summer leadership retreat together. The July 2020 Retreat evolved into a series of meetings in June and July to work through school opening plans for 2020-2021, unlike the Summer 2019 Retreat.</p> <p>Principal's Advisory is an open invitation forum for discussions with staff on matters of school culture and other topics of interest (i.g. Post-Employment Benefit plan, School Start Time legislation). These meetings are held 4-6 times throughout the year. These meetings are organized and facilitated by the Superintendent/Principal. The annual October Staff Picnic and Christmas Party events were developed through this group to strengthen staff camaraderie and relationships.</p> <p>Parent Venture participants are a source of input for all school operations. Although survey data is also an important source of input in the continuous improvement process, Parent Venture provides participants with a deeper understanding of school operations while also allowing for more in-depth conversations regarding key topics of shared interest and concern. The development of BRIDGE 9 was one example derived from conversations with parents. Parent Venture parents also reviewed Stanford Adolescent Survey data which allowed for problem solving around topics of concern such as teen lack of sleep, excessive cell phone usage, and balancing rigorous academics with additional interests (e.g. athletics, music lessons, travel teams). Meetings are held 6-8 times a year although they are currently postponed due to COVID restrictions.</p> <p>Annually, school staff review student performance data to identify celebrations, and take note of areas that may need further follow up within departments. School goals are periodically reviewed and reported on by school staff. The school</p>	<p>LT agendas</p> <p>Principal's Advisory participant interviews</p> <p>Parent Venture agendas and materials</p> <p>Staff Development Day agendas, Department Chair meetings.</p>

<p>website hosts information to support all parents in learning about performance data, and sources of school data: Academics ("Academic Data and Results").</p> <p>School surveys are administered every other year. Students at all grade-levels take the surveys during designated courses to ensure accurate representation of the student body. This data is shared with the staff for analysis purposes; celebrations and areas of further investigation are explored. Summaries of 2018 survey data analysis and additional actions are posted on the California Dashboard Local Climate Survey section which is noted as Standard Met.</p> <p>Student survey summaries from the 2019-2020 administration indicate at all grade-levels that:</p> <ul style="list-style-type: none"> • At least 96% of students recognize that the staff expects them to work hard. • At least 90% of students believe U-Prep is preparing them for college • At least, 81% feel welcome at U-Prep. • At least 84% indicate that they have at least one adult at school that they would trust to help them. <p>Parent surveys indicated:</p> <ul style="list-style-type: none"> • 97% reported feeling welcome at the school. • 94% reported that they are well informed about important events at school. • 98% agreed or strongly agreed that teachers set high standards for student learning. • 99% reported that U-Prep offers the learning experience and courses needed for a successful transition to high school/college. <p>Parents rated personalized/individual support from teachers, access to college credit (AP, dual enrollment), school-funded PSAT testing, SAT/ACT and AP Test prep experiences, and early intervention and academic support services as the opportunities that are most important to students' readiness for college.</p> <p>Staff surveys reported:</p> <ul style="list-style-type: none"> • 100% of staff take pride in their school. • 100% of teachers build strong relationships with students. • 100% report having a reasonable understanding of the school's fiscal status and budget. • 78% feel the school's schedule allows adequate time for teacher collaboration. • 100% report a clear understanding of and commitment to the school mission. <p>Staff survey data indicates the need for refreshing universal tools ("Key Practices") for instruction in academic skills and usage of tools across 6-12: organized binder, Cornell notes (previously noted as Cornerstones). Data also was received on SLOs and utilized to guide staff discussions in January 2020.</p> <p>All U-Prep students are monitored carefully through cyclical reviews of quarterly Progress Reports (D, F grades), and quarter/semester grades; these reviews are conducted by administration and school counselors. Academic Conferences (bi-annual), Student Study Teams, and individual meetings between teachers-students provide direct support to students in need.</p>	<p>18 -19 Student Surveys</p> <p>Dashboard Local Indicator - Climate Survey</p> <p>19-20 Student Survey</p> <p>19-20 Parent Surveys</p> <p>19-20 Staff Surveys</p> <p>Admin-Counselor Meeting agendas, Academic Calendar, Conference Schedule, SST documentation</p> <p><u>BRIDGE</u></p>
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Through ongoing data analysis, school staff developed programs to assist students in junior high and high school. BRIDGE 7 was developed to provide more one-on-one assistance to struggling students. Sixth grade teachers and school counselors assist in identifying eligible students; grade reports and state assessment scores are utilized in making the final determination for the course roster. Students may also be considered for an SST and potentially offered an special education assessment. BRIDGE offers comprehensive academic support for all 4 academic classes, meeting students where they are at academically and socially-emotionally (self-efficacy). Due to student and parent response, BRIDGE 8 was put in place the following year. BRIDGE 9 was added as a preface to the high school transition to assist students in getting ahead before school starts.

Collaboration
Calendar

Various systems and tools are utilized by staff to systemize communications and monitoring processes regarding student progress. The Collaboration Calendar is initially set by the Leadership Team during the summer retreat; this ensures ongoing collaboration time is set aside for staff to communicate and conduct business. Staff meetings have evolved into celebrations of progress, opportunities to strengthen camaraderie and collaborate on topics that surface through other means (i.e. charter legislation, COVID-related updates, national events inclusive of school shootings and school response). Department Chair meetings are held prior to scheduled department meetings; agendas and notes are shared between department faculty and administration for ongoing communication. Grade-level Team leaders meet at the beginning of the year to calibrate plans and address current needs; the administrative intern sets these meetings and the initial agenda. Team leads meet with the Intern periodically throughout the year, at least quarterly. Grade-level survey data is reviewed with team leaders who help facilitate data analysis. Grade-level team meeting notes are shared with administration for ongoing communication and collaboration.

Department Chair
Meeting Agenda,
Department
Agendas/Minutes

Grade-level Team
agendas

Senior Exit
Presentations,
Rubric/scores

Student and school awards, club activities, athletic events, and student activities (ASB) provide an ongoing qualitative source of data when monitoring how students are progressing towards Student Learning Outcomes. Evidence of this positive impact is measured during Senior Exit Presentations when students draw upon their U-Prep experiences to show how they have met or exceeded standard (rubric).

[Professional
Development
Records](#)

A4. Staff: Qualified and Professional Development Criterion

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

[Employee
Handbook](#)

The U-Prep Employee Handbook is reviewed and updated annually to ensure compliance with newly adopted legislation and policies. The U-Prep Board of Trustees annually reviews and approves the Employee Handbook. The handbook outlines conditions of employment, workplace expectations and policies, wages and health benefits, personnel evaluation processes and record keeping,

<p>holidays/vacations and leaves, discipline and termination of employment, and internal complaint review/communication policies at U-Prep.</p> <p>As indicated in the Employee Handbook, academic instructional staff are required to keep their credentials current and non-instructional staff are encouraged to keep their professional training and knowledge current through ongoing educational experiences that may include travel, retreat, university courses, workshops and other means that will further their professional growth goals.</p> <p>Annually (April-May), one-on-one staff meetings are held with every employee. Agenda items include distribution and review of updates to Employee Handbooks, annual contracts for employment, staff member interest in professional growth and potential need for additional resources (i.e. technologies, instructional materials, textbooks) in the upcoming year. This data is used to prioritize interests based on the budget and resource allocation. The Superintendent/Principal and HR/Business Manager review all requests and prioritize purchases that occur over the summer in preparation for the school opening. Department Chairs are also involved throughout the year in determining courses for the upcoming year, to include staffing possibilities which may warrant training and/or materials. In the 2019 Staff Survey, 98% of staff indicated they felt supported with opportunities for professional development and growth. The continuous review of performance data among stakeholders also provides the opportunity to reflect upon performance and determine whether additional trainings should be prioritized. Following the annual data review conducted by the school staff, additional needs and interests may be identified as a priority.</p>	<p>Notes from meetings</p>
<p>In reviewing Staff Development Day agendas, August summer trainings, and conferences records (2015-2016 through 2019-2020) it is evident that all staff have engaged in ongoing and continuous improvement (faculty, support staff, counseling, administration) focused on student achievement, college and career readiness, and the SLOs among other topics that underpin student success and growth. Focus areas for faculty include standards-based curriculum, research-based instruction (differentiated instruction, vertical practices, TPR-world lang, academic discourse), assessment topics (MDTP-math), technology for teaching and learning, and <i>science of learning</i> topics (i.e. growth mindset, responsive classroom). AP teachers stay apprised of shifts in College Board programs, and attend trainings when shifts occur (i.g. AP history, English). Support staff receive ongoing training in job-specific tools and resources (i.e. Aeries, ASB FCMAT, Classified Leaders Institute). Counselors attend annual trainings focused on academic counseling topics (e.g. UC/CSU Updates, ASCA professional organization conference), student well-being (i.g. Foster Youth and Homelessness, Mental Wellness Conference, Challenge Success, growth mindset, stress management, suicide prevention), and school safety (ALICE). Evidence of implementation of best practices gained from professional development include:</p> <ul style="list-style-type: none"> ● Implementation of NGSS aligned Amplify curriculum in junior high; ● Vertical alignment in English, grades 6-10; <ul style="list-style-type: none"> ○ Short-term, long-term plan ○ Follow-up Vertical Team Release Day ● Challenge Success program development; 	<p>Staff Development Day agendas</p> <p>Professional Development Records</p>

<p>they arise on an annual basis. CALPADS reporting indicates that staff is currently appropriately credentialed given their assignment. However, due to recent charter legislation, there are two elective courses that may require additional education and training on behalf of credentialed staff. During the 2018-2019 school year, all teachers (44) were fully credentialed as noted in the 2017-2018 SARC.</p>	<p>Evaluation documents</p>
<p>Annual staff evaluation lists are developed by the administrative team. Meetings are held with assigned staff to review the certificated and employee evaluation procedure and processes, and to discuss mutual interests surrounding ongoing improvement including potential professional development activities. Informal classroom visits by the S/P occur as often as possible, ideally two days a week, and are scheduled on a rotation basis. The goal of these visits is to keep informed as to classroom happenings, including curriculum and instruction plans and needs, classroom management interactions, and student and staff celebrations.</p>	<p>Board Bylaws, Board-S/P policy</p>
<p>Board Bylaws, <i>The Role of the Board and the Superintendent/Principal</i> Board policy, the Employee Handbook and the school Governance, Leadership and Management documents provide staff with written policies and procedures that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p>	<p>Vacancy Postings</p>
<p>Staff vacancies are posted in one or more of the following ways:</p> <ul style="list-style-type: none"> • EdJoin • School website • Professional website unique to a position (e.g. Latin) • Local colleges and universities 	<p>Applications, Interview packets</p> <p>Board agendas</p>
<p>U-Prep applications are designed to conduct an initial evaluation regarding potential employee qualifications (i.e. credential or licenses, experience, and background). Interview candidates are selected by administration with input from department staff. Interviews teams are selected by administration with input from staff. Interview questions are reviewed and updated with input from the interview team. Candidates are selected by administration following collaborative discussions with interview team members. The Superintendent/Principal makes recommendations for hire to the U-Prep Board.</p>	
<p>5. Resources Criterion</p>	
<p>The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college-and career-readiness standards.</p>	<p>Session slideshow, Staff Dev Day agendas, LCAP summary</p>
<p>School staff are provided an annual update on the fiscal state of affairs at an August Staff Development Day session conducted by the School Business Manager. A summary of the LCAP document is also reviewed and discussed. This opportunity allows for a continuous source of education regarding the school budget cycle, the state funding model (LCFF), LCAP development, and fiscal alignment to goals.</p>	<p>19-20 Staff Survey</p>

<p>Through stakeholder input, the LCAP evolves to meet the needs of students and make progress towards the achievement of school goals. In the 2019-2020 Staff Survey, 100% of the staff reported that they had a reasonable understanding of the school's fiscal status and budget.</p>	<p>Governance Calendar</p>
<p>The HR/Business Manager works closely with school administration, the U-Prep Board, and staff to establish priorities aligned to school goals and Student Learning Outcomes, and develop the budget accordingly. Key fiscal action items (i.e. First Interim, Second Interim, audit reports, unaudited actuals, LCAP/Budget approval) are noted in the Board Governance Calendar and are documented in Board agendas and minutes. U-Prep's HR/Business Manager is certified by CASBO as a Chief Business Official. Her continual growth and professional involvement in CASBO has been an asset to U-Prep; fiscal resources are managed effectively, efficiently, and with a degree of skill such that the oversight provided by SUHSD is minimal.</p>	<p>Board agendas, minutes</p>
<p>The HR/Business Manager provides monthly business reports at Board meetings. U-Prep continues to maintain a structurally sound budget with an 8% reserve for economic uncertainty.</p>	<p>MOU</p>
<p>The MOU between U-Prep and SUHSD articulates an agreement regarding facility usage. The District provides for all normal utility costs, including gas, water, electricity, and garbage services. Major facilities maintenance costs are paid by the District and include all non-routine maintenance, replacement and repair services, including major maintenance and replacement of the roof, mechanical systems (heat, ventilation, air conditioning, electrical, plumbing), and other major maintenance. Other services are purchased from the District, such as the processing of accounting and payroll, accounts receivable and payable, consulting assistance for budget development and fiscal planning as needed, student data information management, assistance with insurance and risk management services (i.e. workers comp, health benefits), health services, food services, school security, and IT services.</p>	<p>17-18 SARC</p>
<p>The school facility adequately meets the purpose of the school. The 2017-2018 SARC report indicates the school facility is in Good Repair status in the following areas: Systems, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External. "Interior" is scored as Poor; planned repairs include replacement of water stained ceiling tiles, repainting (damaged areas on walls, handrails, doors), replacement of carpet/flooring repairs, residing on a portable classroom (scheduled for repair during summer 2019). Some areas flagged for repairs were addressed July through December 2018. All repairs have been completed.</p>	
<p>Facility projects are currently underway in the Michael J. Stuart Gymnasium and Activity Gymnasium locker rooms with completion expected in December 2020. Collaboration and communication is ongoing between SUHSD staff and U-Prep administration; meetings are held regularly to discuss project developments.</p>	<p>Interview Ed Foundation volunteers, pictures</p>
<p>U-Prep's Educational Foundation has contributed to the facility more recently through the addition of multiple outdoor concrete picnic tables with umbrellas, six filtered water fountain/bottle filler stations, and through purchasing all items requested by faculty through U-Prep's Wish board.</p>	<p>19-20 Parent Survey 19-2020 Staff Survey</p>

<p>the budget building process. U-Prep's finances are structurally sound with no deficit spending; an 8% reserve is set for economic uncertainty. Key fiscal reports are provided to the Board annually as outlined in the Board Governance Calendar (i.e. audit reports, 2nd Interim, May Revise budget report, budget transfers, unaudited actuals, and First Interim. Business services purchased by U-Prep from SUHSD include: the processing of accounting and payroll, accounts receivable and payable, consulting assistance for budget development and fiscal planning, as needed. School audits are consistently positive and reflective of sound and ethical accounting practices. Board policies guide ASB fiscal practices.</p> <p>Enrollment at U-Prep results in annual waiting lists. ADA has remained consistently above 97.5%. Board Study presentations include historical data, among other sources of data, as a reference for future planning.</p>	<p>Audit Report</p> <p>ASB Board Policy</p> <p>ADA Report</p> <p>Board Study Presentations</p>
<p>The U-Prep Board is committed to attracting and retaining highly- skilled professional staff and instructors, including providing employees with a benefit structure that is competitive with comparable workplaces. It is also committed to providing cost-effective employee benefit programs. The following actions were taken to demonstrate a good faith effort towards this objective:</p> <ul style="list-style-type: none"> • The Board periodically reviews salary and stipend schedules, and health benefits to ensure they are competitive. Staff compensation records demonstrate one-time and/or on-going raises, and an increase to the medical cap among other stipend adjustments; records indicate that staff have received increased compensation and benefit packages that are competitive. • To support a culture of continuous learning and growing, no-cost unit options were created for salary advancement (i.g. School Sponsored PD, Leadership Academy, school-funded AP Summer Institutes). • Adoption of a Defined Contribution Post-Employment Benefit Program ("Policy") to enable U-Prep to provide an employee benefit program on a tax-favored basis for eligible employees without creating an unfunded liability for U-Prep. • An IGETC stipend was approved to support teachers in securing advanced degrees with the intent of securing the opportunity to serve as Shasta College dual enrolled teachers. As of 2019-2020, two teachers have pursued this stipend and are teaching AP/DE courses at U-Prep; a third teacher has completed his Master's and is currently pursuing approval through Shasta College. Two additional teachers had a Master's degree preceding this stipend; both are approved to teach dual enrollment courses and have maximized this stipend allocation. <p>School Marketing</p> <p>During the 2016-2017 school year, the school underwent a rebranding effort. A vendor (Pacific Sky) was secured to work with a cross-section of stakeholders (students, Board member/alumnus, staff/parents) through this endeavor. This process included a review of the school Mission and Vision, and development of a school logo, motto, and four (4) key promises reflective of the school's mission; the team agreed that the Mission should remain unchanged.</p>	<p>Certificated Salary Schedule</p> <p>Benefit Policy</p> <p>Rebranding, marketing artifacts, school award evidences</p> <p>Media contracts, artifacts</p>

Advertisements regarding school application windows are promoted through local radio stations (Results Radio). Periodically, ads are included in the local Parent Magazine. Most recently, U-Prep was voted as 2020 Best Public School in the North State. This public vote of confidence alongside other school recognitions (2019 California Distinguished School, Jay Mathews High School Challenge Index placing U-Prep in the Top 2% in the nation, U.S. Newsweek recognition placing U-Prep as one of the 2020 Best High Schools in America 2020) lends credibility to the school's high quality programs, to the staff's expertise and competence in working with adolescents, and the sustainability of the school enterprise towards achieving its Mission and Vision for students.

To ensure governing authorities inform the public and appropriate governmental authorities about school programs, updates, and fiscal status Board meetings are held in compliance with the Brown Act. The Superintendent/Principal conducts [annual reports](#) to the school authorizer's governing board, Shasta Union High School District. As described in the [Governance, Leadership and Management](#) document, stakeholders are informed of the ongoing development of the school enterprise and provided opportunities for ongoing reflection and input towards LCAP/school goal refinement. Parent Venture, the Challenge Success Executive Board, survey data, and ongoing qualitative interactions and observations of stakeholders inform the school improvement process, systematically.

U-Prep is in compliance with state rules and regulations regarding school financial requirements. Annual audit reports reflect ethical and sound fiscal practices. The Board has adopted financial policies, and school administration uses internal budget controls such as yearly independent audits and effective accounting software for ASB funds. An ethical and efficient ASB Clerk receives ongoing training to ensure compliance with FCMAT updates. She has well established systems for accounting of monies coming in through ASB approved fundraiser and Panther Store purchases, among other fiscal transactions (e.g. cash box management, cash deposits). The ASB Clerk, ASB Advisors, and an Assistant Principal meet periodically to discuss, plan and address ASB programmatic topics. The HR/Business Manager collaborates with this team to address questions regarding fiscal services. U-Prep staff utilize District fiscal documents and procedures, such as Purchase Orders.

Attendance practices for CBEDS accountability follow District policies and procedures. Internal attendance reports are managed effectively by faculty and an ethical and conscientious Attendance Clerk; attendance rates are an accurate representation of student attendance. The school's Registrar manages the application and enrollment processes, and the annual lottery in collaboration with school administration. Enrollment is carefully monitored with periodic reports provided to the Superintendent/Principal. The Registrar collaborates with the administration and staff throughout the application and admissions process, including [Information Night](#), the annual Lottery, and the *Day in the Life of a 6th Grader* event. Detailed records are maintained on all applicants and current enrollees.

