

Igniting a Passion for Learning



2011-2012 WASC Report

February 26, 2012 – February 29, 2012

University Preparatory

16925 Forrest Avenue, Victorville, CA 92395

(760) 243-5940

FAX (760) 951-2803

Victor Valley Union High School District

16350 Mojave Drive, Victorville, CA 92395

(760) 955-3201

FAX (760) 245-4634

Principal's Message

Dear Committee Members,

I would like to take this time to welcome the WASC visiting committee and to thank each of you for your commitment to our students. As we begin our seventh year, this journey has been incredible!

Since our initial accreditation visit, a great deal has been accomplished. We have graduated two classes of students, with the class of 2011 being our first class to fully complete their six years of secondary education with us. We have also enjoyed many achievements; Title One Achievement Award three consecutive years; Distinguished School Award and 2010 National Blue Ribbon Award. Given all these accomplishments, we have not become complacent in our pursuit of the most important achievement, creating a learning environment that fosters the success of all of our students.

The self-study process has given our school community an opportunity to examine our strategies to determine to what degree they are successful. As this portion of our journey finds us working together, I can only hope you discover the nuances that make University Preparatory a very special place. Thank you to our WASC Coordinator, Ms. Sonya Phillips, the focus leadership team and every staff member that has worked so diligently to insure the success of our students. To our parents and their students who believe in the vision of University Preparatory, thank you for the hard work and dedication.



University Preparatory WASC Visiting Committee

Chair

Dr. Marvin E. Davisson

Program Administrator

12812 Cliff Ave.

Bakersfield, CA 93306

Cell Phone: 661-809-2082

Home Phone: 661-872-5328

mdavisson@bak.rr.com

Member

Dr. Theodore T. Ahn

School Counselor

28364 Stansfield Ln.

Santa Clarita, CA 91350

Work Phone: 661-373-7076

Cell Phone: 661-373-7076

FAX: 661-297-4628

theodoreahn@gmail.com

Mr. Mark F. Bustamante

English Teacher

7 Tambour Place

Foothill Ranch, CA 92610

Work Phone: 714-997-7896

Cell Phone: 949-466-2985

Home Phone: 949-588-1958

Mfbusto11@yahoo.com

Ms. Patricia Jo Clark

Retired teacher/dept. chairperson

2609 Lucern Way

Lake Isabella, CA 93240

Cell Phone: 760-223-1937

Home Phone: 760-379-4214

Pat.isabella1@verizon.net

Mr. Gabriel A. Griego

Principal

1557 S. Westridge Road

West Covina, CA 91791

Work Phone: 626-931-2700

Cell Phone: 626-228-8629

Home Phone: 626-918-7864

FAX: 626-931-2850

ggriego@bassett.k12.ca.us

Mr. Erick Mitchell

Assistant Principal, Secondary Counseling

South Gate High School

3351 Firestone Boulevard

South Gate, CA 90280

Work Phone: 323-568-5622

Cell Phone: 310-880-7236

FAX: 323-249-0237

Ecm1210@lausd.net

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District Governing Board and Administration

Victor Valley Union High School District

VVUHSD.org

Board of Trustees

President – Barbara Dew

Member – Ensen Mason

Vice President – Evelyn Glasper

Member – Derek King

Clerk – Dr. Duneen DeBruhl

District Mission Statement

Victor Valley Union High School District will prepare ALL students to become responsible, productive citizens by providing a quality education in a safe, student-focused learning environment.

District Philosophy Statement

The Victor Valley Union High School District believes that education is a life-long process; that education is for all students regardless of race, color, religion, national origin, special needs, social or economic background; that every student is entitled to an education that satisfies his/her needs to develop his/her abilities so that the student is able to function in a diverse and changing world; and that the primary function of the school is the education of those students who are sent to school by society to learn the skills and knowledge needed by those students.

District Administrators

SUPERINTENDENT'S OFFICE

FAX Machine	955-3201
Eivin Momon	245-4634
Superintendent	ext 10202
Jackie Rocha	ext 10202
Asst to the Supt.	ext 10202
Pauline Rios	ext 10200
Receptionist	

BUSINESS SERVICES

FAX Machine	955-3201
Herb Calderon	245-3128
Asst. Superintendent	ext 10211
Loke Hume	ext 10211
Executive Asst.	

Facilities

FAX Machine	955-3210
Shawn Butters	ext 10223
Director	ext 10223
Chris Jennison	ext 10257
Assistant Director	ext 10257
Stephani Allison	ext 10253
Admin Assistant II	

Fiscal Services

Monika Knight	955-3201
Director Fiscal Services	ext 10114
Valarie Howard	ext 10213
Admin. Asst II	
Lisa Caraway	ext 10214
Fiscal Services Specialist	
Stephanie Felix	ext 10215
Fiscal Services Specialist	
Kathleen Hardy	ext 10205
Fiscal Serv Spec - W/Comp	
Micki Havens	ext 10220
Fiscal Services Specialist	
Bianca Perez	ext 10217
Fiscal Services Specialist	
Debbie Walls	ext 10221
Fiscal Services Specialist	
Cindi Stone	ext 10219
ASB Bookkeeper II (Jr/Middle)	

Food Services

FAX Machine	955-3201
Mary Wood	951-3854
Director	ext 10288
Debbie Trudeau	ext 10279
Food Service Support Spec.	
Patty Lopez	ext 10278
Office Assistant III	
Joan Swartzlander	

Maintenance & Operations

FAX Machine	955-3201
Mike McAlpin	245-2648
District Maint Supervisor	ext 10254
Peggy White	ext 10255
Office Asst III	

Purchasing/Warehouse

Phil Ehrhidge	955-3201
Director	ext 10216
Valarie Howard	ext 10213
Admin. Asst II	
James Bakerink	ext 10248
Warehouse Operator	
Richard Berglund	ext 10248
Whse Asst/ Del/Driver	
TBA	ext 10251
Printer	

Transportation Services

FAX Machine	955-3450
Jerry Crawford	955-2923
Director	ext 10101
Tricia Brammer	ext 10102
Admin Assistant II	
Danny Mansfield	ext 10103
Sch Bus Driver Instructor	
Tony Walker	ext 10107
Shop	

CERTIFICATED PERSONNEL

Steve Desist	955-3201
Asst Superintendent HR	ext 10218
Debbie Sherwood	ext 10239
Executive Asst	
Anita Hove	ext 10222
Cert Personnel Tech	
Adriana Garcia	ext 10247
Cert Personnel Tech	

EDUCATIONAL SERVICES

Tracy Marsh	955-3201
Asst Superintendent	ext 10203
Lindy Buzzard	ext 10204
Executive Assistant	

Career Tech Ed-ROP

FAX Machine	955-3201
Gloria McGee	241-0115
Director Career Tech	ext 10272
April Sain	ext 10269
Admin Assistant III	
Charm McElree	ext 10271
Office Assistant III/ Adult Ed	
Laurie Ann Snow	ext 10270
ROP Specialist	
Salina Gregg	ext 10231
Office Assistant III/Workability	
Dayna Yorba-Ruiz	ext 10277
Workability Liaison	
Media Center	245-1950

CIS

Fax Machine	955-3201
CIS Help Line	243-3518
Fred Buchanan	ext 10263
CIS work order	http://10.136.15.47/customer60/default.asp
Kim Hayes	ext 10264
Director	

Compensatory Education

FAX Machine	955-3201
Rebecca McNeese	955-3337
Admin Asst III (Marsh)	ext 10320
Abigail Cuarezma	ext 10305
Spec. Svcs. Tech	
Kathleen Janell	ext 10337
Office Assistant II	
Debbie Mora	ext 10375
Teacher on Assignment (EL)	

Special Ed Services

FAX Machine	955-3201
Gayle Hinazumi	955-3265
Director Sp Ed-Psych Svcs	ext 10227
Cindy Simpson	ext 10225
Admin. Assistant II	
Barbara Pickett	ext 10234
Office Assistant III	
Catherine Genera	ext 10276
Office Assistant III	
Jonas Cabrera	ext 10230
Interpreter	
Cheryl Angel	ext 10381
Speech Therapist	
Jana Holmer	ext 10237
Speech Therapist	
Tanya Martin	ext 10238
Nurse	
Rama Bassham	ext 71397
Psychologist	
Adam Chavez	ext 10238
Psychologist	
Pamela Davis	ext 10380
Psychologist	
Connie Ganci	ext 10235
Psychologist	
Joe Inzunza	ext 10242
Psychologist	
Angelica Mora-Sanchez	ext 10387
Psychologist	
Haley Papez	ext 10382
Psychologist	
Bethany Stern	ext 10384
Psychologist	
Mike LaBrosse	ext 10385
APE Teacher	

Special Ed BIP (SMA)

FAX Machine	955-1618
Lisa Hartman	843-7384
Admin Assistant II	ext 71390
Adam Chavez	ext 71396
School Psychologist	
Rama Bassham	ext 71397
Psychologist	

Student Services

FAX Machine	955-3201
Pat Johnson	951-3389
Sr. Dir. Student Services	ext 10292
Admin Assistant III	ext 10299
Maria Nye	ext 10294
Office Assistant III	
Dawn Temple	ext
Home Hospital Coordinator	
Margie Vargas	

as of 8/17/11

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT

16350 MOJAVE DRIVE
VICTORVILLE, CA 92395
TELEPHONE DIRECTORY
2011 - 2012

Personnel Commission Office

TBD	955-3201
Director	ext 10208
Sarah Klaus	ext 10240
Class Personnel Tech	
Armidia Valdivia	ext 10209
Class Personnel Tech	
Cynthia Jackson	ext 10207
Class Personnel Tech	
Sub Finder Line 951-2387	ext 10766
Job Line	

School Resource/Probation Officers:

Deputy P. Rasmussen	SHS	ext 23117
Deputy J. Burns	SHS	ext 23117
Deputy E. Urzua	VVHS / UP	ext 31145
Deputy M. Gascon	Junior High/Middle Schools	ext 33116
Officer P. Havens	Probation Officer	ext 10290
Officer R. Sarmiento	Probation Officer	ext 33105

CSEA OFFICE - DeShawn Dickinson, President ext 10347

VITA OFFICE - Jose Bertios, President ext 33141

SCHOOLS:

GOODWILL EDUCATION CENTER

FAX Machine	955-3440
Kevan Loyd	955-2960
Principal	ext 33101
Kathie Randall	ext 33102
Admin Assistant III	
Kevin Watson	ext 33103
Assistant Principal	
Jolie Egliske	ext 33104
Admin Asst I	
Jessica Contreras	ext 33111
Sch Office Assistant-Attend	
Carla Sarabia	ext 33100
Office Assistant III	
Katie McKee	ext 33106
Counselor (GHS A-L)	
Lora Walsh-Martin	ext 33107
Counselor (GHS M-Z)	
Laura Vincent	ext 33207
Library Tech	
Shelia Garcia	ext 33209
Computer Lab	
Connie Ganci	ext 33117
Psychologist	
Linda Walker	ext 33109
Cafeteria	
Vickie Ludolph	ext 33132
Registrar	

UNIVERSITY PREPARATORY

Fax Machine	243-5940
Valerie Hatcher	951-2803
Principal	ext 35101
Peggy Franks	ext 35102
Admin Assistant III	
Carlos Cerna	ext 35112
Assistant Principal	
Josh Forgia	ext 35111
Office Assistant III	
Veronica Ulrich	ext 35107
Sch Office Assistant	
Lisa Warnett	ext 35104
Sch Office Assistant	
Noemi Quevedo-Darling	ext 35109
Counselor	
Maya Wilkin	ext 35110
Counselor	
Josie Strubeling	ext 35103
Counselor	
Kenan Harris	ext 35211
CMS	
Christina Aeverman	ext 35108
Library	
Connie Knoll	ext 35115
Cafeteria	
Joe Zimmerman	ext 35114
Athletic Director	
Maria Martinez	ext 35113
Registrar	
Samantha Lillard	ext 35210
Career Tech Tues/Thurs	

School Administration and Support

University Preparatory

16925 Forrest Avenue, Victorville, CA 92395
(760) 243-5940 FAX (760) 951-2803
2011 – 2012

Office:	Valerie Hatcher - Principal	x 35101
	Peggy Franks - Principal's Secretary	x 35102
	Carlos Cerna - Assistant Principal	x 35112
	Josh Forgia - Asst. Principal's Sec.	x 35111
	Maya Wilkin - <u>Counselor A-G</u>	x 35110
	Josie Struebing - <u>Counselor H-O</u>	x35103
	Noemi Quevedo-Darling - <u>Counselor P-Z</u>	x 35109
	Lisa Warnett - Counseling Secretary	x 35104
	Veronica Ulrich - Reception/Attendance	x 35107
	Christina Aeberman - Librarian	x 35108
	Kenan Harris - Computer Media Spec.	x35211
	Samantha Lillard - College/Career Tech.	x35210
	Maria Martinez - Registrar	x 35113
	Athletic Office	x 35114
	Attendance Line	x 35105
	Cafeteria	x 35115

Faculty:

Abadilla, Rosa - Math	x 35256	Norris, Bev - Math	x35255
Barr, Felice - Science	x 35260	O'Rane, Matthew - Music	x35259
Bell, Ben - Soc. Studies	x 35208	Ordonez, Vianey - Spanish	x35263
By, Tia - Science	x35212	Page, David - English	x35221
Colón, Manuel - Science **	x 35250	Panin, Christa - Music	x35317
DeNike, Robert - Science	x 35261	Petersen, Erik - English	x35304
Edge, Timothy - Math	x 35266	Phillips, Sonya - English	x35265
Elder, Gary - Science	x 35252	Placentia, Ron - English	x35214
Esteves, Marlon - Math	x 35307	Porter, Stacy - Soc. Stud.	x35219
Faison, Sagrario - Soc. Studies	x 35303	Powell, Adam - English **	x35301
Garcia, Tlaloc - Spanish	x 35264	Rand, Katherine - Soc. Stud. **	x35220
Glasl, Paula - English	x 35305	Salazar, Edgar - Math	x35257
Gonzales, Gabriel - PE **	x 35360	Sooter, Jennifer - English	x35218
Harps, Dennis - Music	x 35321	Williams, Johanna - PE	x35362
Kelly, Luke - Music**	x 35258	Wilson, Wayne - Soc. Stud.	x35302
Macias-Gómez, Veronica - Spanish**	x 35306	Zimmerman, Joe - Math**	x35217
Martin, Heather - PE	x 35361	Zimmerman, Summer - Science	x35251
Martinez, Alba - Spanish	x 35262		

** Department Chair

Focus on Learning Leadership Team

Coordinator

Sonya Phillips

Language Arts/WASC Coordinator

WASC Focus Team Leaders

Adam Powell - School Organization

Language Arts Department Head

Maya Wilkin – Curriculum

Counselor

Katherine Rand – Instruction

Social Studies Department Head

Manuel Colon – Assessment & Accountability

Science Department Head

Sonya Phillips – School Culture

Language Arts

Parent Group

Carmen Mendoza

Maria Huby

Judith Alvarez

Heidi Malone

Erik Petersen

Christina Tellez

Carl Smith

Manny Colon

Vianey Ordonez

Robert Charlton

Teresa Aguirre

Joe Zimmerman

Josie Struebing

Carlos Cerna

Barb Lord

Annette Archuleta

Sonya Phillips

Summer Zimmerman

Felice Barr

Jennifer Grine

Noemi Quevado-Darling

Marlene Benavidez

Rosa Abadilla

Gary Elder

Sagrario Faison

Paula Glasl

Dennis Harps

Veronica Macias-Gomez

Marisel Hernandez

Britt Miller

Connie Knoll-Olsen

Tania Gaumes

Susan Birt
Jackie Emerson
Katrinna Bohannon
Patricia Mitchell
Tanya Burkel
Heather Montoya
Jackson Wong
Donna Pardus
Syd Perry

Latonya Myers
Ro Ratliff
Shannen Avila
Shannon Carbajal
Pedro Bracamantes
Shelly Wong
Gloria Soria
Pam Hart
Mindy Tsai

Student Group

Brian Ordonez
Melissa Phillips
Kayla Wong
Ethan Struebing
Lauren Todd
Jenna Archuleta
Matt Aranda

Thomas Mendoza
Sabrina Huby
Piper Zimmerman
Nicholas Glasl
Joel Sierra
Emily Tsai
Larissa Cardenas

Members of each group were chosen based on many factors including; their area of expertise, the need for insight from outside sources, the need for balance of each subject area, group dynamics, and some members were randomly distributed on the basis that they were willing to participate in the WASC process.