Audit Reports

Conference
Records

The U-Prep Board continues to utilize the services of a Sacramento law firm with expertise and experience in charter law. Board trainings (i.e. governance, Brown Act) are most often provided by this law firm. School administration keeps abreast of changing legislation through attendance at law firm workshops, budget workshops as provided by School Services and CASBO, and local Shasta County Office of Education charter-authorizer meetings.	
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Summary of Areas of Strength and Growth

Strength: *A clear and focused mission supported by school-community stakeholders.* School governance is deeply committed to the school and conducts business with clear lines of responsibility between the school leadership and staff, and the Board. Effective structures and systems are in place to ensure Board business is conducted in an organized and systematic fashion, and adheres to legal requirements such as the Brown Act among other rules and regulations. Stakeholder involvement is robust as evidenced through a functional *Governance, Leadership and Management* plan with additional engagement occurring through ancillary venues for parents and students, such as Parent Venture, and the staff-student collaborative effort with Challenge Success. Other periodic efforts demonstrate that stakeholders are valued throughout the continuous improvement process; this is exemplified through the school rebranding effort, the School Start Time work group, and the Post-Employment Benefit Plan initiative. Based on the evidence reviewed, communication systems are well developed among stakeholders as they collectively participate in the continuous improvement process.

Strength: *A strong and ongoing effort to support all staff in staying current with their skills, expertise, and knowledge.* Evidence of this is consistent across multiple years of data and is inclusive of all ranks within the organization. The LCAP and school budget reflect ongoing fiscal allocations inclusive of Title II dollars that underpin a visible culture of continuous improvement. A review of conference records, Staff Development Day agendas, and Salary Schedules illustrate a robust effort towards this priority while also ensuring competitive compensation for all staff. One innovative example includes the IGETC stipend, which is of shared benefit to students (opportunity for onsite dual enrollment courses that expand college credit options), faculty (\$20K stipend, increased expertise in subject area), and the school mission (college preparation, post-secondary partnership with Shasta College).

Continued attention: To maintain an upward trajectory, ongoing focus in the following key areas are important considerations:

- (1) Fiscal allocation sufficient to support the annual Leadership Retreat summer planning session; and,
- (2) Maintenance and development of a highly qualified staff through:
 - (a) Annual review of all salary and stipend schedules, and update health benefit plans to ensure competitive compensation packages for all employees.
 - (b) Providing ongoing access to high quality professional development for all staff members to stay current and refreshed in research-based best practices within their roles and responsibilities.

CATEGORY B

Curriculum



CATEGORY B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion	Evidence:
<p>All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the school-wide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.</p> <p>U-Prep's educational program is designed to help students become critical thinkers, motivated learners and problem solvers. Beginning in sixth grade, students are taught challenging math, science, history and language arts curriculum designed to equip them with the knowledge, skills, and academic persistence needed for postsecondary success. This core curriculum is supplemented by a body of advanced academic classes, elective classes and enrichment experiences. As stated by our mission to provide all students "rigorous academics and meaningful extracurricular activities," all systems at U-Prep are geared to provide the most advanced, rigorous, and relevant educational experience through our Student Learner Outcomes, classroom experiences, and extracurricular activities. Systematically, U-Prep is designed for all students to meet A-G requirements upon graduation, allowing them the opportunity to attend a post-secondary school of their choice. At the high school level the default curriculum is AP based and all courses meet A-G requirements, setting students up for college and career-readiness. Additionally, our Student Learner Outcomes are embedded into junior high advisory curriculum and high school coursework.</p> <p>Administration, school Leadership Team, Department Chairs, and Grade-level Teams all work to evaluate both program and student successes. The Leadership team creates a Collaboration Calendar that is systemized to ensure consistency in our programs and allow for collaboration time for teachers to analyze student data, create meaningful curriculum and work on program development.</p> <p>Administration and Department Teams work on a curricular level to maintain program consistency and seek to create cohesive, scaffolded curriculum that is both standards and AP based, and is vertically aligned when possible. Additionally, our Department Teams work collaboratively to analyze and reflect upon student test data to determine areas of strengths and weaknesses. These reflections drive continuous program improvement. Departments spend time planning thoughtful, relevant and engaging curriculum for students to master state standards, Pre-AP, and AP curriculum. When surveyed, teachers included multiple strategies to create their own materials to supplement adopted materials and textbooks, to include but not limited to, backward mapping curriculum based on end performance goals, direct instruction, modeling, hands on learning experiences, formative assessments through units, and relevant and timely feedback for students to reflect upon to improve skills. State test, AP and dual enrollment data show students to be successful in their courses and in college level coursework, also proving our programs prepare students for college and careers-readiness. Data from our Parent Survey shows that 99% of</p>	<p>Mission Statement</p> <p>Course guide</p> <p>HS Graduation Requirements</p> <p>Student Work - see teachers</p> <p>Collaboration Calendar</p> <p>Department Agendas</p> <p>Staff Survey</p> <p>Parent Survey</p>

<p>our parents felt that “U-Prep offers the learning experience and courses needed for a successful transition to high school/college.</p> <p>Grade-level teams meet to celebrate student achievements, but also to discuss students that may be in need of extra support. From these meetings support services are discussed. Potential supports might be, but are not limited to: SST meetings, teacher/student conferences, referral to BRIDGE 7, 8 or 9 programs, referral in Math lab, office hour tutoring, and/or referral to a study hall class. Counselors and teachers work as a team to ensure students are finding success and are on track to graduate. Administrators are a support to students and teachers when needed.</p>	<p>Grade-level agendas</p>
<p>The following graduation data is evidence that U-Prep students are achieving college and career-readiness standards:</p> <p>U-Prep’s 2020 National Student Clearinghouse data indicates the following:</p> <ul style="list-style-type: none"> ● On average, 85% of U-Prep graduates between 2014 and 2019 enrolled in college the fall immediately after high school; the range is 81% - 89%. <ul style="list-style-type: none"> ○ On average, 42.6% enrolled in a 4-year institution ○ On average, 42.3% enrolled in a 2-year institution <p>The percent of U-Prep graduates immediately enrolling in college after high school exceeds county, state, and national figures.</p> <ul style="list-style-type: none"> ● The percent of graduates from each of the following classes who are considered graduated, enrolled or continuing to persist toward degree attainment as of June 2020 is as follows: <ul style="list-style-type: none"> ○ Class of 2019: 83.7% ○ Class of 2018: 85.4% ○ Class of 2017: 78.8% ○ Class of 2016: 76.7% ○ Class of 2015: 73% ○ Class of 2014: 80.6% 	<p>2020 NSC Data Report</p> <p>Data Reports</p>
<p>Our state CAASPP data shows that our U-Prep students in grades 6-8 and 11th, continually outperform students at the state levels in both ELA and Mathematics proving U-Prep has effective programs. Middle school teachers work alongside their high school colleagues to create seamless instruction from 6 – 12th grade.</p> <p>All 8th, 9th, 10th and 11th grade students take the PSAT. For the last three years all grades have surpassed the state average scores. For the last three years, all grades (8-11) Met or Exceeded College Readiness Benchmarks in both ELA and Math. Additionally, in a review of our Dashboard our LI population is exceeding standards as compared to peers in the state and in three instances surpassing even their U-Prep peers.</p>	<p>Metrics Reports</p> <p>Metrics Reports</p> <p>California Dashboard</p>
<p>Demonstrating the belief that all students can achieve at high levels, all high school students take the A-G coursework required for admission to the CSU or</p>	

<p>UC systems, and AP/Honors coursework is the default path for all students. All high school students have take the following AP courses:</p> <ul style="list-style-type: none"> • 9th Grade: AP Human Geography, Honors English I • 10th Grade: AP Modern World, Honors English II • 11th Grade: AP U.S. History, AP Eng III • 12th Grade: AP Econ (1 sem)/AP Gov/Pol (1 sem), AP Eng IV <p>Additional academic and student support services are provided to assist students in achieving these requirements. For those that might need more time to develop maturity and/or skill sets to be successful in college coursework, a College Prep Designation Policy exists as one strategy to support students without enduring a significant academic setback while navigating an all-AP/Honors curricula, grades 9 through 12.</p>	
<p>In a review of our AP test data, students are meeting our SLO's and mastering challenging curriculum. During the 2017-2018 school year, U-Prep administered 426 AP exams within a high school of approximately 500 9th through 12th grade students. Of those 426 exams taken, 71% of students passed with a score of 3 or above, which is exceptional. In 2018-2019, 239 students took 459 AP exams with 72% scoring a 3 or above, also exceptional results.</p> <p>Five AP courses are overlaid with Shasta College dual enrolled courses, which expands college-going credit for all students depending upon their goals and aspirations. Regardless of the choice to take the AP exam and/or gain community college credit, all students are immersed in courses designed to develop academic persistence, mastery of content knowledge, and the academic skills necessary to make a successful transition to university level coursework, if they so choose.</p> <p>Students have the opportunity not only to excel academically, but also in specific elective interests. As part of our mission to "enable all students to become self-motivated, competent, and life-long learners" U-Prep hosts an extensive standards-based VAPA program with courses in dance, music, theater and visual arts. Currently, 71% of our student body is enrolled in at least one VAPA course and within this group, 27% are enrolled in two or more VAPA courses.</p> <p>Lastly, beginning in middle school and continuing through high school, our counseling department has created an in depth College and Career Readiness Scope and Sequence outlining the multitude of career themes and activities at each grade level. The counseling team offers grade-level lessons, college-planning presentations, career exploration, and aligns interests to future areas of study. Our counselors, faculty and administrators work with all stakeholders to assist in students being college and career ready.</p> <p>Faculty and staff work together to provide students with many opportunities to excel academically and develop their potential as leaders and citizens in the 21st</p>	<p>Metrics Reports</p> <p>Dual Enrollment Data</p> <p>California Distinguished School Model Program Application</p> <p>College and Career Scope and Sequence</p>

century through a rich and varied extra-curricular program. We offer a seven period day to students from grades 6 – 12 so that they may pursue multiple academic interests. The California content standards and College Board Advanced Placement curriculum form the basis of the students' educational program, and define the general academic skills. U-Prep's instructional methods and rigorous curricula support the goals of State Standards as well as the College Board's nationally recognized Pre-AP and Advanced Placement program. For students who may need additional time and support to attain mastery of curricular standards, U-Prep has programs and classes designed to assist all students in meeting individual and program goals.

Each department at University Preparatory School uses a variety of modern educational research tools to provide instructional curriculum that is effective and relevant to the student population. U-Prep has a detailed [course guide](#) that outlines and describes each course and expected rigor. It is expected and assumed that in a normal year, staff attends conferences and trainings to stay current and to maintain high levels of expertise in their fields.

Because of high curricular standards, all staff are expected to stay current in their fields and follow best-practices that support academic standards. Professional development occurs on many levels and current topics are sought out on an ongoing basis. U-Prep has spent considerable time at differentiation trainings, tech trainings, NGSS trainings, brain research practices to name a few, to better serve our students.

Topics of interest or needs are generated from end of year meetings in which staff meet individually with administrators, surveys, department meetings and/or grade-level meetings. Our Leadership Team and Admin track all professional development to allow for equity among staff. Professional development is approached in different ways:

- Attending a conference (Challenge Success, Learning and the Brain, Differentiation, NGSS, AP Conferences, MDTP Training, CPM Conference, UC & CSU Conference, Exploring College Options, Student Mental Wellness, Conference,
- Attending local professional development: PE Conference, ALICE Training, Foster Youth and Homeless Training
- Attending staff presented topics (EdTech, Leadership Academy) for movement on salary scale

After attending conferences, staff then become teachers in the topics they learned about sharing with colleagues new innovative practices that might best serve our students.

Specific Course Examples:

- The World Languages department utilizes best practices outlined in the research of *Comprehensible Input* that describes how the language center of the brain retains messages. This research focuses on the aspects of keeping language acquisition both interesting and understandable for best results. This model also provides students with

[Course Guide](#)

[Conference/Professional Development Records](#)

[Conference/Professional Development Records](#)

implementing, and analyzing lesson plans to increase the accessibility of curriculum for traditionally marginalized student groups.

- U-Prep's middle school history courses follow California Common Core curriculum standards. Teachers use a state adopted textbook, *Teachers Curriculum Institute* (TCI), and integrate best practices in the teaching of history; note taking, analyzing primary sources, and other critical thinking skills. All high school history classes are AP courses in which students have the opportunity to take the AP test at the end of the year to potentially earn college credit. For example, the AP Modern History class, taken by our sophomores, has been implemented to more closely align with the new College Board tests and curriculum.

[Conference/Professional Development Records](#)

- VAPA program teachers are included in all professional development as all courses are aligned to curriculum standards. U-Prep hosts a wide variety of elective courses that allow for students to achieve A-G credit.
- PE teachers attend conferences and trainings to better serve student needs. Students are tested two times a year and outperform many of their local peers. Teachers continue to offer a variety of PE options that vary from year to year based on student feedback.
- In 2016-17 and again in 2018-19, U-Prep sent a team of staff to the Learning and the Brain Conference. Staff brought back many best-practices in the ideas of mindset and to foster learning activities to assist students in rigorous classes and to persevere through challenges. Themes of growth mindset are embedded throughout junior high curriculum and high school reflective practices.
- In 2017 U-Prep became part of the Challenge Success Partnership with Stanford University to better understand the evolving needs of our student population and stakeholders. Through this partnership, U-Prep continues to shed light and balance all stakeholder needs.

[Challenge Success Letter](#)

University Preparatory School aligns its academic standards not only to master curriculum standards, but also to maximize student eligibility for and provide a smooth transition to the University of California system. U-Prep's Master Schedule is a seven period day and provides students with opportunities to explore and achieve graduation requirements. U-Prep's high school graduation requirements align with the University of California A-G requirements, ensuring that students who have achieved a C or higher in required classes will automatically meet this eligibility criterion for admission to a UC school. The A-G requirements are: four years of English, four years of Social Sciences, three years of Mathematics, two years of Science, two years of Foreign Language, two years of Physical Education, and one year of Visual or Performing Arts. These core courses are also certified to meet State

[Master Schedule](#)

<p>University standards.</p> <p>The Leadership Team and Administration review student requests, testing data, and teacher credentials to create a Master Schedule to provide as many opportunities for students to balance the classes they must take and want to take. For example, after reviewing the 2019-2020 Student Survey, at the junior high level 73% of 8th graders, 79.3% of 7th graders, and 83.8% of 6th graders sent a resounding request for an addition of junior high study hall. The Leadership Team reviews and delivers testing data to the Department Chairs for analysis at the department level.</p> <p>Department Chairs and faculty disaggregate data to analyze and reflect upon strengths and weaknesses of programs in regards to standards to better improve programs for student success in reaching college and career-readiness expectations. From collaborative conversations, program reflections and changes are made to improve programs to further student achievement.</p> <p>Grade-level teams also participate in collaborations to ensure students are successful across the board in meeting standards. It is at the Grade-level meeting student interventions are made to ensure support services are in place for students needing extra support to meet standards.</p> <p>U-Prep's dual enrollment offerings have increased in the last four years, from one course offering in 2016-2017, to five courses in 2017-2018 and six course offerings in 2019-2020. English 1A, English 1B, PHYS 1, PHYS 2, ECON 1 and Trig/Pre-Calc are currently offered through our Dual Enrollment Program with Shasta College. Through coordination with professors at Shasta College, teachers offer high-level content that meets, and often exceeds, the rigor of college courses. Acclimating students to college-level work ensures their readiness for the next stage of education, and the college credit students earn with both AP and dual enrollment courses allows them to both save money and focus more directly on their chosen career or educational path.</p> <p>Embedded into our high school coursework and junior high Advisory program, the SLO's: demonstrating leadership, applying a growth mindset, engaging in critical thinking, and contributing to their (students) community, are a cornerstone of U-Prep's mission and vision statements, and of 21st Century workforce expectations. The SLOs feature school-wide learning outcomes that are meant to serve students throughout their high school careers and into their post-secondary efforts.</p> <p>U-Prep staff spent a portion of 2019-2020 staff development meetings updating the Student Learning Outcomes (SLO's). Teachers use research-based practices in courses to support attainments of our SLO's.</p> <ul style="list-style-type: none"> • <i>Demonstrate Leadership</i>: Student engagement in Socratic seminars and rigorous coursework; engagement in VAPA, athletics and activities 	<p>Student Survey</p> <p>Department Agendas</p> <p>Grade-level agendas</p> <p>Dual Enrollment</p> <p>Student Learning Outcomes</p>
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BACK TO SCHOOL NIGHT

Thursday, September 1, 2022

6:00 PM

PRE-AP, AP, & DUAL ENROLLMENT INFORMATION MEETING

5:00-5:45 PM

5:45 ~ WELCOME MESSAGE

MARR AUDITORIUM

The Pre-AP, AP, & Dual Enrollment meeting is intended to introduce parents to U-Prep's AP and Pre-AP College Board and Shasta College Dual Enrollment programs. Parents of high school students are encouraged to attend.

The following topics will be discussed:

- AP Basics, Academic Workload
- Prepare to Achieve
- Student and Test Prep Supports
- AP Exam Participation and Scores
- The role of AP in the college application process

U-Prep offers 6 dual enrolled college courses offered on-site and taught by U-Prep faculty.

ENGL 1A College Composition
(included within U-Prep's AP English III junior course)

ENGL 1B Literature & Composition
(included within U-Prep's AP English IV senior course)

PHYS 2A General College Physics
(included within U-Prep's AP Physics 1 course)

PHYS 2B General College Physics
(included within U-Prep's AP Physics 2)

Math 2A & 2B Precalculus
(included within U-Prep's Trig/Precalculus course)

ECON 1A Principles of Economics
(included within U-Prep's AP Economics senior course)

The Dual Enrollment program is a collaborative with Shasta Community College.

<p>provide universal opportunities for students to practice personal initiative, to strengthen work ethic, and develop effective communication skills necessary for college and career-readiness.</p> <ul style="list-style-type: none"> • <i>Apply a Growth Mindset</i>: Students that employ a growth mindset learn to persevere in the face of challenges. Students learn how to revise work, utilize tools for self-reflection, and make decisions based on academic and personal needs. • <i>Engage in Critical Thinking</i>: Classroom lessons are designed to engage students and provide insight into the development of analytical and problem solving skills and the ability to utilize resources. • <i>Contribute to Their Community</i>: Students participate in collaborative work groups, lessons are designed to foster academic discourse and productive work outcomes. Students are Peer Mentors, Peer Tutors, participate in community and volunteerism activities. 	
<p>At the Leadership Team level, SLO's are monitored to ensure they are current and supported within U-Prep's curriculum. Annual reflection and Senior Exit Presentations are evidence of continuous improvement in all academic areas. Additionally, administration monitors EL and Special Education student progress. 7th – 9th grade students that are identified as needing extra supports in academic areas are referred to our BRIDGE classes.</p>	<p>Leadership Team Agenda Revised SLO's Revised SLO Rubric</p>
<p>At the Department level, Department Chairs and faculty analyze programs and reflect on student access to achieve SLO's within content areas. Collaboration at the department level and reflections on programs result in changes to ensure students have exposure and opportunities to demonstrate SLOs.</p>	<p>Department Agendas</p>
<p>Grade-level teams adjust to meet students' needs regarding SLO's and seek opportunities to create meaningful, relevant, and engaging lessons through Advisory or other coursework.</p>	<p>Grade-level team agendas Advisory Program</p>
<p>Outside of classes, University Preparatory School offers multiple opportunities for students to utilize all or some of the SLOs:</p> <ul style="list-style-type: none"> • ASB • Math and Science Club • Chess Club • Science Bowl • Odyssey of the Mind • Various other clubs 	
<p>In further review of data, evidence of University Preparatory School's consistency between the actual concepts and skills taught, schoolwide learner outcomes, academic standards, and college and career-readiness are:</p> <ul style="list-style-type: none"> • Pass rates of 8th graders, 10th graders, and 11th on the PSAT • State and AP test results • The percentage of students who graduate A-G ready 	<p>Metrics Reports</p>

<p>• Senior Exit Presentations</p> <p>U-Prep's courses and programs offer students multiple opportunities to learn through cross disciplines both in the classroom and through clubs and extracurricular activities. U-Prep's approved charter focuses on providing a rigorous, A-G aligned AP and standards-based curriculum. As such, CTE courses are not our priority, but have been added when/if the schedule allows. Currently, drafting and Business are the only two CTE courses offered at U-Prep.</p> <p>The Leadership Team uses information gathered from Challenge Success Group, Student, Parent, and Staff surveys to create an evolving Master Schedule to meet student achievement. Student success, achievement and engagement is a priority for all stakeholders. The 2019 Leadership Retreat found a need from staff to revisit U-Prep Cornerstones, and work has been ongoing to refine "The U-Prep Way" at the junior high level.</p> <p>Both Departments and Grade-level teams discuss and reinforce the Cornerstones of U-Prep to address academic and social emotional needs of students in the following ways:</p> <ul style="list-style-type: none"> • Department meetings align curriculum to advance students toward college and career-readiness (note-taking strategies, writing practices/rubrics, grading practices). • Grade-level meetings discuss common practices (organized binder, Advisory lessons, grades, student expectations). • All collaborations include discussion of integrating "The U-Prep Way" <p>U-Prep's greatest community partnerships are with Shasta College and Challenge Success. Our Leadership Team, Administration and faculty continue to evaluate and add courses when possible to our dual enrollment course offerings. Our dual enrollment program with Shasta College currently consists of six course offerings: English 1A, English 1B, PHYS 1, PHYS 2, ECON 1 and Trig/Pre-Calc. Through an extensive application process and coordination with professors at Shasta College, U-Prep teachers offer high-level content that meets the rigor of college courses. Acclimating students to college-level work ensures their readiness for the next stage of education, and the college experience.</p> <p>Our involvement with Stanford University's Challenge Success Partnership greatly increases our stakeholder involvement and awareness of our program impacts from student and family perspectives. With our high stakes, rigorous curriculum and our desire for student well being, it is important to continue to make program decisions for the betterment of our student population. The focus of this partnership is to create a team focused on research-based practices to increase student health and engagement and reduce stress. To date, research based practices to come from this partnership are Time Management Skills and Teacher/Student Shadow Day. Our Challenge Success partnership will continue to foster student health and well being while balancing rigorous curriculum and striving to achieve high standards.</p>	<p>Challenge Success</p> <p>Student, Parent, Staff Surveys</p> <p>Department & Grade-level agendas</p> <p>Career Day</p> <p>Master Schedule</p> <p>Dual Enrollment</p> <p>Challenge Success Letter</p>
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<p>Other school experiences offer college and career experiences.</p> <p>U-Prep students are immersed in college experiences beginning with their freshman year and continuing through senior year. Freshmen and Sophomores are exposed to nearby colleges as part of their class trips. College visits at the junior and senior levels allow students to experience the atmosphere and environment of college life at a variety of colleges. By offering students multiple college visits, students are potentially exposed to colleges that they might not have thought of attending. College visitations take continual communication and relationships with the colleges for the visits to be successful for all involved.</p>	<p>Frosh/Soph Trip Itinerary</p> <p>College Trip Itinerary</p>
<p>One of the most looked forward to experiences at U-Prep is Career Day. U-Prep hosts an annual Career Day that gives 8th and 9th grade students a glimpse of different careers, and students are provided more information about career paths. Career day engages community partners, local professionals and often U-Prep alumni to present. Alumni speakers have provided feedback to students about their past experience at U-Prep that prepared them for college and also share their current experiences in their career and the college courses that were beneficial to their successes.</p>	<p>Career Day (See Mr. Williams/Counseling)</p>
<p>Tracking alumni data allows U-Prep to use follow up studies to learn about the effectiveness of U-Prep's curricular program. This is an ongoing process that we continue to hone and improve to stay connected with our alumni. In further review of our 2020 National Clearinghouse data shows that on average, 85% of our graduates between 2014 – 2019 enrolled in college the fall immediately after high school, which exceeds county, national, and state percentages. At our Leadership Retreat we recognized that while our students are enrolling in college and continuing their education, we want more data regarding specific tools, courses, and programs that ensure continued postsecondary academic success. We have created action plans to continue to hone our alumni tracking and data gathering processes.</p>	<p>2020 NCH data report</p>
<p>Communication with our stakeholders is ongoing throughout the year and on a daily occurrence.</p> <p>Daily:</p> <ul style="list-style-type: none"> • The school website • The mobile app • The daily bulletin and monthly newsletter engages with parents and the community to share information about the school happenings. <p>Ongoing:</p> <ul style="list-style-type: none"> • Back to School Night • Financial Aid Night • Information Night • Since we do not have specific feeder schools, we allow for 5th grade students to shadow current 6th grader students after applying for admission. 	<p>Leadership Retreat Agenda</p> <p>School Website</p> <p>School App</p> <p>Daily Bulletin</p>

- Shasta College Dual Enrollment is a collaboration between U-Prep and Shasta College to allow for students to earn Shasta College credits through U-Prep classes.
- In our 2018-19 U-Prep Leadership Academy, Shasta County Mental Health partnered with U-Prep and conducted a presentation on local current data and research on mental health issues in Shasta County.

[Monthly Newsletter](#)

B2. Accessibility of All Students to Curriculum, including Real World Experiences:

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

U-Prep provides multiple opportunities within all curricular classes to develop real world life skills for all students. Our mission to immerse students in "rigorous academics and meaningful extra curricular activities" is supported by all stakeholders: staff, students, parents, and leadership.

The Leadership Team, counselors and administration create a master schedule that serves a full range of student needs while ensuring rigorous, relevant, coherent real world applications are attainable by all students. Counselors meet one-on-one with students to create a high school plan that meets A-G requirements while balancing engagement and mastery. The Leadership Team also reviews policy on an ongoing and annual basis to ensure programs meet current conditions of our student populations. An example would be from our 2017-2018 Student Survey data. Students overwhelmingly expressed concern with the amount of homework they had on a regular basis. From that feedback the Leadership Team gave Departments and Grade-level teams student surveys to analyze and changes were made regarding summer homework. Grade-level teams discussed the amount of homework on a daily/nightly basis. An additional example is the agreed upon A and B Testing Schedule.

[SLO's](#)

[A-G Requirements](#)

[Student Surveys](#)

Testing Schedule

Another means of meeting all student needs and fostering engagement is our common grading policy. All student grades are categorized into two categories; formative and summative. Formative grading is based on student engagement activities and summative is based on student mastery. Through a collaborative process Department Chairs and Grade-level teams created a scaffolded grading system from 6-12 grade to ensure all students are graded in consistent and meaningful ways.

Department and Grade Level Agendas

U-Prep's counseling department works diligently to ensure all students have equal access to courses and college and career-readiness. This starts with the College and Career Scope and Sequence that ensure meaningful activities presented and scaffolded at each grade level through our Advisory and curriculum programs. Counselors meet one-on-one with students at every grade level to present course offerings for the next year and create A-G course

[College and Career Readiness Scope and Sequence](#)

Naviance (See Counseling Dept)

plans through Naviance, offer career exploration through Naviance lessons, and they present classroom based lessons. Our counseling staff also gives direct support to our 8th grade students as they move from our junior high to an all AP/Honors Curriculum in 9th grade. Counselors meet one-on-one to create a learning plan that meets specific learning needs and engagement while making sure students create an A-G pathway for graduation.

To ensure equity and access for all students at U-Prep, several programmatic systems are in place. From Grade-level meetings student progress is analyzed and referrals are made to enact appropriate supports for students. Teachers might recommend SST meetings, teacher/student conferences, peer mentoring or peer tutoring. At the junior high level, students that show signs of struggling to meet content standards are referred to BRIDGE 7, 8 and/or Math Lab. At the high school level, students are able to attend office hours prior to school starting to work one-on-one with teachers. One-on-one time was also highly requested in our 2017-2018 Student Survey. Students that have a robust extra curricular schedule often elect to take a study hall class to complete homework within the school day.

Another policy that ensures success is our CP option. Students that are enrolled in AP/dual enrollment classes have a College Prep Designation option. This allows students to engage in rigorous AP curriculum without enduring significant academic setbacks.

For all of U-Prep's years of existence, Advisory courses have been offered in sixth through eleventh grades and provided opportunities for real world applications. Several advisories provide curriculum to improve student well-being and mental health. The tenth grade advisory had a rotating, varied real world curriculum which includes basic automotive work, changing a tire/jump starting a car, resume building, business letter writing, finance, and personal wellness including internet use and meditation/stress moderation.

New for the 2020 - 2021 year, ASAP will be offered in full to middle school only. The high school will be piloting a new early start schedule to flesh out any bugs in the new schedule to remedy before the mandated late start the following year. The loss of ASAP (Advisory/Tutorial) for high school students will be addressed in other means still under discussion, inclusive of high school advisory topics, and will be offered in the 2021-2022 school year.

We believe that all of our students with the necessary supports can achieve at high levels and set a college trajectory in their sights. All of our high school courses align with A-G college requirements ensuring students ability to apply for the college of their choice. With that in mind U-Prep's counseling department systematically checks in with students on a regular basis. Our high school counselors continually meet with students to plan, monitor and assess student progress throughout high school with special interests in our freshmen setting up high school plans through Naviance; meeting with our juniors

[Grade Level Course Offerings](#)

[Grade-level agendas](#)

[Student Study Team Meeting Form](#)

[BRIDGE 7, 8](#)

[Student Survey](#)

[CP Designation](#)

[2020-2021 Master Schedule](#)

[College and Career Readiness Scope](#)

<p>preparing for their senior year; and working with our seniors, supporting and preparing them for their exit presentations and college admissions. Our junior high counselors meet with all of our middle school students to make sure they are in the courses that best serve their interests and needs, but more specifically our 8th graders to prepare them for their entrance into high school. Counselors also work collaboratively with Grade-level teams to ensure all students are on track in coursework and mastering standards.</p> <p>One of U-Prep's most valuable services for students and families is our counseling department. It is our philosophy that U-Prep is opening the doors for our students no matter their transition to post secondary school, be it a junior college, trade, state or university school. Our academic program, along with the support of teachers, staff and counselors, teaches students how to maintain and survive their first year of college. It is the student's ability to sustain not only the academic, but also the emotional stress of college.</p>	<p>and Sequence</p> <p>Counseling Brochure</p>
<p>U-Prep counselors make themselves available and known within our student body on a regular basis. At the beginning of the school year, counselors visit all Freshman English classes, as well as the middle school ASAP classes, to introduce themselves, make sure students know where their offices are, and how the counselors assist students. The counselor's work one-on-one with both junior high and high school students to ensure they are choosing the best classes for their college goals. At the junior high level counseling staff spend time developing social emotional connections with students to navigate the sometimes-challenging middle school years. At the high school level, counselors help students and parents make decisions appropriate for their student's education. Counselors meet with each high school student to guide them through A-G requirements and ensure the student is on the right path to be accepted into the college of their choice. Along with counselors guidance, Naviance is a program students use to educate themselves as to what individual colleges require, and to plan their high school courses to align with A-G requirements.</p> <p>The counselors have created an event called Cookies and Cram for the sole purpose of assisting freshmen with their first experience taking finals in high school. Freshman teachers stay after school one afternoon and are available to help students study and prepare for finals. Along with cookies, last minute valuable teaching moments are provided. Counselors are always keeping a pulse on student needs and a major goal of the counseling staff is social-emotional support.</p> <p>Financial Aid Night is a night set aside for parents to meet at the school and learn about sending their students to college. The counselors are available for questions as well as a guest speaker who can speak to the economic challenges involved in sending a student to college. This includes power points, speakers, and most importantly a question and answer period.</p>	<p>Naviance (See Counseling)</p> <p>Cookies and Cram (See Mrs. Mason/Counseling)</p> <p>Financial Aid Night</p>

Teachers are readily available to students through tutorial and office hours. In the past, students could attend after school on Fridays from 2:50 - 3:15 for extra assistance, make up tests, meet with their teacher regarding missing assignments and how to improve in their academics. Middle school students have a built in Academic Support (tutorial) and Advisory Program. During tutorial, students can go to different classes to get help from specific teachers as needed. This is a time that students can work on homework or get help from teachers. The 2020 - 2021 schedule allows high school students the opportunity to meet with their teachers during office hours each morning from 8:00 AM to 8:25 AM, prior to the beginning of their academic day, for extra one-on-one assistance.

[ASAP Program](#)

U-Prep's Student Study Team (SST) is formed with teachers, administrators, counselors, and families to evaluate a student's academic, behavioral, or social-emotional progress. This group meets after a parent, teacher, student, or administrator deems it necessary. This is a helpful step for parents and students to determine areas of need and create a plan for success in any of the above mentioned areas. It is an especially helpful tool for parents to find a way to bridge the gap between home and school when students are struggling.

[SST Referral Form](#)

Through our Challenge Success partnership, U-Prep has adopted many practices to assist U-Prep student's balance the many facets of a rigorous academic schedule and extracurricular activities. Challenge Success meetings are a collaborative measure between students, parents, administration and staff to discuss student and family needs, be it course offerings, scheduling, and student needs to name a few. Past conversations discussed reduction in the summer workload for students, and planning for the Shadow Day. The goal of this day is for the teacher to gain an understanding of the typical day in the life of a high school student at our school. During a shadow day, a teacher is assigned to a high school student and attends every class with the student, participates in all activities throughout the day, and goes to their sports games or practices after school. Teachers also complete all classwork and homework assignments. This day allows for students to communicate what their lives look like on a daily basis, and for teachers to understand all that students juggle within their day.

[A-G requirements](#)

Communication and collaboration between parents, staff and students is crucial to the success of University Preparatory School. The ultimate goal of U-Prep is to give students the tools and support to excel and to meet their goals throughout their educational experience. As a member of Challenge Success, a major focus is the importance of communication between school and home.

U-Prep uses several means of communication between all stakeholders; teachers to students, teachers to parents; teachers to teachers, teachers to coaches and vice versa. In this day and age of technology, at U-Prep one always has the tools to connect with others at their fingertips.

- Website – school information
- School App – events, calendar

<ul style="list-style-type: none"> Email is used as a constant communication tool to keep students and parents abreast of classroom happenings, classroom needs, and student progress, both positive and when assistance is needed to support students. Google Classroom is used primarily between students and their teachers. Google Classroom is used to post agendas, take quizzes, make announcements and turn in assignments. Students can communicate with their teachers through Google Classroom by posting private comments and teachers can give feedback on assignments as well. Parents can see assignments and communications from teachers on upcoming events in each class. Even though the classroom is through the student's email account, parents can request to see Google Classroom in order to help their students navigate upcoming assignments. 	<p>Website: uprep.net</p> <p>School app</p>
<ul style="list-style-type: none"> Aeries is our grade reporting system and is used to communicate current academic progress to families. Teachers update their grade books weekly. <p>Providing programs, strategies, and information for students regarding college, career, and postsecondary high school options is crucial to the success of U-Prep students. Our Administration routinely evaluates the effectiveness of student programs in many different ways. Analyzing student achievement data, involving Department Chairs and Grade-level teams to analyze student achievement data and reflect on programs is ongoing at U-Prep.</p> <p>U-Prep's counselors work with the Junior class as they transition into their third year of high school to support them academically and emotionally for the high demands of an all AP curriculum year. Additionally, U-Prep's high school counselors meet regularly with all seniors throughout their capstone year at U-Prep giving them direct support with the post-secondary transition both in classroom support and one-on-one meetings.</p> <p>One example of U-Prep's counseling services playing a key role guiding students is by our Senior Transition class. Seniors are immersed in ongoing education and assistance with the counselors and assistance with the college application process, financial aid, and scholarships, letters or recommendation and much more. Seniors begin the process of creating their Senior Exit Presentation, a project that correlates with the U-Prep's Student Learning Outcomes (SLO's), coursework and college readiness. In the spring, staff and community stakeholders assess Senior Exit presentations as one measure of student readiness.</p> <p>Summary of Areas of Strength and Growth</p> <p><u>Strength:</u> <i>U-Prep's clear mission to immerse students in "rigorous academics and meaningful extracurricular activities" is well supported by our governance and management systems. Our Leadership team creates the space for a collaborative schedule for teachers to prepare rigorous, meaningful, and engaging curriculum focused on A-G and college and career-readiness. Our</i></p>	<p>Google classroom</p> <p>Aeries</p> <p>Data Reports</p> <p>Counseling Department</p> <p>Senior Transition - see Mrs. Mason (counseling)</p>

Department Chairs and faculty collaborate and reflect on student achievement, student needs, and use test data to drive program development. Grade-level teams are consistently monitoring student success and also reflecting on grade-level appropriate lessons and strategies to further student engagement. U-Prep's master schedule offers a wide range of choices for students to give them a pathway for college preparation. Our AP and dual enrollment courses are robust and available to all students, and all courses fulfill A-G requirements.

Strength: *Departments spend time analyzing and reflecting on student data to improve programs and ensure student success and mastery of content standards.*

Strength: *Grade-level teams also analyze student success and monitor student progress in programs throughout the year.* Additionally, they create an Advisory and curriculum programs that reflect student needs and reinforce our SLO's, academic and AP standards, and real-world experiences.

Strength: Our Counseling Staff is an invaluable resource to assist students navigating the middle years or an all AP high school curriculum. Our counselors use a variety of strategies to meet student needs to support them social-emotionally and academically while planning school courses. Together, the Leadership Team, Departments, Grade-level Teams, and Counseling staff provides meaningful learning experiences with appropriate supports to ensure success for all students at U-Prep.

Strength: *U-Prep's student community (all and student groups) are high achieving and a testament to the quality programs of which they are exposed.* State assessments, AP assessments and graduation rates are all evidence of the community we have created for our student population. We address student needs on an ongoing basis with multiple measures through assessment data, classroom data, and observations. No one glimpse of a student in a moment of time tells their academic journey, nor do we expect it to. Our grade level teams and departments spend time analyzing program and student needs on a regular basis.

Strength: Our 2019 state data shows that in language arts our student group data on the California Dashboard (grades 6-8 & 11) actually shows our student groups to have increased, while our white population and students with disabilities were the only groups to decline from previous years. In mathematics (grades 6-8 & 11) our metrics are much the same. We have so few students in each student group, it is difficult to target the groups as a complete representation as a whole. As a whole, in both subjects, our student population still tested into the green (high) and blue (very high) ranges.

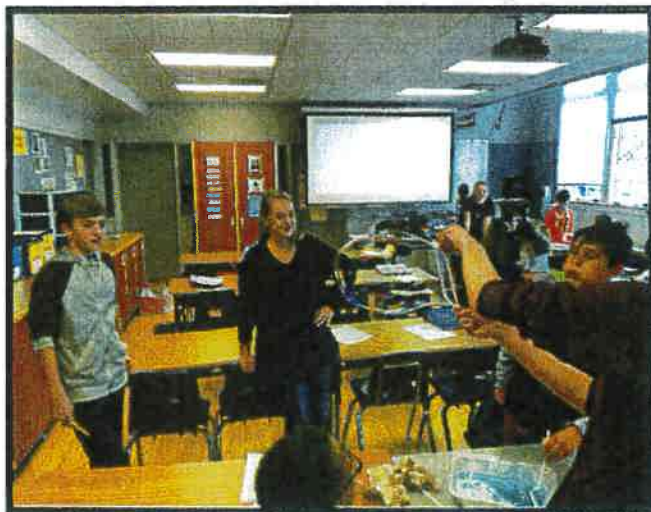
Continued Attention: *Our graduating seniors are immediately attending college and sustaining by achieving postsecondary degrees.* However it is our goal to create an Alumni Survey for a more consistent, reliable way to track and communicate with alumni. We also

To continue providing high quality academic programs for all students at U-Prep, we have outlined several action plans focusing on continued student achievement across the board and have outlined the following for continued review and improvement:

- 1) Focuses on fully implementing discipline specific next generation science standards.
- 2) Continue to expand partnership with Shasta College to provide dual enrollment course offerings at U-Prep; selecting courses that align to California College Intersegmental General Education Transfer Curriculum (IGETC).
- 3) Integrate updated Student Learning Outcomes into curriculum and schoolwide activities.
- 4) Implements a formalized system of support to more effectively serve English Learner students.
- 5) Continued partnership with Stanford University/Challenge Success program to provide activities and events that support student well-being and voice in an academically rigorous environment, and increase student leadership opportunities.
- 6) Develops a system to gain targeted feedback from Alumni (preparedness, postsecondary transition) and to solicit future involvement in the school-community.
- 7) Focuses on offering additional experiences for immersion in real-world college and career applications.
- 8) Continues to utilize research-based best practices, daily lessons and formative assessment.