Department Chairpersons

Manuel Colon	Science
Gabriel Gonzales	PE
Luke Kelly	Music
Veronica Macias-Gomez	Spanish
Adam Powell	English
Katherine Rand	Social Studies
Joe Zimmerman	Math

Acknowledgements

I would like to express my appreciation to all our staff, students, parents and community members for your help in completing University Preparatory's WASC document.

I would like to thank our Principal, Ms. Valerie Hatcher, for her support and coaching throughout this process. Thank you to Mr. Carlos Cerna, Vice Principal, for his input and expertise in the WASC process. I would like to thank my Focus Group (Manny Colon, Maya Wilkin, Katherine Rand and Adam Powell) for their commitment, hard work and sacrifice outside of the classroom. Thank you to Paula Glasl for the use of her great yearbook pictures. Thank you to all the staff in the office for pulling together information for the WASC report. Thank you so much to Bev Norris for technology and moral support. And last, but definitely not least, I would like to thank all the staff members at University Preparatory, who work as a team every day and help to make WASC possible.

Many staff members may not even realize that the things that they do daily, enriches so many lives. For example, by putting information on the school computers shared drive (s:), this made it easily accessible to the WASC committee to obtain other documents that our staff has produced in the past. University Preparatory has many humble staff members that put in countless extra hours for our students, and I could not have done it without all of your help. We may be a small staff, but the effort that you put into everything is very large.

I feel privileged to belong to the UP family. Thank you for all that you do for our students.

Acronyms and Abbreviations

AP – Advanced Placement examination

CDE – California Department of Education

CELDT – California English Language Development Test

CSF – California Scholastic Federation

CJSF – California Junior Scholastic Federation

CST – California Standardized Testing

DAIT – District Assistance Intervention Team

ELL – English Language Learner

GATE – Gifted and Talented Education

IEP – Individual Education Program

LEA – Local Education Agency

LEP – Limited English Proficient

PAR – Peer Assistance Review

PD – Professional Development

ROP – Regional Occupational Program

SAIT – School Assistance and Intervention Team

SBE – Standards-Based Education

SBI – Standards-Based Instruction

SCE – School Compensatory Education

SPFSA – Single Plan for Student Achievement

SSC – School Site Council

UP – University Preparatory

VVUHSD – Victor Valley Union High School District

Chapter 1

Student/Community Profile



Community Profile

Demographics

The residential population of Victorville is approaching 119,000 and is growing rapidly with an estimated 2.18% annual growth rate. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 349,000 people who call the Victor Valley home.

A dependable and qualified labor force is one of the keys to business success. Victorville is home to a large and diverse pool of workers, and has many educational opportunities to ensure a qualified supply of workers for the future.

- 900,000 workers within a one hour drive
- 50,000 local residents who commute to outside jobs - and would love not to
- 34 area universities, colleges and technical schools
- Job training centers/vocational programs
- Affordable housing for all of your employees
- Employee training, wage reimbursement, and recruitment programs are available from the City of Victorville, County of San Bernardino and State of California

For more about demographics, see www.victorvillecity.com.

Economic Information

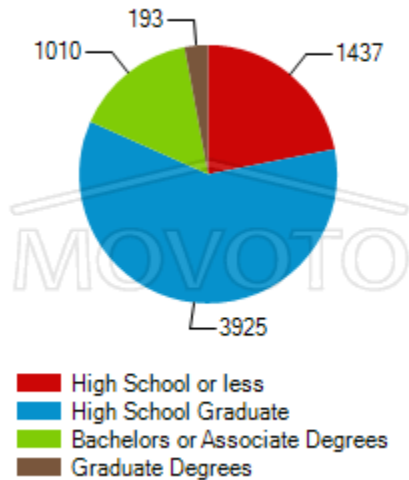
The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border.

Most of the area's employment opportunities fall into service-related businesses, with nearly 42% of businesses in the city located in the retail sales category.

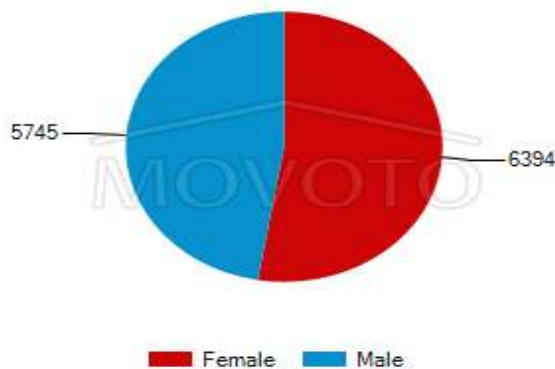
Local manufacturing companies are primarily related to mining and cement production. Within the city, there are some 6,550 acres zoned for commercial use -- and nearly 75% remains available for development.