CATEGORY C

Learning and Teaching



CATEGORY C: Learning and Teaching

<p>C1. Student Engagement in Challenging and Relevant Learning: To achieve the school wide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.</p> <p>U-Prep provides multiple opportunities for all students to participate in rigorous academic experiences. U-Prep courses are all standards based and/or AP or dual enrollment courses in which students are exposed to curriculum that provides challenging and relevant work. Students have routinely tested above their local, state and national peers in state and AP test results.</p> <p>The Leadership Team creates a Collaboration Calendar to build common planning times into the Master Schedule. Each Monday of every week collaboration time is designated to Staff Meetings, Department Teams and/or Grade-level teams to analyze student data, student classroom progress toward standards, and social-emotional needs of students. Along with our mission, vision and SLO's, U-Prep Departments and Grade-level teams create and provide multiple experiences for students to be involved in learning to assist them in achieving standards and expected school wide learning outcomes.</p> <p>The Leadership Team gives Department Chairs grade level data reports for analysis. Teams are dedicated to analyzing student data for student progress and master of standards, and program strengths and weaknesses. On a regular basis department teams also meet in 6 – 12th grade vertically aligned teams to create seamless transitions from grade level to grade level in each content area. An example of Department Vertical Alignment would be the English Department Vertical Alignment Plan for 6 – 12th grades. In 2016-2017 teachers attended an AP Summer Institute to plan and create a cohesive curriculum across our middle and high school English courses.</p> <p>Specific Course Examples: The U-Prep math program adheres to common core math standards. College Preparatory Mathematics, or CPM, a discovery-based curriculum is used from 6th grade math through Geometry. Thereafter, math is taught using a variety of different curriculums. Instruction after Geometry is taught through more direct instruction but still adheres to the common core math standards.</p> <p>Junior high math lab is a place for students who need help with math concepts that they may have missed somewhere along the way and just need a little more support. The math lab uses a diagnose and prescribe approach to help students achieve grade level math expectations. Math lab is designed not only to fill gaps, but also to support what students are currently learning in their grade level math class.</p> <p>High school offers a Math Support class for Algebra I students who have been identified as below grade level, not quite ready for Algebra by their 8th grade teacher. This class begins by filling learning gaps and building basic skills.</p>	<p>Evidence</p> <p>CAASPP Data AP Data Metrics Reports</p> <p>Collaboration Calendar SLO's</p> <p>Department Meeting Agendas English Team Vertical Plan</p> <p>Student work samples</p> <p>Math CAASPP Data</p>
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<p>Throughout the year teachers pre-teach concepts, re-teach when needed, and provide feedback alongside daily practice.</p> <p>University Preparatory School has adopted new science curriculum to better reflect the Next Generation Science Standards (NGSS) implemented in California. The NGSS focus on phenomenon-based learning that puts added emphasis on projects, inquiry, and exploration. In junior high classes, we have adopted the Amplify Science curriculum, which in partnership with the Lawrence Hall of Science addresses all of these areas. This curriculum is grounded in real-world problem solving, scientific writing, and active participation to create scientific insights through hands-on activities and digital simulations. In high school, we have implemented a new Pre-AP Biology class for 9th graders that makes use of many of these same NGSS-aligned strategies to provide our students with the best possible standards-aligned outcomes.</p>	<p>Amplify Pre AP Biology Student Work Samples</p>
<p>Junior high English and history classes follow California Common Core Standards and all classes utilize state adopted textbooks, various modes of learning and engaging students. All Core classes take part in U-Prep's vertical alignment department team to ensure that students move appropriately from grade level to grade level and are prepared to achieve success upon entering AP English in eleventh and twelfth grades. English students across the grades learn how to work in collaborative teams using academic discourse, give oral presentations, write a variety of essay genres, write dialectical journals, participate in literature circles, to mention just a few learning experiences. From Socratic Seminars, elevated and varied texts, and varied testing formats, U-Prep English students are enveloped in deep thinking strategies that teach critical thinking skills and deep literary analysis.</p> <p>All Social Science classes at the high school level are AP classes that use an engaging yet rigorous curriculum to ready students for the AP exam at the end of the year. AP courses are The Advanced Placement (AP) Program is sponsored by College Board and is a cooperative educational endeavor between secondary schools and colleges and universities. According to College Board, 85% of selective colleges and universities report that a student's AP experience favorably impacts admission decisions. AP exposes high school students to college-level material through involvement in an AP course and gives students the opportunity to show subject-matter mastery by taking an AP Exam. Students are engaged in rigorous, meaningful learning activities geared to prepare them for college.</p> <p>Data from the 2019 - 2020 Staff Survey states 100% of teachers "provide students with a challenging learning experience" and 100% of teachers also state that "the learning experiences I provide my students prepare them for college and/or a career after high school" in their classes. Multiple opportunities exist at U-Prep enabling student participation in rigorous academic experiences in and out of the classroom such as:</p> <ul style="list-style-type: none"> • AP Curriculum for all high school students • Accelerated Math and Science options • Latin Program 	<p>Vertical Alignment Agenda</p> <p>Writing Rubrics</p> <p>Socratic Seminar Norms</p> <p>Student Work Samples</p> <p>AP Courses Master Schedule</p> <p>A-G Requirements</p> <p>Staff Survey</p> <p>Extensive Elective Program</p>

<ul style="list-style-type: none"> • World Languages • Confucius Classroom - advanced Mandarin classes • AP Art • Varied elective programs • Award Winning Science Bowl Teams • Mock Trial • Odyssey of the Mind <p>Core academic departments are dedicated to using research-based strategies such as formative/summative assessments, and utilizing a variety of teaching strategies to ensure student success. The school learner outcomes are posted in all classrooms, and 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 mastery. Many teachers utilize online technology (syllabi, websites, and email) to inform students and parents of academic standards and agendas. Multiple opportunities exist at U-Prep enabling student participation in rigorous academic experiences, as listed in the course guide, student/parent handbook, master schedule, and graduation requirements. Throughout a unit students are constantly checking their understanding of content standards, skills and concepts.</p> <p>Departments collaborate on criterion for key assignments so students understand the difference between completion of work and completion of work with depth and complexity. The use of modeling expectations and providing rubrics to demonstrate performance levels is used across the board in all classrooms. Departments also work to create key assignments in a particular discipline to show complexity for critical thinking and mastery versus completion.</p> <p>From 2016 – 2020 math and language arts teachers utilized I/O benchmark assessments to track student student growth throughout the year, Each year teachers analyze state tests to analyze student achievement, and identify areas of program strengths and weaknesses. Our new middle school science curriculum, Amplify, Pre-AP, and AP courses offer embedded assessments to give teachers and students feedback on standard mastery. At the smallest scale, even our textbooks identify the standards to be learned. Teachers use data to inform their curriculum planning based on student needs.</p> <p>U-Prep is transparent and communicates through its vision and mission statements to provide <i>all</i> students with rigorous, relevant learning experiences. Our Leadership Teams, Department and Grade-level teams communicate curriculum expectations through course guides and teacher syllabi. Teachers have extensive course syllabi that are provided to all students and families, and the course guides for all classes are posted in the Student/Parent Handbook and on our website, uprep.net. Additionally each teacher takes care to provide standards based lessons of which students understand the learning tasks.</p> <p>As a policy at U-Prep teachers use formative and summative grading strategies. Formative strategies inform students of their learning and teachers work to</p>	<p>Course Guides Syllabi Organized Binder</p> <p>Department Agendas Writing Rubrics Project Rubrics Student Work Samples</p> <p>Benchmark Assessments CAASPP data</p> <p>Course Guide Syllabi</p>
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<p>provide students timely feedback on work to improve standards mastery. Junior high English curriculum begins each unit with unit goal setting activities in which students reflect on standard performance levels prior to learning. Additionally, in each unit students will reflect on learning strategies i.e. active listening, making eye contact, and/or active engagement to ensure learning success. During an English Unit eighth grade English teachers have students reflect on standards that have been mastered and standards that still need practice. This tracking system allows for students to utilize metacognitive strategies to recognize strengths and weaknesses and guide their learning. At the end of the unit students reflect on standards taught and learning strategies to reflect on their learning process. The reflective process enables eighth grade English students to track their own learning progress and identify their strengths and weaknesses.</p>	<p>MyPerspectives (JH English Textbook)</p>
<p>Teachers from 6 - 9th grade use the Organized Binder, which incorporates some form of calendar that identifies standards that will be taught in each lesson or unit. Grade-levels determine the Organized Binder strategies that work for their course and students. Consistency of grading practices and expectations across grade levels is key for student understanding and mastery of content, so teams work collaboratively to create consistent grade level practices.</p> <p>Several teachers have been trained in backwards mapping and utilize UBD's (Understanding by Design) to plan units around the end summative assessment, mapping out the learning tasks and assessments prior to instruction. Students are introduced to the expectations at the beginning of units and can track their progress along the way, using formative feedback and reflection to monitor success.</p> <p>On our 2019-2020 Student Survey 96-98% of our 6 – 12th grade students responded, "U-Prep staff expects me to work hard and achieve." Students understand and know the expectations of teachers in their classes.</p> <p>C2. Student-Centered Instruction through a Variety of Strategies and Resources: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.</p> <p>U-Prep offers students a variety of resources and experiences beyond the textbook that are both standards and research based to actively engage students in learning. Based on the 2019-2020 parents survey, 99.4% of families agreed, "U-Prep offers the learning experiences and courses needed for a successful transition to high school/college."</p> <p>Not only is instruction focused on specific learning targets and objectives, all learning targets and objectives are connected to curricular standards and the overall objective to be prepared for any postsecondary transition. U-Prep teachers engage in multiple activities that foster engagement and critical thinking</p>	<p>Organized Binder</p> <p>9th Grade UBD</p> <p>Student Survey</p> <p>Parent Survey</p> <p>Student Work Samples</p>

applications; Socratic seminars, questioning strategies, labs, hand-on activities, partner work, and research based writing and projects to name a few.

Department collaboration is the backbone of U-Prep teaching and methodology. U-Prep teachers are intentional in their use of best practices in the delivery of instruction with many teachers using differentiation strategies and integrating technology to impact student learning. Teachers utilize collaboration time to plan and create varied learning experiences for students. Activities include but are not limited to: academic discourse strategies, Socratic seminars, writing conferences, hands on activities, presentations, lab activities, research, and note-taking strategies.

In 2015 a team of teachers attended a Differentiation Conference in Las Vegas, bringing updated strategies back to staff. Differentiation looks different in classes based on content, and lessons could be differentiated by ability, or by learning modalities. Teachers create lessons to allow for students to show mastery of standards through choice, pacing, modalities, and interests. Another strategy is teacher feedback on student work; differentiating feedback based on work is ongoing in all U-Prep classrooms. Student choice menus are a popular project activity for middle school teachers. Menus allow students to show mastery of standards through a variety of projects that appeal to student strengths.

Findings from the 2019-2020 Staff Survey support the level in which teachers differentiate instruction as identified in the table below:

Survey Question	Percent and Explanation
I use hands on activities (i.e. labs, projects, group work, etc.)	80% Strongly Agree/Agree
I use a variety of teaching strategies (direct instruction, lecture, note taking, demonstrations, etc.)	100% of staff utilized various teaching strategies
I use Socratic Seminar and discussion groups to encourage critical thinking and academic discourse.	70% Strongly Agree/Agree
I use demonstration as a teaching tool.	64% Strongly Agree/Agree
I intentionally provide opportunities for student to develop meta-cognitive skills by involving them in self-assessment of their work and learning progress	95% Strongly Agree/Agree

[Professional Development Schedule](#)

[Lesson Examples from Teachers](#)

[Staff Survey](#)

Student Work Samples

[Staff Survey](#)

U-Prep teachers are dedicated to fostering learning in the classroom and mentor students toward mastery of standards. When students show signs of struggling, teachers will request extra time with them during office hours or tutorial to assist mastering material. Teachers work endlessly to ensure student success. First in the classroom giving specific and immediate feedback, in conferences, and secondly, by emailing home, and/or requesting SST for students that need extra assistance.

U-Prep's courses and programs offer students multiple opportunities to learn through cross disciplines both in the classroom and through clubs and extracurricular activities. Departments utilize collaboration meetings to plan for cross-curricular experiences within their classes. Additionally, technology is used as a tool to better student output and performance as they would experience in college and in life. Students also experience multiple opportunities to present learning through different mediums, i.e. Google slide decks, movies, speeches, small group presentations, etc. throughout their academic years at U-Prep.

- Middle School Core classes in 6th, 7th, and 8th grade are a two period block of English and history. Academic writing is taught in English and used in history utilizing writing strategies to cross the disciplines. Our middle school Core teachers are dedicated to collaboration to seamlessly move our students from year to year engaged in relevant and rigorous material in both English and history to better their success in both high school and college.
- Latin classes include technical and scientific curricula across a broad spectrum of disciplines, such as science. Latin curriculum is also aligned with the University of Michigan Elementary Latin Program.
- U-Prep is primarily focused on ensuring that all students have access and meet the demanding A-G requirements for universities. Students that meet these rigorous demands will be able to meet the demands of any CTE program they desire to pursue. Currently, Drafting and Business are the only CTE classes offered at U-Prep.
- A wide variety of electives and clubs that expose students to potential career opportunities are offered.
- Video Production allows for script writing and producing videos.
- Pre-Med Club integrates science and career readiness.
- AP Psychology integrates Science, English, and research.
- Yearbook integrates English, Photography, Journalism, and Graphic Design; students also collaborate with teams from other schools, even out of state.
- AP Environmental Science focuses on integrating Geography and Science.
- Mock Trial integrates Government, History, Language Arts, and Communication.
- Music Production includes composition, technology, publishing, and marketing.

[Professional development schedule](#)

Student Work Samples

<ul style="list-style-type: none"> • STEM Day integrates science, technology, engineering, and mathematics and helps students explore careers in all of those fields. • The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. AP Biology includes topics regularly covered in a college biology course for majors. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. • U-Prep's Business Class focuses on the character and ethics of business and different approaches to marketing. Communication and public speaking are also involved. • Student Government involves leadership, communication, planning, event organization, civics, and surveys to engage in student interests. 	
<p>Student performance, state testing, AP testing, graduation rates, college graduation readiness all show that the U-Prep student is ready to demonstrate their knowledge and extended their learning opportunities. There are many ways that our students extend their learning; they sign up for clubs, contests, and sign up for national and overseas travel to become mentors, and immerse themselves into new cultures. U-Prep students are volunteering, working, and participating in extracurricular activities all while balancing rigorous academics.</p> <p>U-Prep offers several courses and events that are applicable to the real world. Public speaking opportunities include classroom presentations, several local speech contests, and a Poetry Out Loud competition.</p> <ul style="list-style-type: none"> • Poetry Out Loud is a national event that begins at the local level. Students memorize and recite poems, and then present them in front of an audience. The speaker with the best performance moves on to compete at the state level. Giving students an opportunity to practice public speaking skills is just one way that U-Prep prepares students for college and career success. • AP Psychology offers a variety of topics that help students not only prepare for college and careers, but help to meet U-Prep's Student Learning Outcomes. AP Psychology is an elective course that gives students a glimpse of what majoring in the subject would be like. Additionally, AP Psychology gives students life skills to help them to be more successful as adults. Life skills include intrapersonal and interpersonal skills, understanding bias and stereotypes, the bystander effect, and mental health. • U-Prep's lab courses offer a variety of critical thinking and problem solving practice. All lab classes are A-G qualified. Labs emphasize following the scientific method and include hypothesis, procedure, data collection/analysis and conclusion with emphasis on details. Labs vary 	<p>Assessments: CAASPP AP Graduation Data</p> <p>Poetry Out Loud</p> <p>Student Work Samples</p> <p>Student Work Samples</p>

<p>from discovery to recipe labs, both focusing on following directions. It is the goal of lab courses to specifically teach real life scientific and research practices.</p> <p>Other outlets in which students seek outside connections with several local area service clubs in which they have the chance to participate in service and/or competitions to show mastery of SLOs and college and career expectations.</p> <ul style="list-style-type: none"> • Club Interact is a service club that all high school students have the opportunity to participate in that works closely with Redding Rotary. • Lions Club - academic speech competitions • Rotary - Honor to Youth and Freshman of the Year • Student Volunteerism - local hospitals, Haven Humane, City of Redding, Community Clean Up Day, Think Pink, One Safe Place 	
<p>U-Prep staff members agree 100% that they create challenging learning experiences for their students and this goes hand in hand with 95% of staff using benchmark assessments to monitor student learning and proficiency of content curriculum. Additionally, 100% of U-Prep's teachers stated the learning experiences in their classes "prepared students for college and/or a career after high school" and 95% felt their curriculum and instruction "enabled students to develop college and career-ready practical or technical skills" (2019-2020 Staff Survey).</p> <p>College and career readiness begins in our 6th grade Rota class using Reach Higher U-Prep curriculum in which students spend a semester researching and learning about college systems and exploring career and college options. All Advisory programs and high school curriculum focuses on college preparedness whether it be growth mindset, time management, reflective activities, bullying and cyber-bullying, and social-emotional development to name a few. High school courses focus on students investigating, learning, engaging and mastering rigorous content standards, SLO's and balancing outside activities.</p> <p>Counselors meet with all 7th and 8th graders to discuss college options and continue meeting with our high school students. In eighth grade counselors meet one-on-one with students to set up Naviance accounts to plan their high school courses to align with A-G requirements and further research college options. Middle school ASAP curriculum focuses on a variety of topics, one of them being college focused. Eighth and ninth graders spend a day engaged in Career Day. Local professionals present to students the degrees necessary for the profession, their experiences, and the perks of their careers. U-Prep even has a corridor dedicated to the colleges staff attended and college banners are hung on the walls. To further demonstrate U-Prep's dedication to college preparation, every Monday is College Logo Day where staff and students wear their favorite college logo clothing.</p>	<p>Staff Survey</p> <p>Advisory Program</p> <p>Counseling Program College Day</p>
<p>Summary of Areas of Strength and Growth</p> <p><u>Strength:</u> <i>U-Prep Departments create effective and consistent academic programs allowing students to thrive and grow in the learning process. Student</i></p>	

mastery is shown in our high test/assessment scores, and student achievement in content areas. Teachers utilize differentiation, technologies and various strategies to allow for students to learn and thrive at U-Prep. Students find confidence in their strengths while reflecting on growth to improve. Grade-level collaboration creates consistent college and career readiness messages throughout 6 -12 grades. Advisory and office hours programs offer students extra time to show mastery of standards.

Strength: *As evidenced in our student/community profile data findings, U-Prep students perform very well on state and AP tests.* The 2019 California dashboard results for English and math in grades 6-8 and 11 show that U-Prep remains in the "High" and "Very High" categories of growth. While there might be slight decreases in performances by individual student groups, the achievement rates overall are maintaining steady growth. Our AP tests taken with results of three (3) and above are also indicative of student confidence and achievement moving towards college readiness.

Growth: *With the loss of high school Advisory Program, high school teachers are in the process of finding creative, meaningful curricular connections to weave SLO's into the existing curriculum.*

Our Action Plans focus in the following areas to continue our growth in the future:

- 1) Continuation of utilizing research-based best practices, daily lessons and formative assessments through communicating clear targets and rubrics.
- 2) Increase parent engagement through offering a *Transition Into High School* parent program that frontloads home based support for student success in high school.
- 3) Continue to provide professional development in research-based instructional methodologies, and support ongoing integration of relevant technologies as tools for teaching and learning.

CATEGORY D

Assessment and Accountability



CATEGORY D: Assessment and Accountability

<p>D1. Professionally Acceptable Assessment Process:</p> <p>The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.</p> <p>University Preparatory School provides a variety of assessment measures in and out of the classroom using a multiple measures approach to view student achievement. Leadership and staff all believe in data driven results and best practices to improve student achievement. Our Leadership Team ensures that collaboration to analyze all assessments is built into the master schedule in department meetings. Some of these assessments include state, AP, PSAT, and individual class assessments. Every year, our 8th-11th grade students take the PSAT, Physical Education classes are tested twice a year, and all students are encouraged to take AP tests for the classes they are currently enrolled in.</p> <p>Our Leadership Team develops and coordinates our school wide testing calendar and it is adhered to for all state, AP, PE, Pre-SAT, and SAT/ACT, tests. All 8th, 10th and 11th graders take the PSAT as an overall tool to manage benchmarks and monitor college and career readiness of students for department teams to assess programs. U-Prep invests in their students by paying for all PSAT tests. Once results are complete, the Leadership Team shares with Department Chairs, who in turn share at department meetings. Departments create windows for benchmark assessments and data review. Each quarter, deficiency notices are sent home for students that have a D or below to schedule conferences and create potential interventions prior to final grades. Twice a year, teachers and parents meet to discuss areas of concern and work on plans to help students become successful in classes.</p> <p>University Preparatory School offers AP classes in almost all disciplines, and also offers several Dual enrollment classes. Our AP curriculum exposes high school students to college-level material through involvement in AP courses, and gives students the opportunity to show subject-matter mastery by taking an AP exam. Students have an additional mechanism to secure college credit through Shasta College dual enrollment courses offered on campus in the course of the regular school day. Both pathways, AP and community college enrollment, open doors for completion of general education curriculum before high school graduation. U-Prep's counselors provide support to sign up for tests (i.e. SAT, ACT, AP, CAASPP, and CAHSEE). The results are shared with students and the school and teachers can access testing scores through Aeries.</p> <p>At the department level, departments decide on benchmark assessments and calendar those assessments throughout the year. Those results are analyzed in department meetings to reflect on program strengths, weaknesses and student progress. Departments also collaborate on testing strategies and methodologies to best serve student population and achievement for their content areas.</p>	<p>Evidence</p> <p>CAASPP data PE data PSAT Results AP Results</p> <p>School Wide Assessment Calendar Progress Reports Semester Grades</p> <p>Benchmark Assessments</p> <p>Teacher Created Assessments</p>
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<p>Teachers try to assess in multiple measures; there isn't a 'one size' test that fits all at U-Prep. Assessments can be traditional tests, short answer responses, projects, presentations, essay responses, and choice activities, in which students choose the best option for their learning style to show mastery of content.</p> <p>Departments also adhere to a testing schedule to create consistency and equity for all content areas. Schedules A & B are rotated year to year for equity, so specific subjects aren't 'stuck' with a Friday test day.</p> <p>Examples of Assessment Practices:</p> <ul style="list-style-type: none"> • Every spring, the incoming sixth graders are given a math assessment and writing prompt assessment. The math assessment gives a placement recommendation for math class, and the writing prompt gives English teachers an idea of student abilities to inform teaching. 	<p>Testing Schedule- A&B</p> <p>6th Grade Math Assessment and Writing Prompt</p>
<ul style="list-style-type: none"> • Department Benchmark assessment calendar. • Formative assessment practices to inform and provide feedback for student improvement and curriculum needs. • Summative assessment practices to inform subject mastery. • Labs, projects, and writing are all open to summative assessments. 	<p>Assessment Samples</p>
<p>Communicating assessment results from the classroom:</p> <p>Administration communicates school results to the board on a regular basis, to our community at information nights, and in the SARC reports. Teachers utilize Aeries to communicate with students and families as to a student's academic progress. Each teacher uses grading practices that are delineated by formative and summative assessments. Assignments are identified as either formative or summative in the grade book for students and families to easily discern the type of assignment. Class grades are updated weekly, assignments posted, and documents can be linked in Aeries. The software also allows for communication from teachers to parents and students as a whole, or individually. For example, comments can be listed to each individual student and assignment.</p>	<p>Grade Reports – Aeries</p>
<p>There are many ways teachers connect and communicate student progress.</p> <ul style="list-style-type: none"> • The art program uses Artsonia to show student work to families since not all art items, assessments and projects make it home. • Another means of communication of academic progress is through Google Classroom (GC). Google Classroom is a student and teacher friendly assignment platform that is easy for teachers to give relevant and timely feedback. Teachers can use GC for both formative and summative assessments. Through GC teachers can post Google form assessments for students to take tests, students can use GC to post essays and assignments that teachers can provide both positive and helpful formative feedback, and GC can be linked to Aeries so that assignments graded in GC can automatically upload to the Aeries grade book. 	<p>Artsonia Google Classroom</p>
<p>Together with administrators, faculty and staff, U-Prep created a consistent grading policy to be utilized and enforced school-wide and specific to grade levels. Grading policies are scaffolded by age level and focus on formative and</p>	<p>Formative & Summative Assessment Policy</p>

<p>summative percentages that were developed by departments appropriate to their content and indicate similar progress in each of these areas. Formative assessments are <i>for learning</i>, practice focused and feedback for learning while summative assessments are <i>of learning</i>, and represent the learning that has taken place at the end of a chapter, unit, or series of topics.</p>	
<p>At the JH level both Core and Math departments use descriptors to determine if students have met performance targets and made growth. Rubrics are also used for writing and project scores based on student's depth of understanding. Both the descriptors and rubrics focus on depth of attaining standards versus completion of work.</p>	<p>ELA/Math Descriptors</p>
<p>Equally importantly, the junior high and high school counselors meet with students one-on-one to determine academic schedules to make sure the schedule meets student needs. Student performance, grades, and interests are all considered when counselors build student schedules for the ensuing year. Students who have an aptitude for mathematics can test into the level of math that is appropriate for their ability. Additionally, at the junior high level, students who have learning deficits have the option of taking a math lab or BRIDGE class to build skills. Math and English teachers make student recommendations to the counselors for these intervention classes. Elective classes are also selected for students that best suit their interests. High school counselors assist high school students making sure they are taking classes that not only meet the A-G requirements, but also meet student academic needs and interests. Supporting students not only in academics but also in their elective choices aligns with U-Prep's mission to provide a rigorous and engaging curriculum.</p>	<p>Counseling Staff & Student Services Center</p> <p>BRIDGE Classes</p>
<p>In the fall, counselors individually review all high school transcripts with students to ensure they are meeting the A-G requirements for college and career readiness. On Wednesdays students attend advisory class to participate in a variety of activities that address our school wide learner outcomes (SLOs), and/or college-and-career readiness expectations. In line with our SLO's, seniors have an opportunity to take a senior service class, and in the spring seniors have an Exit Presentation that they must pass in order to graduate. Seniors present learnings, experiences, and activities that address how they have met the SLO's during their years at U-Prep.</p>	<p>A-G Requirements</p>
<p>Students are primarily evaluated by teachers through assigned formative work (classwork and homework), and summative assessments (tests, projects, presentations, projects) and then communicated through Aeries (grading software) where student progress is identified. Twice a year, mid-way through both the first and third quarters, students with non-passing grades (D's and F's) receive deficiency notices at which time families are provided the opportunity to meet with teachers during academic conferences to set goals to ensure student success. Families are informed of student progress four times a year: progress reports are sent home at the end of first and third quarters (October and March), and report cards are sent home at the end of each semester (December and May). Teachers work hard to stay current and update their grades each week,</p>	<p>Teacher Created Assessments Formative/Summative Grading Policy Progress Reports</p>

encouraging students and families to utilize Aeries on a regular basis to stay informed of student progress.

From 2016 – 2020, English, Math, and Science classes in middle school use EADMS or I/O, as an assessment program that aligns with Common Core and NGSS standards, to monitor student strengths and areas for growth. I/O Software was connected through Aeries and was easy to access. Teachers used this data to support formative feedback on student progress and for lesson planning purposes.

Student success is a unified effort between all stakeholders: administration, counselors, faculty, students, and families. U-Prep believes that early identification of struggling students within the classroom is crucial for student success, and attempts at early intervention begins with contacts home from teachers and/or counselors. If after initial contacts are made additional supports are needed, an academic conference is scheduled within the first month of each semester. Teachers determine the need for intervention based on a grade of D or F, or from concerning behavior that negatively affects a student's success. Conferences are then scheduled by our counseling team and registrar during conference days.

Another opportunity junior high students have to secure success is the addition of an elective study hall period that is built into their academic schedule. Study hall has always been an option for our busy high school students, however it was recently added to the junior high elective options. Students needing more time to complete classwork or have a desire to complete homework at school due to extracurricular activities, can opt to take a study hall class. This class is incredibly helpful for the U-Prep student that participates in sports, clubs, or has other commitments.

As part of the junior high academic day, U-Prep has a built in advisory and tutorial class called Academic Support and Advisory Program (ASAP). ASAP consists of three tutorial days and one Advisory day. During tutorial periods, students have the opportunity to meet with individual teachers when extra support is needed, or make up missed tests, quizzes or assignments. Advisory topics target social, emotional, academic and real world content that is age appropriate and is determined by the grade level team. The main focus of Advisory is relationship building between both teacher and students and student and peers. Students are assigned a teacher for the year, but the class is flexible in nature so that on tutorial days students can seek out help from other teachers. If a student has a need for more intense support, they are strategically placed in a specific teacher's ASAP class. For example, if a student struggles in math, they would be placed in a math teacher's ASAP.

Our school has implemented several programs to monitor and assist our students with meeting academic standards in response to Student Surveys. Both junior high and high school students wanted more time one-on-one with teachers. Junior high students requested a study hall and high school students asked for

Benchmark
Assessments

[Academic
Conferences](#)

[Master Schedule –
Study Hall built in for
HS & JH students](#)

[Master Schedule –
ASAP built in](#)

[2019-2020 Master
Schedule – Office
Hours](#)

<p>more individual time with teachers. In addition to the embedded academic support that is offered to our students each day, high school students also have the opportunity to attend Office Hours. Office hours are an optional 30 minutes of school tutorial that students opt to attend for extra assistance or to make up missing work. When students are struggling with concepts, miss class due to illness or sports, this is an opportunity for them to get caught up and learn the missed course content. Teachers can also communicate with families when a student might be struggling and recommend office hours to spend extra time learning missed concepts. While office hours are not designed to be a punishment, teachers use them for students that tend to have missing assignments on a regular basis and require students to attend to get caught up.</p>	<p>Student Survey</p>
<p>For students who struggle with organization and study skills, U-Prep implemented a BRIDGE class, which is designed to help students monitor and develop those skills. BRIDGE supports student success in academic classes with an emphasis on fundamental academic skill development and literacy. Placement in BRIDGE is based on academic progress, counselor and/or teacher recommendation.</p> <p>Students in need of another tier of support have the opportunity to attend Academic Saturday School (in years previous to the pandemic). U-Prep hosts an Academic Saturday School on a monthly basis to allow students to catch up on missed or late assignments. A staff member is paid to spend a Saturday morning assisting students, proctoring tests, and/or tutoring students. It is a focused work time that allows students to catch up on missed work, learn vital concepts missed due to absences, and make up tests.</p> <p>Additionally, ongoing and on a monthly basis, grade level teams discuss and analyze student academic performance and student social-emotional issues that arise. These team meetings are to discuss student successes and students that are identified as needing more assistance. Topics at grade level meeting include but are not limited to: students that might benefit from different learning methods, students that are struggling across the board, students that have an issue that interferes with learning, and/or students that are thriving in one setting, but not another. Support strategies are discussed as a team to address individual student needs to ensure success. From these discussions teachers determine if there is a need to meet as a team with parents and the student to discuss a path for success. From this point school counselors schedule a Student Success Team (SST) meeting in the hopes of developing a plan for that struggling student.</p> <p>Other methods of monitoring student progress in these three areas include the use of student surveys, PSAT results, AP results, and the CAASPP/CAST results.</p> <p>U-Prep is constantly assessing programs to determine effectiveness. Systems are in place to create positive student outcomes. Our Leadership Team ensures our stakeholders are surveyed on a regular basis to ensure feedback is obtained from their perspective as to how programs are meeting student needs. Our Leadership</p>	<p>BRIDGE 7 & 8 Classes</p> <p>Academic Saturday School</p> <p>Monthly Grade-Level Collaborations</p>

Team continues to provide collaboration time for departments to review consistent grading practices and policies. After reviewing student surveys, recent changes to our program include releasing juniors from ASAP provided they had a 3.0 GPA. Also, after training in standards based grading practices, departments made the transformation from weighted grades that traditionally had inconsistent categories across the board, to a consistent reporting of work in only two categories: formative/summative.

U-Prep's Language Arts 6th through 12th grade meet yearly in January to align and adjust curriculum based on previous year's AP exam results, benchmark results, CAASPP scores and current class performance. The needs of the upper grade levels (primarily 11th and 12th) work together with lower grade levels to backwards map curriculum in order to scaffold the needs of students to achieve at the next level. Also on a monthly basis, departments meet to discuss pacing and student progress in their respective subjects. U-Prep AP teachers host an annual AP retreat to practice and hone skills, thus building confidence and camaraderie to support growth and success on the exams.

Additionally, after evaluating our courses, the School Board released the Technology course/test requirement because technology is embedded into all curriculum areas. However, students that share an interest in technology still have the opportunity to take technology electives.

Each spring counselors meet with each student to assess academic classes, needs and wants for the following year. As per the Student Survey, new classes, such as Sustainable Living and more offerings of Study Hall, were added to address student requests.

The leadership team shares all state and AP test results with department chairs, who in turn share results with department teams. The teams then in turn analyze the results specific to their classes. Departments reflect on student growth, strengths and weakness, and collaborate to create stronger programs. We use assessment results as one measure to enact changes in the school program, professional development activities, and allocate resources demonstrating a results-driven continuous and ongoing process.

The Leadership Team analyzes assessment data to inform them of student progress from year to year. Departments use data to inform changes to academic programs, look for areas of professional development needs, and implementation of resources to most effectively support our students. Indicators such as CAASPP data, and recommendations by teachers and counselors drive academic placement for support. These programs support our students academically, socially and emotionally. Support across the curriculum includes, Math Lab classes, 7th and 8th grade BRIDGE classes, 9th grade BRIDGE and Peer Mentoring. These courses are specifically designed to support students as they face increasing rigor and academic readiness. Further, Academic Saturday School is an addition to the school week that gives students additional support and time outside of the regular school day to master content.

Vertical Alignment
Department Meeting

AP Retreat

Master Schedule

Department Meetings

<p>In addition, assessment indicators are a component of data that is analyzed to support a student's individual IEP and 504 plans. At the middle school level, CAASPP Assessment results and I/O Assessments serve to inform instruction. Departments review data to address those areas of focus for units and lessons within the department. Collaboration meetings within departments discuss consistency of practices to prepare and properly scaffold assessment expectations for students at respective grade levels. Teams focus on strategies to implement higher student preparation and success on assessments.</p>	<p>CAASPP Data Benchmark Assessment Data</p>
<p>D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion</p> <p>Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.</p> <p>U-Prep uses a variety of assessments to measure student achievement and engagement, including standardized tests, AP testing, National Latin Exam, participation in Science Bowl, projects, presentations, lessons and teacher created assessments. In order to stay up to date on best practices, teachers attend conferences to remain abreast of meaningful assessment strategies. Beginning in 2016, discussions around a school-wide policy of using formative and summative assessments began and were formally adopted. Summative and Formative assessment percentages are scaffolded at each grade level starting at sixth grade at 50% summative/50% formative up to twelfth grade at 90% summative/10% formative. Across the board, teachers use formative assessments to inform instruction. Revisions of essays and test corrections/retakes are encouraged to allow student mastery of content and reinforce growth mindset ideology. Students have the opportunity to use ASAP and Office Hours to receive additional daily and weekly support. Seniors complete an Exit Presentation to show that they have met the school wide Student Learning Outcomes.</p> <p>U-Prep teachers use day-to-day formative assessments, tests, quizzes, essays, portfolios, oral presentations, projects, and performances. English courses, for example, use Academic Vocabulary, Common English Writing Rubrics and AP Rubrics as guidelines in assessments. In many courses, test retakes or test corrections are allowed in order to make adjustments and reach the learning targets. Additionally, in the case of English courses, writing conferences and revisions are allowed to improve writing scores. Other opportunities for students to improve their learning are:</p> <ul style="list-style-type: none"> • Attending tutorials for specific instruction • Attending Office Hours for students to seek remedies from teachers. • For seniors, the Senior Exit Presentations before graduation provides students an opportunity to reflect and summarize their accomplishments in their time spent at U-Prep. 	<p>Department Collaboration</p> <p>CAASPP CAST AP Tests National Latin Exam PE testing Projects Presentations Formative/Summative Grading Policy</p> <p>Growth Mindset Practices regarding test retakes, corrections, essay revisions SLO Exit Presentation</p> <p>Teacher Created Assessment Writing Rubrics AP Rubrics</p>

<p>Modern world language teachers at U-Prep use a specific teaching style known as TPRS (Total Proficiency through Reading and Storytelling), which has the formative/summative assessments incorporated in the entire teaching/learning process. TPRS provides specific vocabulary and scaffolding instruction, leading to differentiated assessment. Students are continuously practicing the vocabulary in foreign languages 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 U-Prep has 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.</p>	
<p>Assessment practices begin at the classroom level, are collaborated upon within grade levels and department levels, and are supported at the school wide level. The leadership team delivers results to departments, allots time for collaboration and supports a consistent testing schedule. Departments are also supported with multiple means of interventions for students who need extra support.</p>	
<p>Teachers use a variety of teaching methods to evaluate student movement toward standards mastery:</p> <ul style="list-style-type: none"> • Teacher observations in class- teachers are constantly checking in with students in multiple ways; checking on engagement, verbal checks, checks through interactions, discussions and through quick-check apps like kahoot or quizlet live. • Teacher/student conferences- one of the most powerful formative assessments is conferencing with students. This personal one-on-one interaction is effective as teachers can specifically address students individual needs, be it a math problem or a writing concern. • Formative feedback on assignments - student work is the fastest day-to-day assessment of understanding and immediate responses to assess student understanding of topics. • Grades 6 - 9 allow for test corrections, test retakes, depending on the course, and essay revisions to reinforce the learning journey and mindset to continue learning amidst setbacks. • Scores on benchmark assessments - assessment of student results on these assessments assist teachers to assess student needs and reflect on program needs. • Scores on teacher created assessments - these assessments are used to determine mastery of explicitly taught content after a unit has completed. • Scores on state and College Board assessments - departments and teachers use these results to reflect on student and program strengths and weaknesses. 	<p>Teacher observations formative checks</p> <p>conference notes</p> <p>Student work samples</p> <p>Test Correction Format</p> <p>Benchmark Results</p> <p>Assessment Samples</p> <p>AP Tests</p>
<p>Aside from teaching and assessing, U-Prep teachers are constantly reinforcing growth mindset practices to our students. Department collaborations create meaningful reflections for students to reflect and learn. Allowing students the time for reflection and identifying their learning style is embedded in student learning and assessment. U-Prep teachers have adopted many growth mindset</p>	<p>Growth Mindset Department agendas</p>

practices in ASAP programs and their courses to best serve students. The following tools are used by most teachers to monitor and provide timely, specific and descriptive feedback to students to support achieving learning goals:

- Rubrics
- Google Classroom
- Pear deck
- Goformative
- Progress reports and quarterly report cards
- Biannual Teacher/Parent Conferences
- Learning logs, exit tickets, OB
- Utilizing results of standard tests
- Benchmark tests - implementing and analyzing
- Direct feedback/comments
- 8th period tutorial/tutoring
- Peer mentoring
- IEP/504 meetings
- Advisory

The science courses at U-Prep are aligned with the NGSS science standards with a progression of AP principles within AP science courses. Middle school students will be prepared to utilize the knowledge and skills gained to effectively transition to higher-level science courses in high school. The new Pre-AP program (piloted in the 2019-2020 school year) provides teachers with progress checks that can be used as comprehensive formative assessments for each unit. In the 2019-2020 school year, the College Board made available to AP programs formative progress checks. In addition, the I/O program is used for middle school benchmark testing in preparation for state testing.

The Formative/Summative grading system has become a foundational, school-wide system at U-Prep. Teachers at our school utilize a wide variety of formative assessment tools to inform our teaching to properly prepare students for success on summative assessments. Using the data from formative assessments, teachers can modify and/or reteach content. Formative assessments are typically low- or zero-stakes in terms of point values, and mainly serve as a check 'of' learning. Summative assessments are higher-stakes and serve as a check 'for' learning.