Population demographics in Victorville CA

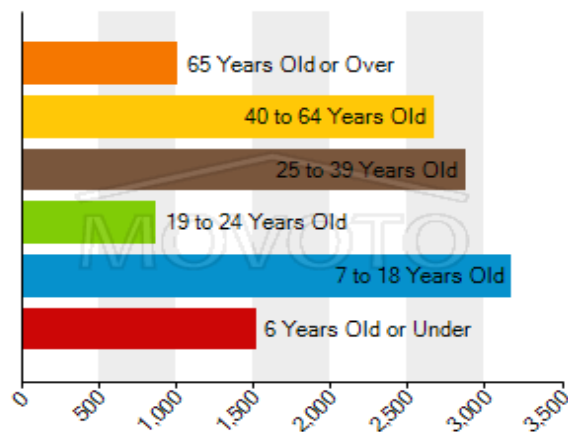
Population by Education Level



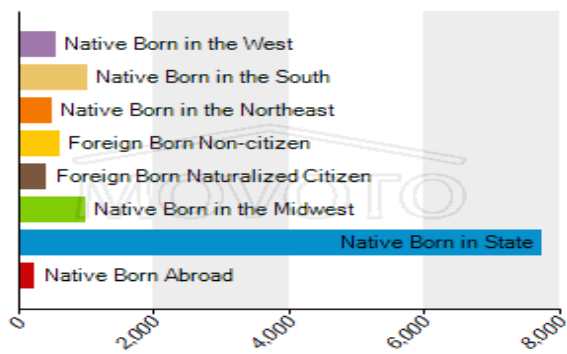
Population by Sex



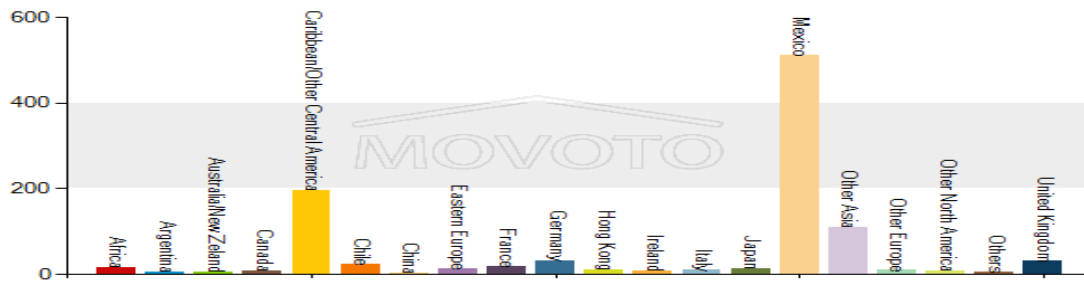
Population by Age



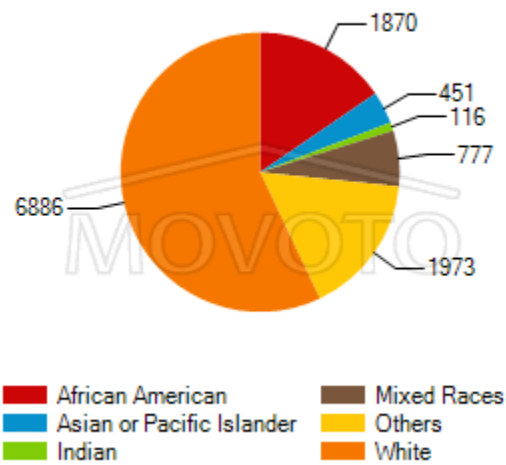
Citizenships by Birthplace



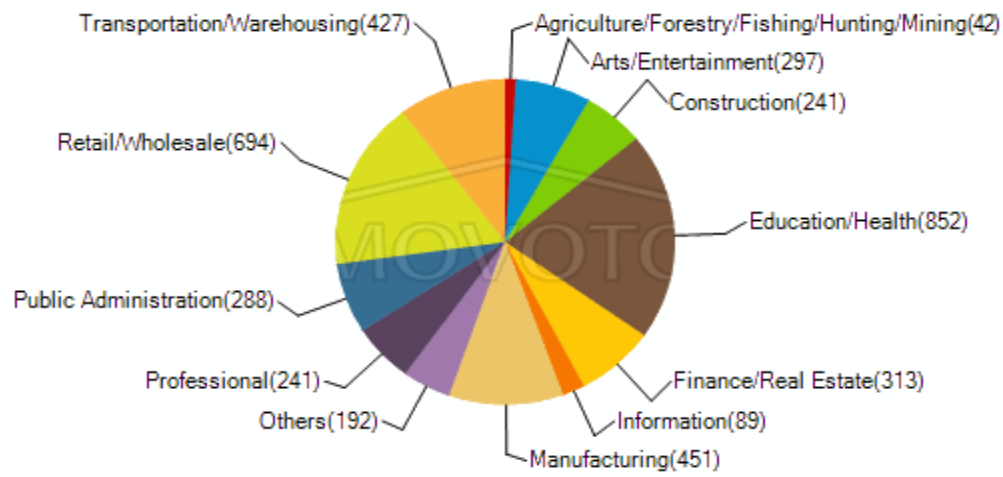
Birthplace for Foreign Born Polulation



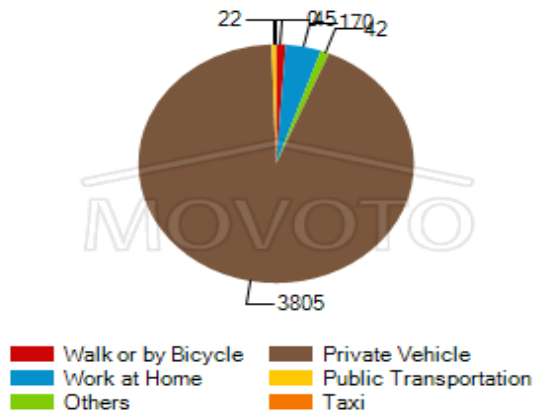
Population by Race



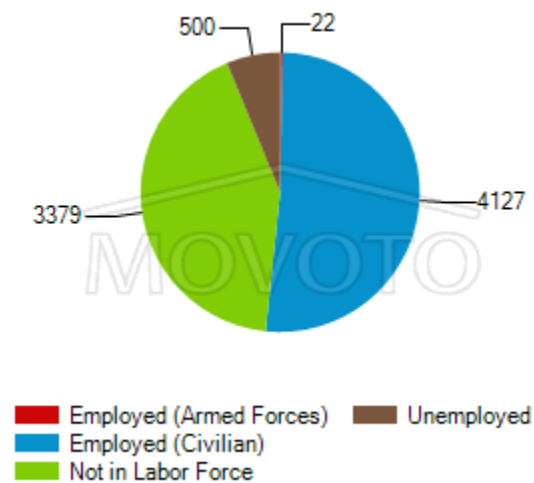
Civilian Employment Industry



Means of Transportation to Work

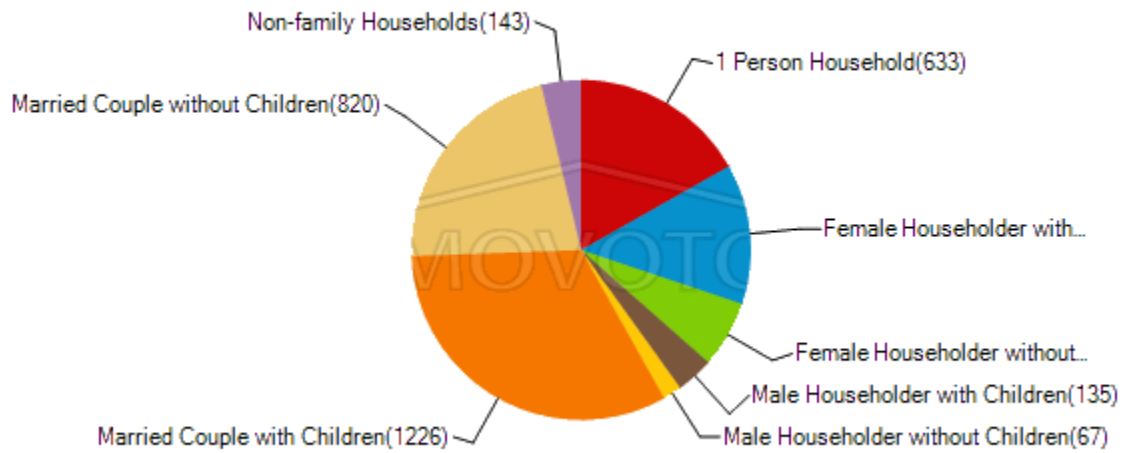


Employment Status

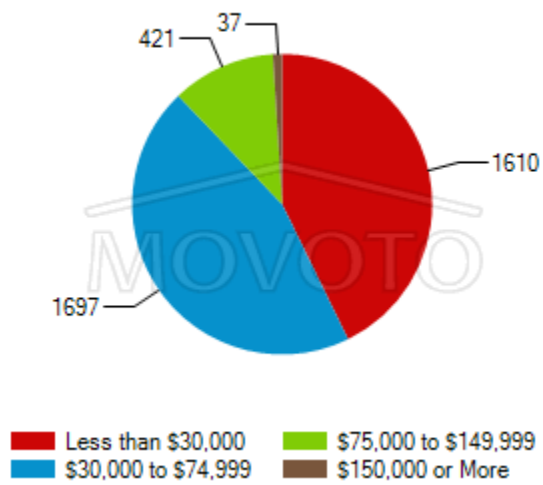


Household Distribution for Victorville, CA 92394

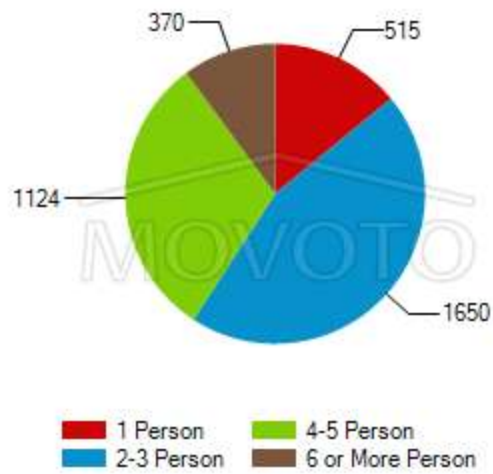
Household Type by Children Presence



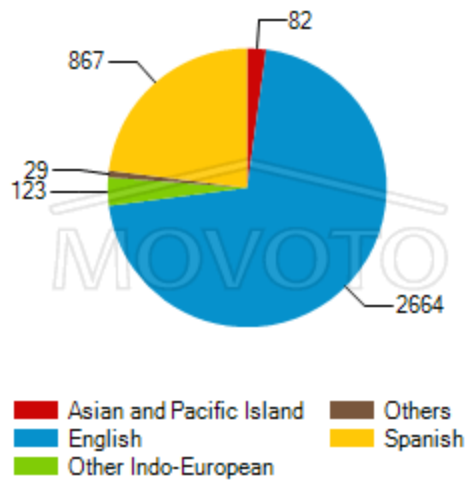
Household Income Levels



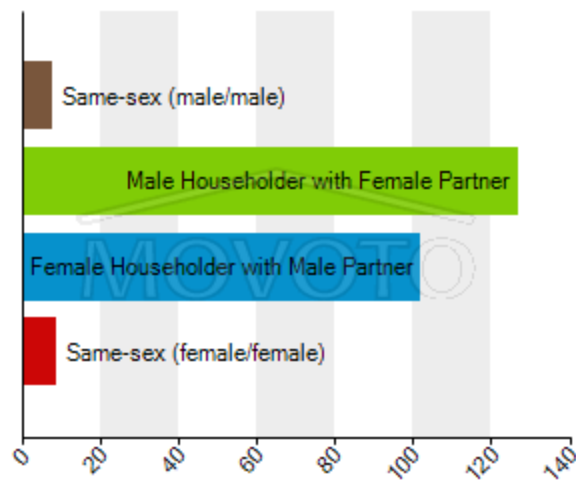
Household Size Distribution



Household Language Distribution

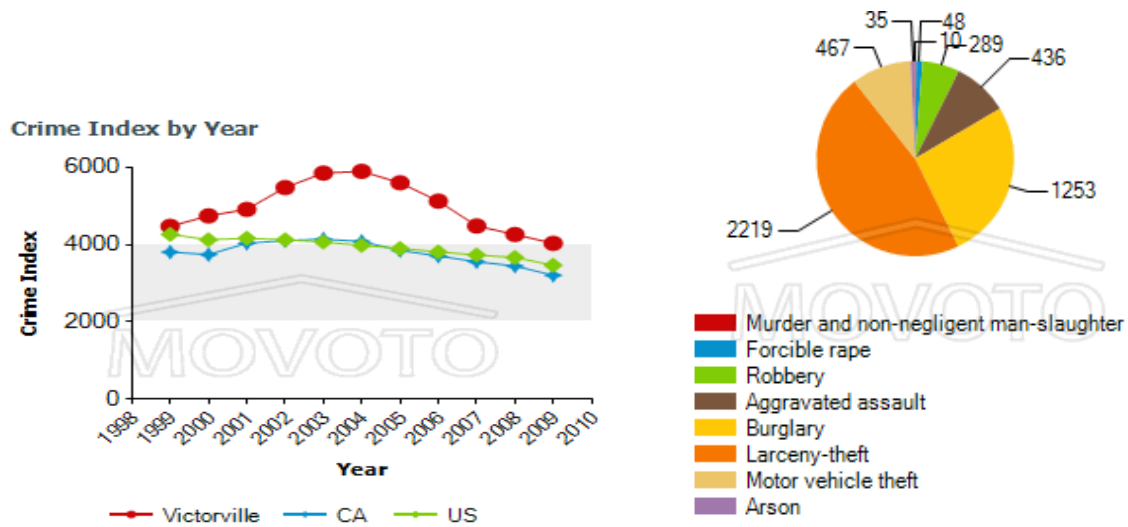


Unmarried Partner Households



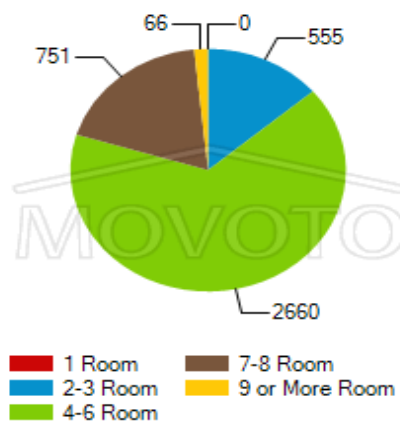
Crime Statistics for Victorville

Crime Index 2009 Crimes by Types -- Victorville

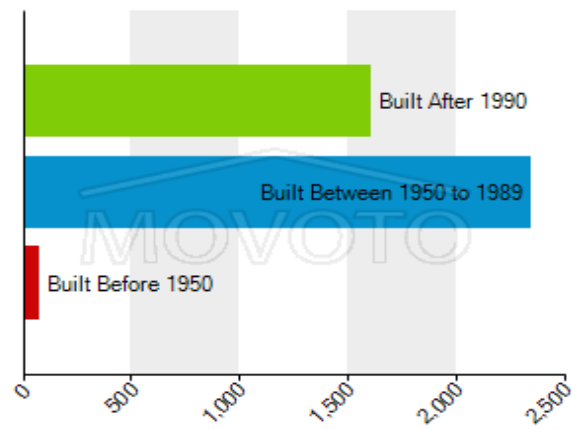


Neighborhood Housing Characteristics for Victorville, CA 92394

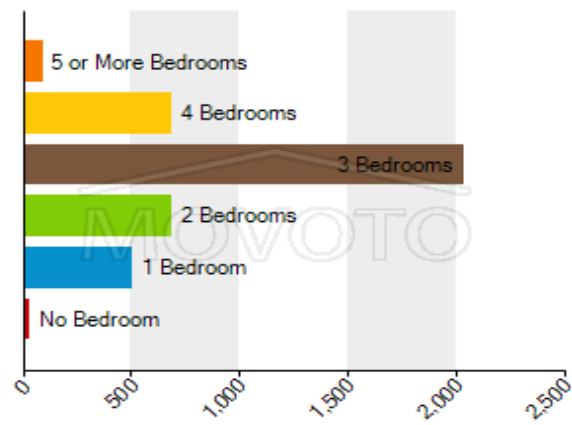
Number of Rooms in Residences



Residences by Year Built

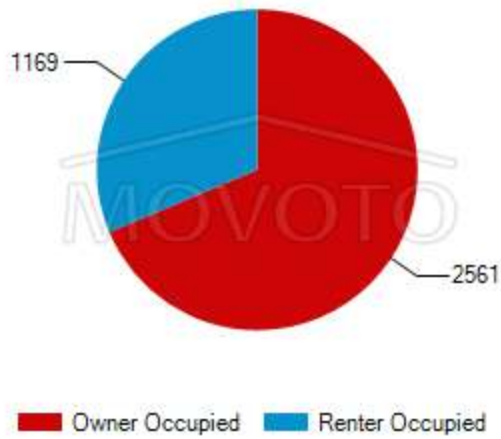


Number of Bedrooms in Residences

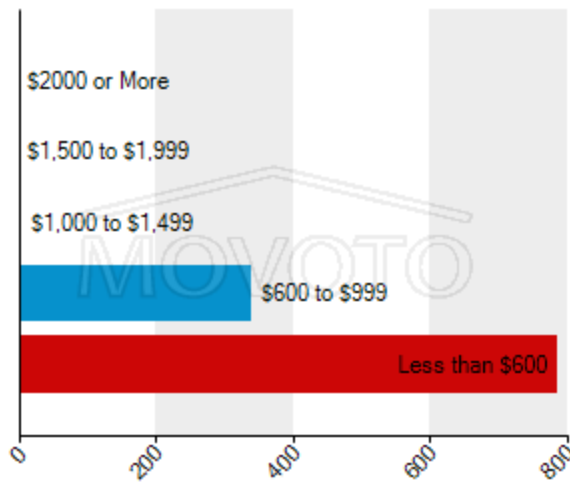


Rental Information for Victorville, CA 92394

Owner vs Renter Occupancy



Rents of Renter Occupied Units



1. *Community Profile*, www.victorvalleyca.com/community_profiles.php, Victor Valley Economic Development Authority, 2006, January 11, 2012.
2. *Demographics*, ci.victorville.ca.us/site/aboutvictorville.asp/?id=68, City of Victorville, January 11, 2012.