In the past few years, the use of Google Classroom as a class tool for teachers and students has become nearly ubiquitous across the U-Prep campus. With this classroom tool, teachers are informed of the progress and needs of individual students immediately. Quizzes can be created and assigned through Google Forms and be immediately assessed for reteaching and feedback purposes. Immediately upon submission, teachers can annotate written work submitted through Google Classroom and are alerted to quiz scores with the click of a button. This instant feedback is useful for students in that they can address any needed changes in a timely manner, which results in instant learning.

NGSS
AP Results
Pre-AP Bio
benchmarks

Formative/Summative
Grading Policy

Google Classroom
Platform

<p>In the spring, AP students are encouraged to attend the AP Retreat, a three-day study session in a fun, outdoor setting. AP teachers hold sessions where students are involved in a variety of skill and knowledge-boosting activities, which will prepare them for the upcoming AP exams. One-on-one (teacher-student) sessions can be scheduled whereby students can receive effective feedback and additional learning.</p> <p>Student survey data has been collected over the years, which has resulted in new courses that would be of interest to many students at U-Prep. As a result, many of the courses at U-Prep have been increasingly tailored to the needs and interests of our student body.</p> <p>Teacher also use a variety of programs as formative assessments to measure student progress:</p> <ul style="list-style-type: none"> • I/O (iReady) specifically math and language arts in grades 6-8 • Edpuzzle • Goformative • Kahoot • Quizlet • Peardeck <p>Overall, U-Prep uses a variety of measures to track student progress to gain the big picture of student mastery towards content standards. Additional multiple measures (benchmarks, academic grades, state assessments, PSAT, AP) are used to programmatically assess progress across the grade level within a department.</p> <p>Summary of Areas of Strength and Growth</p> <p><u>Strength:</u> <i>U-Prep's state test scores, AP test scores, and students meeting graduation requirements are a testament to the consistency of our assessment practices and student successes. Students continue to place in the blue "Very High" and green "High" on state test scores by far surpassing their local, state and national peers.</i></p> <p><u>Strength:</u> <i>U-Prep has a consistent system that leads to student success in assessment. Our Leadership Team creates an Assessment Calendar that departments adhere to. The Leadership Team also creates a schedule for Academic conference days, a consistent reporting schedule to send progress reports and semester grades home to families. Department collaboration creates and reinforces consistent grading practices and innovative measures of assessment. Departments also analyze benchmark, state, and classroom data to make data driven decisions for program changes to ensure student success. Teachers use multiple measures of assessment to ensure a variety of strategies to allow for student demonstration of mastery. Teachers also use formative feedback and summative assessments to inform students of their progress and facilitate learning. Counselors provide support to teachers, students and families to ensure student success and achievement in all programs. Several programs assist</i></p>	<p>AP Retreat</p> <p>Student Surveys</p>
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students in achieving success for all students: ASAP, Office Hours, Academic Saturday School, and the AP Retreat.

Growth: *U-Prep recognizes that continued collaboration time for Core/Math teachers to learn new benchmark assessment software for 2020-2021 after losing I/O is needed.* To continue to improve programs and student achievement departments and school wide discussion and reflection around the Formative/Summative policies to determine if they are working or need to be shifted. Staff would like to continue discussion on the Testing Schedule to make sure it meets student and program needs. Continued collaboration to disaggregate data to inform program needs.

For continued success in the area of assessment practices the following goals are outlined in the Action Plan:

- 1) Include several strategies to fully systemize data analysis, including interim/benchmark and summative assessments to continuously improve teaching and learning, and student engagement.
- 2) Revisit/refresh the formative and summative weighted academic grading system, horizontally and vertically (6th-12th and by department).
- 3) Integrate updated Student Learning Outcomes into curriculum and school activities specific to updating the Senior Exit Presentation Rubric to align to new SLOs.
- 4) Implement a formalized system of support to more effectively serve English Learner students.
- 5) Seeks to increase parent engagement through offering a *Transition Into High School* parent program; frontload home based support for student success in high school.

CATEGORY E

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth



CATEGORY E:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

<p>U-Prep is a school unlike any other in the region. The unique culture creates a family-like feel in which students are accepted, challenged and recognized for what they have to offer and family and community members are encouraged to participate and support the many programs. At its conception the primary goal of U-Prep was to create a free college preparatory school in the area. Each year the mission and vision is revisited and that focus continues to this day.</p>	<p>Evidence</p> <p>U-Prep Mission and Vision Statements</p>
<p>E1. Parent and Community Engagement Criterion</p>	
<p>The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.</p>	
<p>U-Prep systematically and regularly involves families and community members as active partners in the learning and teaching process, and informs them of important events through varied means of communication. Parent Venture is the largest parent group that has an impact on U-Prep's programs. Parent Venture is a parent forum that explores various activities and happenings at the school. This group of parents is invited to give feedback and share ideas about what is happening on campus in the hopes of gaining another perspective into parents and student lives.</p>	<p>Parent Venture</p>
<p>Ongoing Events that encourage stakeholder involvement and impact student programs:</p>	<p>Back to School Night Sign in</p>
<ul style="list-style-type: none"> ● Back to School Night is the first contact with families after a summer off and they are alerted to this evening on our website, the school app, automated phone calls, email, and an invitation sent home with students. This first evening with families sets the tone for the year as all participants working together for a successful partnership focused on student social, emotional and academic success. Parent attendance is monitored through sign in sheets in each classroom. Additionally, at the end of each year, families are invited to an annual Open House to connect to teachers and share what students have been working on throughout the year. Open House is open to current and new, incoming students. To encourage attendance families are notified in numerous ways including the website, school app, automated phone calls, flyers, and teacher invites. 	<p>Open House</p>
<ul style="list-style-type: none"> ● Annually, U-Prep hosts a series of events to acclimate incoming sixth graders to the U-Prep culture. The first event is a Sixth Grade Math Social that has a dual purpose. All new incoming sixth graders take a math placement test to ensure the best math class for the ensuing year. The test is then followed by a social hosted by the middle school student government class with games and a treat to help new students get to know one another. Transitioning to a new school can be an intimidating event for many middle schoolers, so U-Prep created Where Everyone Belongs 	<p>6th Grade Math Social WEB</p>

(WEB) to alleviate those new school nerves. WEB occurs a week prior to school starting, and eighth grade students host an orientation style day that includes a tour of U-Prep, to welcome all incoming sixth graders. New sixth graders are given their class schedules and the tour to help students navigate the school, build relationships within their class, and ensure all sixth graders feel welcome.

- Administration and teachers are incredibly proud of the hard work and effort students put into their academics and honor them at each quarter. Student of the Quarter (SOQ) celebrations occur four times per year at which teachers at each grade level work together to identify 4-6 students from each class who have exemplified outstanding character or leadership throughout the previous quarter. Parents of our SOQ honorees are invited to attend a ceremony highlighting each of the students who have been selected. Certificates and a special "Panther Pride" shirt are awarded and parents are given the narratives written by the teachers who selected the students.
- Athletic Boosters meet on a regular basis to decide on how to best support our athletes. They put on fundraisers, help organize snack bar shifts, and allocate funds to sports programs in need.
- The Music Boosters serves the community by having monthly meetings to help support music students. In order to communicate with their followers, the Music Boosters maintain a website, posts agendas and minutes, sends out emails before and after the meeting, holds fundraisers, and provides several opportunities for families to volunteer. All interested parents are invited to join and attend meetings.
- The Musical Foundation meets multiple times throughout the year to assist in the production of various performance events such as the Fall Musical and other theater festivals. Directors and parents meet regularly, send emails back and forth, hold fundraisers, volunteer, and provide outreach through advertising.
- Revised Vision Statement - The school has recently revised its Vision Statement and notified the school and its stakeholders via the school website.
- The Educational Foundation supports the school and connects with the community by fundraising and holding events that create awareness of major needs. Various activities have included the Auction, funding of the computer lab (room 299), raising money for the scoreboard, and funding outside lunch tables. The Foundation uses meeting minutes and emails to communicate with those individuals involved.
- Parent Chaperones/Drivers: Every year parents/families are invited to become approved drivers. This allows parents to help transport students to

SOQ

Athletic Boosters
agenda

Music Boosters
agenda

Music Foundation
agenda

Educational
Foundation

Parent Volunteers

<p>field trips and athletic events, keeping them involved in all school activities.</p> <p>Other important measures U-Prep takes to continually communicate with families and the community is the updated school website, the school app that anyone can download, the daily bulletin and monthly newsletters. Teachers and coaches have also utilized different apps such as Remind or Band to connect with members and keep them informed of classes, sports, or special events.</p> <p>Aeries is another way for parents to stay updated on their student's progress in each class on a regular basis. They can see upcoming assignments, grades, and due dates. Through Aeries teachers can easily send out emails to parents, either individually or by class.</p>	<p>School Website School App</p> <p>Aeries</p>
<p>Leadership Development Day - HS and JH Student Government students work in cooperation with the California Association of Student Leaders (CASL/CADA) to host a leadership training in September each year for all local Middle School leaders. All local schools are contacted and welcomed to participate in the full day training, which prepares them for leading with character and integrity as they attempt to create a positive and inclusive atmosphere on their campuses throughout the year.</p> <p>Career Day - Every year, community members are invited to share their careers with eighth and ninth graders. Students choose from a variety of speakers that they find interesting to expose them to future careers.</p> <p>Shasta County DA - Cyber bullying Presentation - In this day and age of constant technology access U-Prep hosts a Cyber bullying presentation to our students and families of students. Families are invited to attend and are alerted via emails, automated phone calls home, the school website and app.</p> <p>U-Prep has an extensive art department in which students are exposed to and participate in outside events, such as art shows. The art department advertises upcoming events to the community using fliers, emails, and paw prints announcements. In the past, art students have even hosted art classes at the local museum, Turtle Bay.</p> <p>In addition to on-campus events in which both families, students and community members participate, U-Prep students have the opportunity to be involved in multiple community service projects that impact lives on campus and in the community.</p> <ul style="list-style-type: none"> Think Pink - To connect with the larger Redding community, several clubs, as well as all HS Student Government, assist the Redding Think Pink Committee by handing out Breast Cancer awareness materials early in the morning on the third Thursday of every October. On campus, all students are encouraged to wear pink to add to awareness and are offered free pink lemonade during lunch in the quad. 	<p>CASL/CADA</p> <p>Career Day</p> <p>Cyber Bullying Presentation - not owned by us - presented by outside agent</p> <p>Art Shows</p> <p>Community Events: Think Pink</p>

<ul style="list-style-type: none"> • Good News Rescue Mission-Canned Food Drive - For two weeks in November, students are encouraged to donate non-perishable, unexpired food goods in their history classes. At the end of the drive each year, hundreds of cans and packages of food are donated to the Good News Rescue Mission in order to feed the hungry during the winter holidays. • Salvation Army Bell Ringing - HS Student Government and all other students are encouraged to volunteer with the Salvation Army, giving time in the community to ring the bell and monitor donations. • Blood Drives (Vitalant) - Twice per year, Student Government hosts Vitalant to come with professionals and draw blood from qualified student volunteers. Blood is donated throughout the day to provide blood supplies for the community. • Pennies for Patients - For two weeks in February, we encourage our students to donate money to help people suffering from blood related cancers. It is a school wide event, with classes competing to donate the most. • Dignity Health-Kindness Week - In conjunction with the National Kindness Week emphasis, students are encouraged to display extra focus on kindness and consideration through various daily activities at lunchtime. 	<p>Canned Food Drive</p> <p>Salvation Army Bell Ringing</p> <p>Blood Drives</p> <p>Pennies for Patients</p> <p>Kindness Week</p>
<p>U-Prep has strong bonds with the community, families, and most importantly the students, as all are connected to ensure success in a highly academic culture.</p> <p>E2. School Culture and Environment Criterion</p> <p>The school leadership focuses on continuous improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.</p> <p>Not only is U-Prep housed in one of the most beautiful buildings in the area, with rich architectural history, U-Prep has the benefit of a full janitorial and maintenance staff working together to keep classrooms, the school buildings, and grounds safe, clean and aesthetically pleasing. Student survey results show that overall our students feel “safe on campus.” In reflecting upon the school climate indicator, the 2017-2018 SARC report indicates the exterior of the school to be in Good Repair status and the interior of the school was scored as “Poor”. Since then all planned repairs have been completed.</p> <p>To maintain a safe culture and environment U-Prep continually updates and practices multiple safety procedures. The Safety Team was created to meet, plan updates and inform staff of the safety plan. This team also stays abreast of current safety measures and issues and relays them to staff. Selected U-Prep staff attended ALICE training and they brought that training back to staff. All of our U-Prep staff is ALICE trained and updated on new safety measures on an annual basis. Also at the beginning of each year, staff review an updated evacuation plan, all drills, safety sound checks, and new procedures are reviewed. The Safety Team visits all sixth through tenth grade ASAP classes, and eleventh and twelfth grade</p>	

Student Survey

[2017-2018 SARC](#)

ALICE Training

<p>history or English classes, to present decided upon and appropriate ALICE methods.</p> <p>Several best practices resulted from attending ALICE and Safety professional developments. The addition of safety cameras around campus enables administration and support staff to ensure students are safe at all times. The hiring of an extra North state security officer to supervise the lower lot creates a safer environment for students that use that lot during after school events and later hours. The attendance clerk has phone contacts of all students that have a free period within the day in the event those students need to be contacted in an emergency. All classes have safety buckets that provide access to emergency supplies in the event of a lockdown or other serious emergency. U-Prep has a series of procedures that ensure on campus safety: visitor sign-in, volunteer driver registration, daily attendance tracking, and student and staff parking permits. These procedures ensure that all individuals on campus are allowed and student whereabouts are monitored. Another on campus safety measure is that all classroom doors have been replaced to have access from both sides. Staff can quickly lock their door from the inside giving them quicker response time and eliminating the need to step outside in the event of an emergency.</p>	<p>Safety Plan</p>
<p>We also have safety protocols to inform families in the event of an emergency. In order to make sure everyone is informed in a timely and effective manner, office staff makes contact with families with time sensitive information through our app, automated phone calls, email, and the school website.</p> <p>Another layer of safety at U-Prep is that all coaches and assistant coaches are required to have First Aid, CPR, heat stroke, concussion, and sudden cardiac arrest certifications. This ensures that all athletes are under the most supportive care and staff is trained to act in the event of a health emergency.</p> <p>U-Prep demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning in multiple ways. Teachers are accessible before school, at lunch, and after school both academically and through extra-curricular activities as coaches or mentors. Teachers answer parent emails quickly and efficiently to communicate concerns and celebrations of student successes.</p> <p>The Leadership Team seeks parent feedback primarily through regularly scheduled surveys. Our parent survey supports the caring and diverse community stating that 91% of our parents agree that teachers build strong relationships with their students and 98% of parents agree their children are tasked with a wide variety of classroom activities that play into their diverse needs (2019-2020 Parent Survey). U-Prep's master schedule allows for smaller class sizes increasing teacher/student interaction and differentiation. Smaller class sizes foster relationship building, social emotional growth and engagement showing U-Prep's dedication to relationships and learning.</p>	<p>Safety Plan</p> <p>Coaches Clearance Website</p> <p>Parent Survey</p> <p>Master Schedule</p>

<p>Another layer of caring and concern for the whole child and learning is a counseling staff that is available to students. The counseling staff meets regularly with students on a one-to-one basis and throughout the year to check in, survey and make sure students are on track both academically and emotionally. The counselors also check in periodically in ASAP classes with various presentations on Mental Health Awareness and Bullying.</p> <p>Our senior staff and counselors also provide support for seniors preparing for their exit presentations. Each senior presents how they have achieved U-Prep's SLO's over the course of the last four years of education. Students have designated time allotted in their schedule for that support.</p>	<p>Counseling Brochure</p> <p>Senior Exit Presentations</p>
<p>U-Prep's curriculum consists of all college preparation classes including honors, Pre-AP and AP classes, a cornerstone of U-Prep, and embedded into the mission and vision of the school, is a high expectation for all students. U-Prep maintains a small classroom and small school size in order to have a smaller staff to student ratio. The Academic and Support Program (ASAP) is built into schedules to ensure that students receive the guidance and extra assistance in study skills and academic tutoring they need to be successful. Staff meets to discuss tutorial classes and schedule students into the tutorials needed that are the most beneficial, and have the flexibility to move students throughout the year. Students are allowed to attend another tutorial, as needed, to make up tests and get additional instruction.</p> <p>The Leadership Team, administration, faculty and counselors all promote U-Prep's Core Values. One of U-Prep's greatest strengths is the level of professionalism demonstrated by staff. The culture of U-Prep is one of trust, respect and professionalism. All teachers are "at-will" employees, and have appropriate credentials, meeting NCLB guidelines. In addition to being experts in their fields, nearly all teachers either coach a sport or run a club during lunch or after-school hours; these extra duties further deepen the student-teacher relationships that create our close-knit community.</p> <p>Students are regularly and publicly recognized for their accomplishments. Four to six students from every grade level are lauded every quarter for academic achievements and positive citizenship at "Student of the Quarter" presentations. Athletic contributions are celebrated in the news, in the daily bulletin that is sent out to families and students each day, and posted on the school's website and app. U-Prep holds two Academic Awards ceremonies yearly to recognize students for academic achievements on the honor roll (cum laude 3.0 to 3.49, magna cum laude 3.5 - 3.99, summa cum laude 4.0).</p> <p>Students play a large role in the culture and the professionalism on campus. U-Prep's Middle School and High School Student Government classes lead many various events on campus to build a sense of family and camaraderie. All-school rallies, dances, lunch activities, spirit weeks, student sections at athletics, social</p>	<p>Core Values Employee Handbook</p> <p>Student of the Quarter</p> <p>ASB</p>