Parent/Community Organizations

- Parent Teacher Student Association (PTSA)
- School Site Council
- WASC Parent/Community Focus Group
- Parent Boosters
- Jaguar Den
- Senior Panel
- Career Center
- Veterans of Foreign Wars (VFW)
- Cadet Corps



School Purpose

Established in 2005 as a response to parental demands for a specifically rigorous learning environment, University Preparatory (UP) is a comprehensive middle/high school located in the San Bernardino County, high desert city of Victorville, California. The school began with 323 (7th and 8th grade) students, to which a grade level was added each subsequent school term, with 2010 our inaugural graduation year.

Our propelling philosophy is to provide *no excuse* academic attainment for all of our students towards university admission. Our mission is to promote academic and character excellence, to foster effective instruction, support and to tailor resources such that each student is able to access a world-class education. We strive to produce effective members of society who are able to contribute to their community intellectually, socially and ethically. Our vision is to ignite a passion for learning and illumine paths for its obtainment.

Our stakeholders play an integral role in the governance of University Preparatory. Staff adheres to professional standards, including dress and demeanor policies and students adhere to uniform and comportment policies. We have seven classes daily, with the first five classes of each day rotated and the last two classes always fixed to accommodate seniors and allow for an expanded curriculum. This format affords students extra classes and it affords a focus of studies with less repetition, boredom and stagnation. It presents the ability to more quickly earn high school credits and potentially up to years-worth of college credits through completion of AP classes.