<p>media promotion of school events, shows trust and respect throughout the students and staff.</p> <p>Traditionally every spring, the junior class hosts a Senior Breakfast and Awards Ceremony to honor the seniors. The breakfast is hosted by the junior class and incorporates the future seniors into this exciting time for the current senior class. The Awards Ceremony follows the breakfast and various awards are presented from department-specific awards, athletic awards and scholarship recipients. This is an opportunity for all departments to recognize a graduating senior that exemplifies stellar attributes.</p> <p>U-Prep expects all students to demonstrate citizenship and ethical values, and topics and discussions in Advisory classes are built around these values. Also a major component of the culture of professionalism at U-Prep are the Student Learning Objectives (SLO's) of which students are to address at their Exit Presentations. U-Prep's new SLO's are:</p> <p>A U-Prep student will:</p> <ul style="list-style-type: none"> • Demonstrate Leadership <ul style="list-style-type: none"> Effective leaders demonstrate a strong work ethic and initiative. Effective leaders communicate and listen in a collaborative environment. • Apply a Growth Mindset <ul style="list-style-type: none"> Growth mindset learners demonstrate personal responsibility in the face of challenges. Growth mindset learners embrace setbacks as an opportunity to learn and grow. • Engage in Critical Thinking <ul style="list-style-type: none"> Critical thinkers demonstrate innovation in problem solving and effectively utilize a variety of resources. Critical thinkers adapt to challenges with determination and integrity. • Contribute to Their Community <ul style="list-style-type: none"> Positive contributors effectively collaborate, demonstrate empathy, and develop productive working relationships. Positive contributors navigate social, personal, and digital communities in a responsible manner. <p>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. Every Monday is a Staff Development day at U-Prep, and staff and students are encouraged to dress in "College Logo Day" attire to further support the academic and collegial focus among the student population.</p> <p>All U-Prep students participate in testing including, but not limited to: sixth graders and new students take placement tests upon entry, CAASPP, CAHSEE, PSAT, ACT-Aspire, SAT/ACT, AP tests, and SAT subject tests, some of which are administered at U-Prep. Students identified as needing additional support are</p>	<p>U-Prep Traditions and Culture</p> <p>Senior Breakfast and Awards</p> <p>SLO's</p>
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<p>offered preparations for these exams through Advisory; for example, there is a CAHSEE tutorial for identified sophomores, an AP tutorial available for students, and SAT Prep is a part of Junior Advisory classes. For the last three years U-Prep has hosted a three-day AP retreat to assist students with AP Test Preparation. These supports ensure that all students have access and support to meet rigorous curriculum and assessments.</p> <p>The School Board also has a level of respect and trust within the community by hosting meetings that are open to the public. This layer of transparency supports the tenets of our school. The board continually focuses on our Mission Statement and has revised it when necessary to ensure it always reflects the purpose of U-Prep.</p>	<p>State and AP Test Scores</p> <p>AP Retreat</p>
<p>E3 Personal, Social-Emotional, and Academic Student Support Criterion</p> <p>All students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.</p> <p>All students have access to rigorous curriculum, robust elective choices including study hall, Honors/AP curriculum, and junior high common practices. Teachers are the first level of intervention at U-Prep, yet they work with a team of teachers, counselors and administration to create a meaningful learning experience for all students. Small class size allows teachers to create meaningful relationships and connections with their students, alerting teachers to any concerns immediately. At grade level collaboration meetings struggling students will be identified and potential interventions discussed. Often a simple schedule change moving a student to a tutorial that matches their academic weakness, or offering a study hall to create more time in their day to complete work, is an intervention that makes a huge difference. On a larger scale, U-Prep will inform parents of the progress of all students through a regular reporting schedule. Report cards are issued four times during the school year. In addition, if a student is producing failing work or work is below his/her ability, a Progress Report will be sent to the parents at the middle of each quarter. Academic grades are recorded on the permanent record ("transcript") on a semester basis. Alongside grades, the leadership team, departments and teachers analyze yearly state test data to determine student achievement. At each progress report students that have D, F or I (Incomplete) grades are matched with appropriate interventions: SST meeting, 504 meeting, IEP, or potential schedule changes to create intervention in the student's schedule.</p> <p>Other personal support services are summer Geometry and the ability for middle school students to advance into high school math courses.</p> <p>U-Prep provides many opportunities for students to meet rigorous academic standards and has several supports to ensure student success. Several structures are in place for students to get extra support in the areas they might need help. At the administrative level dedication to a master schedule that supports small class sizes is a priority. Small class sizes support relationship building between teachers and</p>	<p>Multi-Level Tiered Supports: Student/Parent Handbook</p> <p>Progress Reports</p> <p>Semester Grades</p> <p>Academic Conferences</p> <p>ASAP</p> <p>SST Meetings</p> <p>504/IEP Meetings</p> <p>Master Schedule: Small Class Sizes</p>

students, supporting both personal connections and social-emotional support. Results reported from the 2019-2020 Parent Survey, state that 98% of our students felt safe on campus, and 100% students felt they had a teacher or staff member on campus that they felt they could go to for support. Also built into the master schedule are study hall classes, BRIDGE 7 and 8 classes for students that need extra assistance in Core academic classes,

[BRIDGE 7 & 8
Classes](#)

Study Hall Classes

U-Prep has three full-time proactive counselors who serve in several capacities. In addition to assisting students with their personal and emotional crises, they provide information for middle school and high school Advisory classes. Our counselors meet one-on-one with students 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 monitors students' transcripts and gives individual guidance in planning future college careers. On the middle school level, counselors work in tandem with the Peer Mentors to support the incoming sixth graders with social skills, integration into U-Prep, and academics. Our counseling staff not only supports the academic and social-emotional needs of all of our students, but specially those with extra needs, be it 504 accommodations or hosting SST meetings in conjunction with our teachers. They monitor student academic progress; hosting tutoring when needed, peer mentoring and they have an open door policy, meeting with students at any time. Our counseling staff outreach at lunch in an organic and relational way to ensure easy access to students. They are present and visible for students to approach and talk to.

[Counseling Brochure](#)

[SST Referral Form](#)

U-Prep has a high percentage of students participating in curricular and co-curricular activities. A large number of high school students participate in sports and our school hosts a large variety of clubs. Sports teams and clubs are often coached or facilitated by staff members adding to the connectivity of our culture.

Administration and our Leadership Team have developed universal supports for all students to ensure success in our rigorous curriculum. Students that are identified as academically at risk may be referred to an SST. More extreme supports might include unique alternatives where students have two periods of learning, direct services are utilized in the form of tutors, and students might be referred to credit recovery. At the highest tier, students might have a referral to an outside agency, with full wrap around services.

Extra support starts for the high school student before the first day of school even begins. New enrollees and 9th grade students that have been identified by their 8th grade teachers needing a slight academic boost to kick start their freshman year are invited to BRIDGE 9, a before school orientation to acclimate them to the expectations and rigor of high school. Teachers meet with students for multi-hour sessions in the core academic courses; Algebra, AP Human Geography, Pre-AP Biology and Honors English I, to introduce them to U-Prep cornerstones such as Jane Schaffer writing and note taking strategies. This introduction enables students to enter into classes with some familiarity of structures that have been taught to the U-Prep student throughout middle school.

[BRIDGE 9](#)

<p>The culture of U-Prep strongly believes that all students, when given access to a rigorous curriculum and with the necessary support, can succeed. At the middle school level, U-Prep offers a BRIDGE class to 7th and 8th grade students for extra support with assignments in all courses, and a Math Lab class that supports middle school math students with extra assistance to build their math skills.</p> <p>All students in 6 - 8th grades have Academic Support and Advisory Program (ASAP) built into their daily schedule to ensure they have the extra support needed to complete homework in a space that allows for them to ask questions, get extra support on homework, and make up tests. Having this time built into the schedule alleviates students from making choices to use lunch times or after school when they or teachers might have extra-curricular obligations and are unable to meet. Office hours are also an optional time for high school students to seek out the extra support they need, or for teachers to request a student for extra instruction.</p>	<p><u>BRIDGE 7 & 8</u> Math Lab</p> <p>ASAP Office Hours</p>
<p>All U-Prep students have an Aeries account to monitor their grades. Students and parents can monitor ongoing academic progress in each class; teachers are required to update grades on a weekly basis. 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 held twice a year (on minimum days) at which time the teachers, and occasionally counselors, meet with parents in a joint effort to intervene with students that are at-risk for failing. Parents are welcome to request a conference (via phone, email, or in person) with any teacher at any time 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.</p> <p>Most classes are equipped with a Chrome book cart for learning and teaching technological skills that are embedded into all curriculum. In addition to learning tech skills (MLA formatting, presentation formats, digital literacy) in classes, keyboarding is learned in 6th grade ROTA (6th grade electives), and U-Prep offers Computer Applications as an elective for middle and high school students. Computers are available to students in Room 299 (Resource Center) for students who do not have access to a computer or printer at home.</p> <p>The U-Prep leadership team and staff reflect on student progress at the beginning of every year as soon as state test results are distributed. Additionally, teachers analyze benchmark assessments regularly at department meetings and reflect on the program changes that support student improvement. 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. A credentialed Resource Specialist Teacher oversees these students. Identified students have been serviced through classroom modifications, testing accommodations, and occasional pullout programs.</p> <p>Teachers are constantly measuring student proficiencies and notifying families when students begin to struggle. Immediate classroom interventions, tutoring, preferred seating, extra time, are made to assist students. If those are not</p>	<p>Aeries</p> <p>One-to-one technology Room 299</p> <p>Leadership Team Teachers Counselors RSP Teacher</p>

successful the students teachers and counselors will meet with the family to strategize a plan for student success (SST). Usually, after immediate intervention or an SST teachers will see positive change in their student's work ethic and academic progress.

Additionally, all incoming sixth graders are given a math proficiency test prior to final course placement. This allows for students to enroll in a math course suited to their ability. Sixth and seventh graders that score below grade level expectations in math are invited to take Math Lab instead of an elective. It is structured as an extra support for students who have gaps in basic concepts or who are misunderstanding important skills to be successful for the current grade level. In Math Lab, students spend time reviewing the lesson and homework from that day. Lessons are further broken down to allow students to ask deeper questions on the concepts just learned. Extra time is spent reviewing for the chapter tests, analyzing test corrections, and spending time building basic math skills and focusing on the foundational math. The environment is open, welcoming, and free. Students are comfortable enough to share out their thoughts because they feel as if they are surrounded by students who are learning at the same level as them.

The monitoring of student growth is everyone's job at U-Prep. Beginning with data teachers analyze student progress in coursework, utilizing formative and summative assessments to show student progress, analyzing benchmark assessments and state test results, then spiraling out to counseling and administration. Teachers evaluate their programs on a regular basis to identify if they are meeting student needs, but as a school emphasis is put on teaching materials that reach different modes of learning styles and accessing lessons in multiple ways. For example, teachers use visuals, hands on activities, videos, lectures, Socratic seminars just to name a few.

Multiple measures are utilized to identify Tier 1, Tier 2, and Tier 3 students. Data sources include academic progress reports and report cards, discipline referrals, PSAT scores (grade 8, 10, 11), state summative assessments, AP participation and outcomes, Dual Enrollment participation and outcomes, climate surveys, and teacher observations/input.

The leadership team creates the schedule and time in our collaboration calendar for teachers to analyze and disaggregate data, and plan curriculum and interventions for students in need.

U-Prep's counselors and administrators review interim academic progress reports and quarterly report cards to identify students who are struggling. Grade-level/Advisory collaboration team meetings are structured to include concerns regarding academic and/or social emotional progress of students. Names of students are shared with administration and counselors for ongoing collaborative communication to determine if additional support services are needed. Strategies and resources include Student Study Team meetings, consistent check-in meetings between a student and their counselor, strategic utilization of Office Hours/Tutorial supports, designation of a peer tutor, Academic

[SST Meetings](#)

Math Social
Math Lab

Coursework Samples

Benchmark
assessments

[State Test Data](#)

[Department](#)
[Grade-level](#) agendas

[State and AP Scores](#)
[Surveys](#)

<p>Conferences, Academic Saturday School referral, and evaluation of need for additional course interventions (Math Lab, BRIDGE class). Supports and services are individualized depending upon the needs of the student.</p> <p>To ensure everyone, families and students, are on the same page, annual orientations serve as reminders of school wide positive expectations and behaviors. These include but are not limited to Back to School Night, Information Night, Awards Assemblies, and Open House.</p> <p>The Student-Parent Handbook articulates prevention strategies, early and ongoing intervention strategies, in-school options, and a Progressive Discipline Matrix. The Matrix articulates the use of a continuum of interventions, supports, and consequences to address inappropriate behavior, and builds on those strategies to develop positive behaviors. At the Junior High level, grade level teams meet to review/discuss common practices to support achievement of important social and learning outcomes.</p> <p>Most importantly, everyone involved realizes that we are all on a journey to improve and mold students with a desire to achieve and the perseverance to succeed.</p> <p>Summary of Areas of Strength and Growth</p> <p><u>Strength:</u> <i>U-Prep has a strong community that fosters a culture of caring and trust with all faculty, students, and families. U-Prep's SLO's are part of the culture and curriculum to create a unique learning experience and prepare for real world activities. Families have the opportunity to engage in a variety of activities to further student success on campus through Parent Venture, Athletic Boosters, Music Boosters and the Music Foundation, the Educational Foundation. Additionally, students are engaged through a wide variety of co-curricular activities such as sports or clubs, and service events through ASB.</i></p> <p><u>Strength:</u> <i>Our school is safe and clean and all staff work with integrity and professionalism. We have a comprehensive safety plan that is routinely reviewed as new issues arise.</i></p> <p><u>Strength:</u> <i>U-Prep's consistent practices across the board, from Administration, Leadership Team, Department and Grade Level Teams, all strive for student success. Every procedure, protocol and practice is designed to align with student support and to meet students and family's needs. Department teams collaborate to create consistent programs and policies to ensure equity or all. However, when warranted a multi-tiered system of supports are utilized to aid personal success and academic achievement.</i></p> <p><u>Growth:</u> <i>Teachers are utilizing and continuing to hone new benchmark software. Math and ELA teachers are seeking new benchmark software and science teachers are continuing growth with Amplify software.</i></p>	<p>Dual Enrollment</p> <p>Student/Parent Handbook</p>
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Growth: In review of the California Dashboard, our suspension indicator declined significantly into the yellow area. Administration and the Leadership Team will continue to analyze the effectiveness of our MTSS for students that continue to fall behind both academically and have behavior issues.

Our Action Plan focuses on several areas to improve or revisit our already consistent practices. The following are goals for our future:

1. Focus on refreshing schoolwide academic Key Practices (Cornerstones) to align to the digital era.
2. Integrate updated Student Learning Outcomes into curriculum and school activities.
3. Implement a formalized system of support to more effectively serve English Learner Students.
4. Continues partnership with Stanford University/Challenge Success program (CS) to provide activities and events that support student well-being and voice in an academically rigorous environment, and increase student leadership opportunities.
5. Reflect upon junior High Advisory lessons/curriculum (themes: academic, social-emotional dev., career/college lessons) for alignment to current student needs, and determine approach for reaching all 9th-11th high school students in absence of HS Advisory.
6. Focus on hosting a 20th Anniversary Celebration for U-Prep school-community stakeholders.
7. Promote U-Prep's culture and share U-Prep's history and story with students and community.
8. Restart Big Brother/Big Sister Program to strengthen school culture and student well-being, and increase opportunities for student leadership.

CHAPTER IV

Summary of Identified Major Student Learner Needs



CHAPTER IV:

Summary from Analysis of Identified Major Student Learner Needs

Overall, U-Prep's state, AP and other metrics data show consistent student achievement and growth with only slight declines in student groups. Our 2019 state data shows that in language arts our student group data on the California Dashboard for grades 6-8 and 11, shows our student groups to have increased, while our white population and students with disabilities were the only groups to slightly decline from previous years. In mathematics, grades 6-8 and 11, our metrics are much the same. We have so few students in each student group; it is difficult to target the groups as a representation of a whole. Our consistent programs that encompass *all* students, and providing supports for any and all students when needed, has proven effective. Overall, in both subjects, our student population still tested into the green (high) and blue (very high) ranges in most categories. The only area that we showed a significant decline is in student suspension rates dropping into the "yellow" range. Even though we have declined in the suspension indicator, we still have fewer incidents than local, state, or national averages. We hold true to our philosophy that creating and maintaining a safe, learning environment for all is important for rigorous learning to occur.

After review of our data, programs and consistent practices we have created action plans to further our student achievement and success. Program plans will focus on fiscal allocation sufficient to support the annual Leadership Retreat summer planning session. The Leadership Retreat is the backbone to all collaboration at U-Prep. The Leadership team alongside administrators review surveys, data and programs and determine overarching needs for the school as a whole.

We plan to maintain and develop highly qualified staff through annual review of all salary and stipend schedules, and update health benefit plans to ensure competitive compensation packages for all employees, and provide ongoing access to high quality professional development for all staff members to stay current and refreshed in research-based best practices within their roles and responsibilities. A highly trained staff equates to highly educated students.

To continue providing high quality academic programs for all students at U-Prep, we have outlined several plans focusing on continued student achievement across the board and have outlined the following for continued review and improvement. We will continue to focus on fully implementing discipline specific next generation science standards. We will continue to expand partnership with Shasta College to provide dual enrollment course offerings at U-Prep, selecting courses that align to California College Intersegmental General Education Transfer Curriculum (IGETC). We plan to integrate updated Student Learning Outcomes into curriculum and schoolwide activities. We will implement a formalized system of support to more effectively serve English Learner students. These supports in and out of the classroom will serve all of our student needs and boost student achievement.

U-Prep will continue partnership with Stanford University/Challenge Success program to provide activities and events that support student well being and voice in an academically rigorous environment, and increase student leadership opportunities. Fostering student relationships the Big Brother/Big Sister Program would strengthen school culture and well-being, and increase opportunities for student leadership.

We also plan to include developing a system to gain targeted feedback from Alumni for program purposes, and to solicit future involvement in the school-community. We also see the need to continue to focus offering additional experiences for immersion in real-world college and career applications. Feedback from Alumni would be valuable in this endeavor.

After a review of all recent surveys, staff, student and parent outlined areas our stakeholders felt there was a need for program improvements to deepen student achievement in content areas. Staff felt a continuation of utilizing research-based best practices was important to increase student achievement and understanding of complex learning targets. Staff surveys also indicated the need to continue to provide professional development in research-based instructional methodologies, practices using formative assessments through communicating clear targets and rubrics, and support ongoing integration of relevant technologies as tools for teaching and learning.

A review of parent survey data indicated that parent engagement through offering a *Transition Into High School* parent program that frontloads homebased support for student success in high school could be beneficial to assist parents in helping navigate high school expectations along with their child.

For continued success in the area of assessment practices the following ideas were considered important. The inclusion of several strategies to fully systemize data analysis, including interim/benchmark and summative assessments to continuously improve teaching and learning, and student engagement. After reviewing staff surveys and discussions at department levels the Leadership Team felt it important to continue to revisit/refresh the formative and summative weighted academic grading system, horizontally and vertically (6th-12th and by department). After revising the SLO's in 2020, there is a need to integrate the updated Student Learning Outcomes into curriculum, Advisory, and school activities, and also to update the Senior Exit Presentation Rubric to align to new SLOs.

While we have so few English Learners, and they outperform their local and state peers, the Leadership Team felt with growing numbers, it is important to implement a formalized system of support to more effectively serve English Learner students.

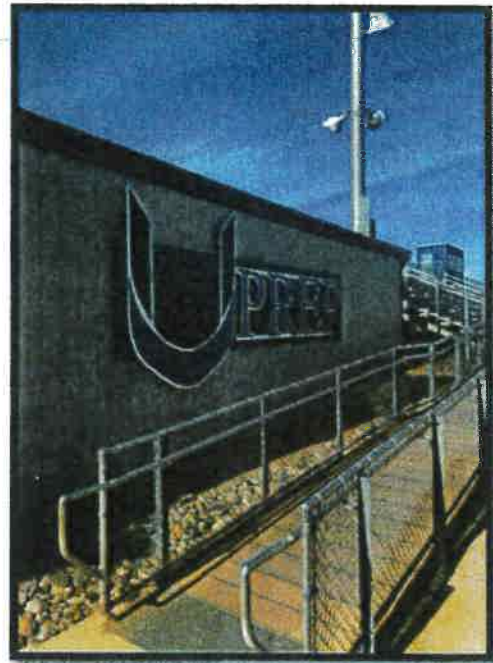
Even though our students are high achieving, there is room for improvement in our already consistent practices and engagement. We want to continue to revisit schoolwide academic Key Practices (Cornerstones) to align to our ever changing digital era. Continue our partnership with Stanford University/Challenge Success program to provide activities and events that support student well-being and voice in an academically rigorous environment, and increase student leadership opportunities. All staff felt the need to continue to reflect upon junior High Advisory

lessons/curriculum to ensure that themes remain relevant and in alignment to current student needs, and to determine an approach for reaching all 9th-11th high school students in absence of HS Advisory.

With our 20 year anniversary on the horizon stakeholders felt it important to focus on hosting a 20th Anniversary Celebration for U-Prep school-community stakeholders. Discussions at the Leadership Retreat showed a desire to promote U-Prep's culture and share U-Prep's history and story with current students and community.

CHAPTER V

Schoolwide Action Plan





UNIVERSITY
PREPARATORY SCHOOL

PURSUING EXCELLENCE
TOGETHER

2020-2021 SELF-STUDY

SCHOOLWIDE ACTION PLAN

Accrediting Commission for Schools
Western Association of Schools and Colleges

WASC Focus Areas

- A - ORGANIZATION
- B - CURRICULUM
- C - LEARNING AND TEACHING
- D - ASSESSMENT & ACCOUNTABILITY
- E - SCHOOL CULTURE AND STUDENT SUPPORT

Overarching Goals

- 1) To utilize interim and summative performance data within a continuous improvement model to improve teaching and learning. To offer high quality, effective academic support services for all students.
- 2) To foster and strengthen a school-community growth mindset that results in student success and achievement in an academically rigorous, college-going learning environment. To prepare students for University-level coursework and equip them to sustain the effort in the postsecondary setting of their choice.
- 3) To engage students in developing critical thinking skills through immersion in rigorous academics and meaningful extra-curricular and co-curricular activities, grades 6 through 12.
- 4) To provide a safe and orderly learning environment that supports a positive school climate and culture, academic and relationally through a close-knit community of teachers, advisors and school staff. To offer high quality, effective social-emotional support services for all students.