Six years ago our intent was to create a college-going climate in which every student has access to a rich and rigorous curriculum. Today, the depth and breadth of our determination to prepare our students for university admittance remains unaltered. Changing demographics bring the inevitability of challenges, both academic and social. Our students are not excuses, but rather inspirations for us to work collaboratively both within and across grades, systems and disciplines to make our mission realities. Our adoption of a *no excuses* approach for all students, using inquiry-driven methodologies, drilled-down data analysis and teaching strategies germane to the changing demographics and learning proclivities have netted greater student achievement and greater stakeholder satisfaction.

Our academic accomplishments and recognitions distinguish us as a notable institution and engender pride and satisfaction that we are on a proven course of success. We achieved a 900 score on the California Standards Test (CST) for 2011, only 1 of 37 high schools in California. Our 900 score places UP as the highest ranked high school in San Bernardino/Riverside County and places us in the top 5% within the state of California. In 2009, the Western Association of Schools and Colleges (WASC), awarded us a three-year accreditation upon its initial visit. In 2009, 2010 and 2011, we received the Title-1 Academic Achievement Award. In addition, we were placed on the California Business for Education Excellence School Honor Roll. In 2009 University Preparatory received the California Distinguished School Recognition Award and in 2010 we were awarded the National Blue Ribbon Award.

University Preparatory

Expected School-wide Learning Results (ESLRs)

What do Jaguars Do?



Problem-solve

Respect themselves and others

Organize for the present

Work hard to succeed

Lead by example

Disaggregated and Interpreted Student Outcome Data

State and federal indicators are used to show student academic progress. University Preparatory School has performed well above the state and federal standards earning an API score that exceeds the states guidelines of 800 for the past four years. In 2010-2011 University Prep achieved a score of 900 API. The Academic Performance Index (API), the Academic Yearly Progress (AYP), and The California High School Exit Exam (CAHSEE) are used to measure student's academic success. The API is a state accountability system used to rank school and district performance. NCLB standards require schools to make progress towards the AYP based on California Standards Tests (CST) and CAHSEE results. University Preparatory has always met the AYP requirements. VVUHSD is currently in program improvement and therefore UP participates in SAIT and DAIT programs and has created a plan with our district. California uses five performance levels to report student achievement on the California Standards in all core subjects: Advanced, Proficient, Basic, Below Basic, and Far Below Basic performance. The performance level for each grade and subject area is based on scale scores that range between 150 and 600 points. The defining score separating proficient scores from basic scores is 350 for each grade level and core subjects. Student scores are totaled for a school wide score ranging from 150-1000. Information obtained from the California Department of Education website showed growth in all areas.

AYP Overview

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2008-09 Accountability Progress Reporting (APR)



School Overview 2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
2/18/2011

School: University Preparatory
LEA: Victor Valley Union High
County: San Bernardino
CDS Code: 36-67934-0110064
School Type: High

Direct Funded Charter School: No

2008 AYP and PI Links:

School Chart
School Report
School PI Status
LEA List of schools
County List of Schools

(An LEA is a school district or county office of education.)

2008-09 AYP		2008-09 State API			2008 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 22 of 22 AYP Criteria

Met AYP Criteria:

Participation Rate	English-Language Arts	Mathematics
Percent Proficient	Yes	Yes
Academic Performance Index (API)	Yes	Yes
- Additional Indicator for AYP		
Graduation Rate	Yes	Yes

Met 2008 AYP Criteria

GROUPS

Schoolwide

African American or Black (not of Hispanic origin)
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Pacific Islander
White (not of Hispanic origin)
Socioeconomically Disadvantaged
English Learners
Students with Disabilities

Participation Rate		Percent Proficient	
English-Language Arts	Mathematics	English-Language Arts	Mathematics
Yes	Yes	Yes	Yes
-	-	-	-
-	-	-	-
-	-	-	-
Yes	Yes	Yes	Yes
-	-	-	-
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes
-	-	-	-

<http://ayp.cde.ca.gov/reports/AcntRpt2009/2009APRSchAYPOverview.aspx?allcds=3667...> 1/16/2012

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2009 -10 Accountability Progress Reporting (APR)



School Report 2010 Adequate Yearly Progress (AYP) Report

California Department of Education
Assessment and Accountability Division
10/5/2011

School: University Preparatory
LEA: Victor Valley Union High
County: San Bernardino
CDS Code: 36-67834-0110064
School Type: High

Direct Funded Charter School: No

2010 AYP and PI Links:

School Chart
School PI Status
LEA List of schools
County List of Schools

(An LEA is a school district or county office of education.)

2009-10 APR		2009-10 State AYP			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 21 of 21 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 85% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
GROUPS										
Schoolwide	542	540	100	Yes		542	541	100	Yes	
Black or African American	49	49	100	--		49	49	100	--	
American Indian or Alaska Native	5	5	100	--		5	5	100	--	
Asian	28	28	100	--		28	28	100	--	
Filipino	20	20	100	--		20	20	100	--	
Hispanic or Latino	294	292	99	Yes		294	293	100	Yes	
Native Hawaiian or Pacific Islander	3	3	100	--		3	3	100	--	
White	143	143	100	Yes		143	143	100	Yes	
Two or More Races	0	0	--	--		0	0	100	--	
Socioeconomically Disadvantaged	290	288	99	Yes		290	289	100	Yes	
English Learners	95	94	99	Yes	EB	95	95	100	Yes	EB
Students with Disabilities	4	4	100	--		4	4	100	--	

<http://ayp.cde.ca.gov/reports/AcntRpt2010/2010APRSchAYPReport.aspx?allcds=3667934...> 1/16/2012

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English Language Arts Target 55.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 54.8 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
Schoolwide	523	436	83.4	Yes		524	400	77.5	Yes	
Black or African American	47	42	89.4	—		47	32	68.1	—	
American Indian or Alaska Native	4	—	—	—		4	—	—	—	
Asian	26	22	84.6	—		26	22	84.6	—	
Filipino	19	16	84.7	—		19	16	84.2	—	
Hispanic or Latino	282	222	78.7	Yes		283	215	76.0	Yes	
Native Hawaiian or Pacific Islander	3	—	—	—		3	—	—	—	
White	142	126	88.7	Yes		142	116	81.7	Yes	
Two or More Races	0	—	—	—		0	—	—	—	
Socioeconomically Disadvantaged	278	217	78.1	Yes		279	198	71.0	Yes	
English Learners	88	58	65.2	Yes		90	63	70.0	Yes	
Students with Disabilities	4	—	—	—		4	—	—	—	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
868	887	19	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 880 OR "2009-10 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

2009 Graduation Rate (Class of 2007-08)	2010 Graduation Rate (Class of 2008-09)	2010 Target Graduation Rate	2010 Graduation Rate Criteria Met	Alternative Method
			N/A	NG12

Next Year: Graduation Target

2011 Target Graduation Rate

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal. For the 2010 target graduation rate, the fixed and the variable target rates are the same. The lower of the two target rates (fixed or variable as indicated below the 2011 target rate) was used to establish the 2011 target graduation rate.

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2010 -11 Accountability Progress Reporting (APR)



School Report 2011 Adequate Yearly Progress (AYP) Report

California Department of Education
Analysis, Measurement & Accountability Reporting Division
11/29/2011

School: University Preparatory
LEA: Victor Valley Union High
County: San Bernardino
CDS Code: 36-67934-0110064
School Type: High

Direct Funded Charter School: No

2011 AYP and PI Links:

[School Chart](#)

[School PI Status](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State AYP			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Made AYP: **Yes**

Met 21 of 21 AYP Criteria

Participation Rate

GROUPS	English Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
Schoolwide	563	561	100	Yes		563	562	100	Yes	
Black or African American	48	48	100	--		48	48	100	--	
American Indian or Alaska Native	3	3	100	--		3	3	100	--	
Asian	39	38	98	--		39	39	100	--	
Filipino	20	20	100	--		20	20	100	--	
Hispanic or Latino	309	308	100	Yes		309	308	100	Yes	
Native Hawaiian or Pacific Islander	3	3	100	--		3	3	100	--	
White	141	141	100	Yes		141	141	100	Yes	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	323	322	100	Yes		323	322	100	Yes	
English Learners	105	104	99	Yes		105	105	100	Yes	
Students with Disabilities	9	7	78	--		9	8	89	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

<http://ayp.cde.ca.gov/reports/Acnt2011/2011APRSchAYPReport.aspx?allcds=3667934011...> 1/16/2012