SMART GOALS & ACTION STEPS	LCAP PRIORITY	WASC AREA	BROAD GOAL	SLO	RESPONSIBLE PERSON(S)	RESOURCES	TIMELINE	MEANS TO ASSESS & REPORT
#1- Fully systemize data analysis, including interim/benchmark and summative assessments to continuously improve teaching and learning, and student engagement: a. Revisit current course benchmark assessments; meet within departments and grade levels to evaluate alignment of assessment with course standards; strengthen vertical alignment of programs to create smooth transitions for students b. Conduct initial schoolwide data review/analysis with Leadership Team (Admin, Dept Chairs, grade-level team leaders); identify	8, 4, 2	D1.1, D1.5, D2.1	1, 2, 3	DL GM CT	Department Chairs and Faculty, Administration Administration	Possible budget for purchase of revised benchmark assessments Budget for Summer Retreat	Spring (April) 2021, annually and ongoing Summer 2021, annually	Department Chair Mtgs. Departments Mtg. agendas Leadership Team Summer Retreat agenda and materials

<p>schoolwide celebrations and areas needing further analysis by departments and/or grade-level teams</p> <p>c. Establish timeframe/window for administration of course benchmark assessments across a school year; include in schoolwide assessment calendar</p> <p>d. Establish Collaboration Calendar meetings for:</p> <p>(1) Department faculty analyze disaggregated data from <i>annual summative assessments</i> (e.g. PSAT, CAST, CAASPP, AP, Indicators); identify strengths and areas of needing additional attention (include in annual department goals); identify students who are in need of additional academic supports (e.g. peer tutor, team meeting, intervention class/BRIDGE, counseling services)</p> <p>(2) Department faculty analyze data from <i>internal course-specific benchmark assessments</i> (identify celebrations and areas of growth within program data); identify students in need of support (academic, social-emotional) to achieve mastery</p> <p>(3) Grade-level teams to share/discuss data findings from one another's department specific summative and internal assessments</p> <p>e. Conduct schoolwide data presentations with all school staff; share schoolwide celebrations and areas identified by Leadership Team as possibly needing further analysis by departments and/or grade-level teams</p> <p>f. Review priorities for staff development based on data analysis, staff input, staffing, and recent/historical professional development activity</p>				<p>Leadership Team</p> <p>Leadership Team</p> <p>Administration</p> <p>Administration, Department Chairs, Board/LCAP</p>	<p>Budget for Retreat</p> <p>Budget for Retreat</p> <p>Budget/LCAP – inclusion of staff development resources</p>	<p>Summer 2021, annually</p> <p>Summer 2021, annually</p> <p>August Staff Development Day, Annually</p> <p>Ongoing</p>	<p>Leadership Team Summer Retreat agenda and materials</p> <p>Leadership Team Summer Retreat agenda and materials</p> <p>August Staff Development Day Agenda; Session materials</p> <p>Leadership Team Agendas, Department Chair Agendas, End of Year Admin-Staff mgs</p>
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<p>g. Annually review Dashboard Indicator. In response to Dashboard Suspension Rate (Yellow), reflect upon current prevention, intervention, and progressive discipline strategies due to change in Dashboard color; consider additional research-based options and training.</p> <p>#2 - Revisit/refresh formative/summative weighted academic grading system, horizontally and vertically (6th-12th and by department)</p>	2, 4	D1.4	1, 2, 3	GM	Administration, Counselors	Possible budget for professional development and training (Title II)	Ongoing, annual	Conference Reports, Annual Staff Dev/Day Session Agenda
<p>a. Discuss/reflect upon progress during Summer Leadership Team Retreat; identify areas of success and areas needing further attention.</p> <p>b. Continue to research/share best practices on effective grading/monitoring of student progress and performance, inclusive of growth mindset research application.</p> <p>c. Update/refresh grading system and practices through consensus.</p>					Administration, Leadership Team	Budget for Retreat	Summer 2021	Summer Retreat Agenda, materials
<p>#3 - Refresh schoolwide academic Key Practices (Cornerstones) to align to digital era</p> <p>a. Agree upon best practices to teach/support development of <i>academic skills</i>; organization, note-taking, reading and writing applications within departments and across the 6-12 continuum;</p> <p>b. Agree upon best practices to teach/support development of <i>social-emotional skills</i>, including growth mindset applications within departments and across the 6-12 continuum;</p> <p>c. Finalize 6-12 Key Practices and implement in</p>	2, 4	E3.1, E3.2, E3.3, E3.4	1, 2, 3	DL, GM, CT	Department Chairs, Grade-level teams, Administration Department Chairs, Administration	Professional Dev materials, as needed/Budget Allocated time in Collaboration Calendar	Fall 2021, ongoing Ongoing	Department Chair agendas; Department Meeting agendas Department Chair agendas; Department meeting agendas; Collaboration Calendar
					Department Chairs, Department Faculty, Administration	Staff Mtgs, Collaboration Calendar (time allocation)	Spring 2021	Meeting Agendas (Staff, Department Chair, Department)
					Grade-level Teams and faculty, Administration	Staff Mtgs, Collaboration Calendar (time allocation)	Spring 2021	Meeting Agendas (Staff, Department Chair, Department)

<p>2021-2022</p> <p>#4 - Fully Implement Discipline Specific Next Generation Science Standards</p> <p>a. Schedule JH Department collaboration time for ongoing reflection on NGSS standards and implementation of Amplify curriculum, grades 6-8 (inquiry and phenomena-based learning)</p> <p>b. Disaggregate 8th grade CAST assessment to inform ongoing growth and development with student performance, grades 6-8</p> <p>c. Disaggregate high school CAST assessment to inform ongoing growth and development with student performance in science (6-12)</p> <p>d. Schedule JH/HS Department collaboration time for vertical planning from AP/Honors/Pre-AP JH science courses;</p> <p>e. Evaluate College Board Pre-AP Framework (Bio), including potential need for textbooks and instructional materials</p>	2, 4, 8	B1.1	1, 2, 3	CT GM	Leadership Team		Summer 2021, Annual Review	Leadership Team Agenda, Finalize Schoolwide Key Practices document
					Leadership Team	Collaboration Calendar (dept mtg time)	Spring 2021, ongoing	Department Meeting Agenda, Minutes
					Department Chair and Faculty, Administration	Collaboration Calendar (dept mtg time)	Fall 2021, ongoing	Department Meeting Agenda, Minutes
					JH Department Chair and Faculty	Collaboration Calendar (dept mtg time)	Fall 2021, ongoing	Department Meeting Agenda, Minutes
					Department Chairs and Faculty	Collaboration Calendar (dept mtg time)	Fall 2021, ongoing	Department Meeting Agenda, Minutes
					Department Chairs	Budget/LCAP allocation for textbook and materials	Spring 2021	Team meeting Agenda, Minutes, LCAP
					Leadership Team	Budget/IGETC Stipends	Spring 2021, ongoing	Leadership Team Agenda
<p>#5 - Continue to expand partnership with Shasta College to provide dual enrollment course offerings at U-Prep; select courses that align to California Community College Intersegmental General Education Transfer Curriculum (IGETC)</p> <p>a. Explore additional courses that could be added to fulfill IGETC sequence offerings</p> <p>b. Promote IGETC incentive/stipend in an effort to increase number of qualified teachers, expand course offerings</p>	4	B1.2 B1.5 A5.1	1, 2, 3	DL GM CT	Administration, Leadership Team	Leadership Team Retreat	Ongoing	Leadership Team Agenda

<p>#6 - Integrate updated Student Learning Outcomes into curriculum and school activities</p> <p>a. Department and grade-level team meeting planning sessions; correlate to key assignments to monitor progress towards meeting SLOs</p> <p>b. Identify and implement strategies for integrating SLOs through extra-curricular and co-curricular activities (e.g. ASB student club applications, athletic communications)</p> <p>c. Update Senior Exit Presentation Rubric to align to SLOs</p>	2, 4, 8	B1.3 D1.3 E3.4	2, 4	DL GM CT CC	<p>Department Chairs and faculty, Grade-level Teams and faculty</p> <p>ASB Advisors, Program Directors (VAPA, Athletics), Administration</p> <p>Senior Exit Committee (administration, JH Faculty, HS Faculty, HS Counselor)</p>		<p>Fall 2020, ongoing</p> <p>Fall 2020, ongoing</p> <p>January 2021</p>	<p>Department and Grade-level Team Mtg Agendas, student work samples, artifacts</p> <p>Artifacts representing integration, Meeting Agendas, Reports to Staff</p> <p>Revised Rubric</p>
<p>#7 - Implement a formalized system of support to more effectively serve English Learner students</p> <p>a. Provide training to staff on ELPAC administration, interpretation, and program administration</p> <p>b. Communicate level of English language proficiency to teachers; provide training, as needed, for differentiated instruction;</p> <p>c. Collaborate with faculty of EL students to examine course materials and determine if additional resources will be needed</p> <p>d. Establish reclassification criterion/processes for U Prep students</p> <p>e. Engage U Prep staff in meetings/conferences to remove language barriers, assist in relationship building as a school-family liaison</p>	1, 2, 4, 7	B2.2 E3.1 D1.4	1, 2, 3	DL GM CT	<p>ELPAC Coordinator, Administration</p> <p>ELPAC Coordinator, Administration</p> <p>ELPAC Coordinator, Administration</p> <p>ELPAC Coordinator, Administration</p> <p>ELPAC Coordinator, Administration</p>	<p>Budget allocation for professional development/training</p> <p>Budget allocation for professional development/training</p> <p>Budget allocation for instructional materials</p>	<p>Fall 2020, ongoing</p> <p>Fall 2020</p> <p>Fall 2020, ongoing</p> <p>Fall 2020</p> <p>Ongoing</p>	<p>Purchase Order for outside training, Staff Training Agenda for internal training</p> <p>Documentation of communication; training attendance sheets</p> <p>Meeting agenda, Purchase Order for identified resources</p> <p>Written processes and criterion</p> <p>Meeting notes</p>

<p>#8 - Continue partnership with Stanford University/Challenge Success program (CS) to provide activities and events that support student well-being and voice in an academically rigorous environment, and increase student leadership opportunities</p> <ul style="list-style-type: none"> a. Recruit diverse group of students to work with CS Executive Board b. Establish CS annual calendar of events (e.g. raise awareness campaigns, promotion of PDF, host Shadow Day and fish bowl activities, offer parent education) c. Continue to attend Challenge Success conferences and/or trainings d. Provide CS Professional Development Workshop specific for educators e. Review the Course Rigor/Homework Time Management scale f. Revisit current A/B Test Schedule; adjust accordingly 	2, 4, 6	BL5 E3.3	2, 4	DL GM CT CC	<p>Administration, CS Executive Board</p> <p>CS Executive Board</p> <p>CS Executive Board, Faculty, Administration</p> <p>Administration</p> <p>Administration, Department Chairs/Faculty</p> <p>CS Executive Board, Leadership Team</p>	<p>Budget/LCAP for conferences, trainings</p> <p>Budget/LCAP for Workshops</p> <p>Potential Budget/LCAP expenditure</p> <p>Potential Budget/LCAP for program materials</p>	<p>Fall 2020-Jan 2021</p> <p>January 2021; annually each Spring for upcoming year</p> <p>Spring 2021 (virtual), Fall and/or spring annually</p> <p>Spring 2021 (feedback), Offer in Fall 2021</p> <p>Jan-Feb, annually</p> <p>Spring 2021 (CSRB), Summer Leadership Retreat</p>	<p>CS Executive Board Roster</p> <p>CS Annual Calendar of Events, promotion materials, parent education event materials, Shadow Day debriefing from CS and Staff meeting minutes, Fish Bowl agendas</p> <p>Conference registration, CS Meeting agendas and minutes on conference/trainings</p> <p>PD Attendance Sheet, Purchase Order</p> <p>CS meeting agendas, Department Chair and Department Meeting agendas</p> <p>CS meeting agendas, Department Chair and Department Meeting agendas</p>
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<p>#9 - Develop a system to gain targeted feedback from Alumni (preparedness, postsecondary transition) and to solicit future involvement in the school-community</p> <ul style="list-style-type: none"> a. To maintain personal connections with alumni, staff will consider options to include staff-alumni partnering, mentoring (outreach) b. Continue gathering and recording student contact information using end-of-year Senior Survey c. Develop surveys to gain feedback from entry level college students, upperclassman, and college graduates; administer surveys starting with U-Prep Class of 2019 graduate contact information d. Administer surveys e. Review data for celebrations and ongoing school improvement 	8	B1.5	2, 4	DL CC	Counseling, Administration, Faculty Head Counselor Administration, Department Chairs/Faculty		May, annually May, annually Jan-April 2021	Google sheets by graduating class Grad data tracking sheet Surveys developed
<p>#10 - Offer additional experiences for immersion in real-world college and career applications</p> <ul style="list-style-type: none"> f. Seek out and communicate regional internship/volunteer opportunities to targeted grade-levels (upper classmen); g. Consider fieldtrips to companies and organizations within various sectors of student interest (e.g. science, tech, medical industries); Survey upperclassman to assess field trips of interest; share survey results with staff h. Select and deploy one additional real world experience to enhance career/college readiness at U-Prep 	4	B2.2 C2.4	2, 3	DL GM CT CC	Administration Leadership Team, School Staff (during annual data reviews in August) Administration, Counselors, Staff Administration, Counselors, Faculty, Staff	Budget/LCAP (LT Retreat) Multi-stakeholder funding sources for field	Apr-June, annually Summer-August, annually Fall 2021, ongoing Survey in Spring 2021 (include in spring survey) Occurrence of selected activity	Survey Data Leadership Team Retreat agenda, August Staff Development Day Agenda (included in data session) List of opportunities and associated communications Survey results

<p>#11 – Continue to utilize research-based best practices, daily lessons and formative assessment through:</p> <ul style="list-style-type: none"> i. Communicating clear learning targets for daily lessons and course units; Providing descriptive formative feedback during lessons and following assessments; Utilizing plan-teach-reflect processes to continually inform instruction and monitor student progress towards mastery j. Providing criterion for success (i.e. rubrics) on key assignments <ul style="list-style-type: none"> o Department Chairs and department faculty discuss/identify common language for success criterion and collaborate with colleagues on exemplars; o Review/update criterion for success on key assignments in courses 	2, 4, 8	C1.2, D2.2	1, 2, 3	GM CT	Faculty, Administration	experiences	Ongoing	Lesson design, formative assessment strategies, teacher reflections, class observation; teacher data analysis
<p>#12 – Increase parent engagement through offering a <i>Transition Into High School</i> parent program; frontload homebased support for student success in high school:</p> <ul style="list-style-type: none"> a. Seek input on topics from parents through Parent Venture and surveys, from students through Challenge Success and interviews, and staff. Consider topics such as time management schedule (schoolwork and extracurricular activities), home-school communications, adolescent development, balancing involvement of village adults, college/career homebased activities, 	3	E1.1	2, 4	DL GM CT CC	Department Chairs, Department Faculty Department Chairs, Department Faculty Administration, Faculty, Counselors	Potential budget for program materials and presentations (i.e. Challenge Success)	Spring 2021	Input from stakeholders

<p>high school students; involve CS</p> <p>#14 - Host a 20th Anniversary Celebration for U-Prep school-community stakeholders</p> <ul style="list-style-type: none"> a. Establish a stakeholder planning committee inclusive of U-Prep's Educational Foundation Board b. Beginning planning for the event, 2023-2024 c. Host 20th Anniversary Celebration 	3, 6	E1	2, 4	DL GM CT CC	Administration, high school faculty, CS Exec Board		Spring-Fall 2021, Annually	Meeting notes, evidence of educational strategy deployed
<p>#15 - Promote U-Prep's culture and share U-Prep's history and story with students and community</p> <ul style="list-style-type: none"> a. Establish staff-student (S-S) work group to create a plan: <ul style="list-style-type: none"> o Determine activities, events, and strategies (i.g. graduating class pictures, naming hallways, hosting speakers to share school history) o Collaborate with school staff as plan evolves; seek feedback o Establish budget b. Implement plan 	6	E1, E2	4	DL GM CT CC	Administration, Staff	Committee budget	Spring - Fall 2021	S-S Work Group Roster
<p>#16 - Restart Big Brother/Big Sister Program to strengthen school culture and student well-being, and increase opportunities for student leadership</p> <ul style="list-style-type: none"> a. Select program advisor b. Provide advisor training and resources c. Recruit students and provide student training 	5, 6	E2.3, E3.3	3, 4	DL GM CT CC	S-S Work Group S-S Work Group, Administration	Budget for resources, materials	2021-2022 2021-2022 2022-2023	Work Group Meeting agenda/minutes Work Group Meeting agenda/minutes Hallway signage, etc.
					Administration Admin, Program Advisor	Budget/LCAP	Spring 2021 Spring 2021	Staff List/Extracurricular Duties Training Agenda

<p>d. Implement program</p> <p>#17 - Maintain competitive benefits and salary schedules for current U-Prep employees and for recruiting purposes</p> <p>a. Continue with annual review of salary and stipend schedules; and benefits; assess competitiveness and budget resources to determine approach</p>	<p>1</p>	<p>A6.5</p>	<p>1, 2, 3, 4</p>	<p>DL GM CT CC</p>	<p>Program Advisor Program Advisor</p>	<p>Budget/LCAP</p>	<p>Spring 2021 Fall 2021</p>	<p>Roster, Training Agenda Program is operational</p>
<p>#18 - Increase collaboration and training opportunities within master schedule (common prep periods, EdTech Ins.)</p> <p>a. Prioritize common prep periods for first-year in new grade-level/curriculum assignment and/or new faculty member at U-Prep</p> <p>b. Annually review the feasibility of hosting a section for a faculty member to serve as an onsite EdTech instructional support person</p>	<p>2</p>	<p>A4.2, A5.5</p>	<p>1, 2, 3, 4</p>	<p>DL GM CT CC</p>	<p>U-Prep Board, Supr./Principal, HR/Business Manager</p>	<p>School Budget</p>	<p>Annually</p>	<p>U-Prep Board Agenda, Minutes</p>
<p>#19 - Reflect upon implications of 2020-2021 SST Bell Schedule for potential adjustments in 21-22</p> <p>a. Secure feedback on bell schedule through school survey (staff, students, parents); analyze data</p> <p>b. Analyze input on historical and valued high school advisory topics (in response to loss of high school advisory); discuss optional means to address interests</p> <p>c. Determine approach (e.g. elective course) to providing alternative to high school advisory</p>	<p>3, 5, 6</p>	<p>A3.1</p>	<p>2, 4</p>	<p>DL GM CT CC</p>	<p>Administration, HR/Business Manager, Department Chair Mtg</p>	<p>Survey</p>	<p>April - June, Annually</p>	<p>Master Schedule</p>
					<p>Administration, Staff</p>	<p>Survey</p>	<p>Spring 2021</p>	<p>Meeting agendas/survey results</p>
					<p>Administration, Staff, U-Prep Board</p>	<p>Survey</p>	<p>Spring 2021</p>	<p>Meeting agendas/survey results</p>
							<p>Spring 2021-Fall 2022</p>	<p>Board Meeting Agenda, minutes</p>

<p>#20 - Continue to provide professional development in research-based instructional methodologies, and support ongoing integration of relevant technologies as tools for teaching and learning.</p> <ul style="list-style-type: none"> a. Continue to host technology trainings (June or Aug) and/or embed trainings within Staff Dev Day or collaboration calendar b. Support professional development in the area of EdTech (e.g. internal collaboration with faculty experts, CUE Conference) c. Embed opportunities throughout the year for ongoing discussion and learning around research-based instructional methodologies; Leadership Team select methods based on data analyses; determine approach to inclusion of training at Staff Dev Day, Collaboration 	2	A5.5, A4.3	2	DL GM CT CC	<p>Leadership Team, Administration and Business Manager</p> <p>Administration, Leadership Team</p> <p>Leadership Team, Administration</p>	<p>Budget/LCAP</p> <p>Budget, Title II</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Tech training sign-in sheets, Staff Dev Day agendas, Collaboration Agendas</p> <p>Conference Reports (tracking sheets), Collaboration Agenda</p> <p>Staff Dev Day, Staff Meeting, and Department Meeting agendas</p>
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