GROUPS	English-Language Arts Target: 66.7 %					Mathematics Target: 66.1 %				
	Met all percent proficient rate criteria? Yes					Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	547	476	87.0	Yes		548	466	85.0	Yes	
Black or African American	48	43	89.6	—		48	41	85.4	—	
American Indian or Alaska Native	3	—	—	—		3	—	—	—	
Asian	36	34	94.4	—		37	35	94.6	—	
Filipino	18	16	88.9	—		18	17	94.4	—	
Hispanic or Latino	301	252	83.7	Yes		301	245	81.4	Yes	
Native Hawaiian or Pacific Islander	3	—	—	—		3	—	—	—	
White	138	126	91.3	Yes		138	123	89.1	Yes	
Two or More Races	0	—	—	—		0	—	—	—	
Socioeconomically Disadvantaged	318	267	84.0	Yes		318	262	82.4	Yes	
English Learners	102	99	97.0	Yes		103	78	75.7	Yes	
Students with Disabilities	7	—	—	—		8	—	—	—	

Academic Performance Index (API) - Additional Indicator for AYP

2010 Base API	2011 Growth API	2010-11 Growth	Met 2011 API Criteria	Alternative Method
887	900	13	Yes	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

2010 Graduation Rate (Class of 2008-09)	2011 Graduation Rate (Class of 2009-10)	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met	Alternative Method or Exclusion
	96.04		N/A	NG12

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

Student Profile

Located in Victorville, California University Preparatory services one of the fastest growing and demographically diverse populations in the state of California. University Preparatory currently accommodates 1,064 students from a district-wide field of 7th – 12th graders and is comprised of 401 students enrolled in middle school and 663 students in high school. Our demographic break up is 58% Hispanic, 22% Caucasian, 8% African American, 10% Asian and 2% other. Over 59% of students participate in the free and reduced lunch program. Our six-year institution is relatively young and for the first few years we had no significant subgroups. Although our subgroups perform such that achievement gaps are closing, we've had to rethink and recalibrate our delivery of services in order to assure, with conscious forethought and deliberation, that each student's needs are identified and addressed. We've formed research committees and intend to deepen our knowledge about how and under what conditions our subgroups perform leading to a hastened closing of achievement gaps, while steadfastly remaining committed to further the development and acceleration of the entire student body.

University Preparatory is a parent school of choice within the Victor Valley Union High School District. University Prep's student population reflects the diversity present in its community. As a school of choice students wishing to attend University Preparatory must meet stringent admission criteria. This includes good attendance, maintain a GPA of 2.5, scoring basic or better on state mandated assessment tests, signing a behavioral contract and having minimal discipline issues. In the past, future students have camped out in order to be the first in line to register for available spaces at UP. Most recently, we have enacted a lottery system. Both systems have shared pros and cons. Students select to attend UP and are typically highly motivated. Teachers are hand-chosen as much on the strength of their love of kids as their field of study expertise. Confidence and optimism abounds on campus and is immediately obvious to all, from after-school programs to Staff Sports Games, from field trips to *Shout Outs* illuminating extraordinary actions.

The school's academic program is organized on a three-quarter rotation, one-quarter fixed day. Students are enrolled in seven courses and rotate through the first five periods on a daily basis; the last two periods are fixed allowing seniors to leave early for college, ROP or work schedules. Monday's students begin with first period, Tuesdays with second period, Wednesday with third period, etc. The rotating block schedule has been part of University Preparatory since the 2006-2007 school year. Each class offered by University Preparatory has the value of ten units/five per semester. Each student has an opportunity to earn seventy units each of their four high school years.

Enrollment by Ethnicity for 2010-11

School Enrollment by Gender, Grade & Ethnic Designation

University Preparatory Report

Ethnicity	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
Hispanic or Latino of Any Race	132	99	122	95	89	64	601
American Indian or Alaska Native, Not Hispanic	0	1	2	2	1	0	6
Asian, Not Hispanic	17	10	9	12	5	7	60
Pacific Islander, Not Hispanic	1	1	1	1	1	1	6
Filipino, Not Hispanic	2	10	6	7	4	2	31
African American, Not Hispanic	11	18	9	21	19	16	94
White, not Hispanic	45	54	50	49	33	32	263
Two or More Races, Not Hispanic	0	0	0	0	1	0	1
Not Reported	0	0	0	0	2	0	2

Enrollment 2010-11

University Preparatory/ District/ County Report

Level	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
University Preparatory	208	193	199	187	155	122	1,064
Victor Valley Union High Total	1,657	1,677	2,801	2,760	2,511	2,556	13,962
San Bernardino Total	32,072	31,995	34,126	34,302	33,311	34,003	417,202
State Total	468,025	471,967	514,491	502,486	488,348	488,388	6,217,002

**Certificated Staff 2010-11
by Ethnicity**

UNIVERSITY PREPARATORY

Level										Total
	Hispanic	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or more races Not Hispanic	No Response	
University Preparatory School	7	1	0	0	3	3	21	0	0	35
Victor Valley Union High School District	88	9	8	0	9	49	433	3	18	617

Staff Education Level for 2010-11

Staff Education Report - school level

University Preparatory Report

Level	Doctorate	Special Degree (Juris Doctor)	Masters Degree +30	Masters Degree	Fifth Year within BA	Fifth Year Induction	Fifth Year	Baccalaureate Degree +30	Baccalaureate Degree	Associate Degree	Total
University Preparatory School	2	0	1	10	0	0	0	14	4	0	31
Victor Valley Union High District	2	9	31	178	2	1	4	176	132	7	542

Classified Staff 2010-11
by Ethnicity
UNIVERSITY PREPARATORY

Description	Female/ Ethnicity (see key)									Male/ Ethnicity (see key)									Grand Total
Ethnicity	1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7	8	Total	
Full time Office/Clerical Staff	0	0	0	0	1	0	5	0	6 (100.0%)	0	0	0	0	0	0	0	0	0 (0.0%)	6
Full time Other Staff	0	0	0	0	1	0	3	0	4 (57.1%)	0	0	0	0	0	2	1	0	3 (42.9%)	7
Part time Other Staff	0	0	0	0	4	0	4	0	8 (100.0%)	0	0	0	0	0	0	0	0	0 (0.0%)	8
School Total Classified Staff	0	0	0	0	6	0	12	0	18 (85.7%)	0	0	0	0	0	2	1	0	3 (14.3%)	21

District

Description	Female/ Ethnicity (see key)									Male/ Ethnicity (see key)									Grand Total
	1	2	3	4	5	6	7	8	Total	1	2	3	4	5	6	7	8	Total	
District Total Classified Staff	9	3	1	20	117	51	180	7	388 (73.1%)	2	1	1	1	35	25	78	0	143 (26.9%)	531

Ethnicity Key

1= American Indian or Alaska Native
2= Asian
3= Pacific Islander
4= Filipino

5= Hispanic or Latino
6= African American
7= White
8= Two or more races

Professional Development History

Professional development for teachers is the key to enhancing our instructional program and ensures that each child's needs are recognized and addressed. The ability to analyze student data and make decisions regarding instruction and assessment are the keys to ensuring top quality classroom instruction.

For too long teachers and support staffs within our district have worked in isolation from each other with limited opportunity and/or willingness to discuss students' needs, common concerns, or best practices. Although we have managed to overcome many of these obstacles, current negotiations among teachers and the district may affect this progress in the future. In many of the district schools this fostered a teacher-centered approach to learning, with little regard for meeting the needs of students. Additionally, there didn't exist a collaboration opportunity for support staff or students in addressing students' needs, common concerns, or best practices.

In recent years our district has begun to address the opportunity part of this lack of holistic collaboration by providing each school with specific allotted time for teacher/staff collaboration. This consists of a bi-weekly ninety-minute block dedicated solely to student centered collaborative efforts. The district initially called this block of time "Structured Teacher Planning Time." It is now called simply "Collaboration Time," or "C.T.," for short. However, at University Prep., we found that what was still missing was the willingness part. We needed to improve the collaborative culture. We sought to banish the days of disgruntled teachers complaining about "yet another staff meeting" where they sat inattentive to the topic at hand and graded papers. We needed a truly collaborative culture where all teachers and staff *willingly* bought into student success, common concerns and best practices and were willing to work with each other to achieve success.

The need for collaboration between community stakeholders (teachers, students, parents, administration, and support staff) was recognized by the founding members of the University Preparatory family. From its very beginnings, University Prep has set a goal to provide and encourage a collaborative student-centered environment. In selecting teaching and support staff, the interview panel members sought out candidates who valued a student-centered collaborative approach to their respective positions within the school. Qualities that successful candidates possessed included viewing school as a place where the needs of students are paramount; and a willingness to regularly review teaching practices and adapt them to meet the changing needs of students and their families. In addition, panel members sought to find personnel who valued a cooperative student-centered approach where all staff would focus attention on fostering student achievement and success.

As part of our commitment toward shared accountability for student success, administration, faculty, and support staff meets bi-monthly to reflect, plan, and implement programs designed to further enhance student achievement. Members meet to review teaching practices, check/review adherence to state standards, adjust pacing guides, and share resources. Staff meetings are held bi-weekly and are conducted in teachers' classrooms on a rotating basis.

This allows teachers insights into individual teacher's physical environment and allows that teacher's best practices to be highlighted for the rest of the staff. Teachers and support staff are regularly recognized by their peers for their individual contributions to the betterment of the UPS family at these meetings using the "Jazzy Jaguar" award. Data collection and review via interim assessments, CST scores, GPA review (by individual student, grade level and course offerings), evaluation of student work, and progress reports guide discussion and shape interventions that are used to benefit students. Open means of communication among staff are fostered through coaching, mentoring, and peer observations.

Teachers, parents, students, and support staff via leadership teams, site council, strategic planning, booster clubs, and student leadership have consistent input on decisions that affect course offerings, extra-curricular activities, bell schedules, dress code and behavioral standards in order to better meet the needs and interests of UP families. Students play a significant role in guiding this process. This includes, but is not limited to memos for suggestions that staff can enact, the development of ESLRs (expected school-wide learning results), competitions for Senior Tie design, etc.

Staff(certificated and classified) stay current on educational research by attending various professional development provided by the district, site, or professional organizations. District trainers and professional consultants provide training to 7-12 staff throughout the school year, during the regular school day, after school and during the summer break. This includes, but is not limited to reading and discussing Professional Development books like What Great Teachers Do Differently by Todd Whitaker, Teaching like a Champion by Doug LeMov and Under-Resource Learners by Ruby Payne. A system of peer support is inherent in the University Prep. culture as demonstrated by teachers modeling lessons, coaching each other, scoring student work, discussing students' needs and using assessment data to plan instruction. In addition, district subject-area coaches provide sub release time for teachers to observe experienced teachers or invite a more experienced teacher to model a lesson.

We have regular articulation with local elementary school regarding curriculum and teaching methodologies; we visit other schools within our district and share educational/instructional best practices, as well as provide teacher/site training on theories, philosophies, management strategies, uniform policies, content instructions and collaboration-building. Teachers and administrators from other sites visit our campus and classrooms typically seeking methodological approaches, scheduling, and instruction information. We also share successes via local television interviews, and subject level meetings within the district.

Although we have a strong philosophic commitment to share the values, theories and practices that have netted such positive educational success for our students, as a budding institution, we have not as yet institutionalized a systemic praxis for such a delivery of inter-school professional sharing. However, we are currently engaged in a school leadership dialogue regarding both the benefits and responsibilities for a consistent modeling of our success to the wider educational community.

Teachers are currently being trained on what the common core standards look like and how to teach and apply them in their classroom. University Preparatory is applying to be a pilot school for the initial common core standards exam that will be administered to all students.

Our commitment to meet and collaborate regularly helps maintain a sense of community, vision, and belonging; this is passed along to students and parents. Our site plan was created and revised by parents, teachers, administration and community representatives and is used as a means to examine assessment data and disaggregate it accordingly.

The students and staff are valued because they know they are an integral part of the school's current and future success.

Counseling Department

The vision of the counseling department is to provide the appropriate academic guidance for all students, regardless of race, gender, socio-economic status, to ensure they have an option upon graduation to attend a four-year university. Graduation is not the goal, but an expectation. Students will graduate possessing the knowledge of community college, vocational opportunities, military service, and be prepared to become a high quality functioning member of society.

University Preparatory currently has three (PPS-Clear) credentialed counselors servicing grades 7-12. The professional scope of the counseling department is aligned with the ASCA National Model in addressing the needs of students on a social, emotional, physical, and academic level. Collaboration and communication with peers, staff, administration, and parents is imperative to student success as the counselors serve as advocates for the students. Counselor case load is distributed by alpha as follows; Mrs. Wilkin A-G, Mrs. Struebing H-O, and Mrs. Quevedo-Darling P-Z, all three counselors servicing grades 7-12.

Each counselor works with individual students to create both a six and four-year plan as he or she promotes from middle to high school. Areas of focus include; rigor, college acceptance criterion, determination of major (career selection), and individual academic ability. Counselors provide parent/student workshops in both English and Spanish to provide college and financial aid information. Throughout the school year, counselors schedule grade appropriate presentations. Within the first month of school classrooms are visited to go over school expectations, class success, tutoring, clubs, college, sports, etc. In early Spring we return to present and adequately prepare students for the following year. During this time students are met with on an individual basis to register them for the next academic year. As a Counseling Department we evaluate grades at each quarter and semester. Students who are struggling in any said course or who do not maintain a GPA of 2.5 or higher are placed on academic interventions. These students are then required to meet with his or her counselor everyday during lunch for planner evaluations and student support.

College Entrance Data

The mission of University Preparatory is to provide our students with a rigorous and comprehensive academic program that conforms to UC requirements and enables our students to take on the challenges of the nation's best colleges and universities upon graduation. Students who take high-level courses in high school, including advanced mathematics, laboratory science, and a world language, are more likely to enroll in and complete a bachelor's degree program than those who do not. All students are enrolled in honors courses, AP level courses, foreign language, music, and fine arts which meets or exceeds the California State standards.

University Preparatory's initial focus was creating a college-going climate in which every student is given an opportunity to access a rich A-G curriculum. Seven years later our purpose has not changed and we hold fast to our commitment to prepare every student for a four year college. As the demographic landscape has changed our core beliefs regarding student achievement and the success of every student remains constant.

University Preparatory School provides students with access to coursework in preparation for admission to colleges/universities using rigorous standards-based high school and Advanced Placement curriculum. Curriculum is designed and selected around state standards, district mandates and guidelines, the school's mission statement, and agreed upon ESLRs.

The curriculum is designed to prepare students to develop and utilize skills needed to succeed in post-high school courses. Critical thinking skills, analysis and research are incorporated in class assignments and projects across all disciplines. Curriculum pacing charts/guides are designed to ensure that instructional objectives are aligned to the California State Standards and so that all students graduate having met the University of California A-G requirements.

Teachers monitor student progress and provide learning strategies need to access rigorous instruction. Strategies used include Cornell note-taking, organizational skills, Socratic Seminar, research and expository writing. Underperforming students are encouraged to work with peer tutors and teachers in tutorials either at lunch or after school.

English: University Preparatory middle school students are enrolled in Language Arts courses, using standards-based curriculum via the Prentice Hall texts, with an emphasis on developing their writing skills in the 7th grade; the 8th grade curriculum continues this emphasis, with the addition of academic focus on the interpretation and analysis of literature and the introduction of novels in preparation for the transition to high school. Once in high school, 9th and 10th grade students incorporate critical thinking skills, literary analysis, vocabulary development, and reading comprehension in preparation for enrollment in AP courses across the curriculum. The 9th grade survey course covers material from the Greco-Roman period to mid-twentieth century. 10th grade courses involve widening the breadth of students' literary knowledge with exposure to additional novels/writings in the areas of Greek and Renaissance dramas, rhetoric, autobiographies, and fiction, the analysis of symbolism, plot and other literary devices. 11th grade students are enrolled in American Literature preparing students for college-level writing; it is a survey that begins with pre-colonial literature through to the post-modern era. 12th

grade students are enrolled in a British literature survey course or Expository Reading and Writing Course (ERWC).

Science: Here at University Preparatory our science department focuses on standard based instruction through physical and science course work. Our 7th grade students focus on Life Science, which emphasizes plant and animal cellular functions, genetics, and basic human physiology. Our 8th grade students focus on physical science, which emphasizes the basic particles of the atom, periodic table, chemical properties, solar system, motion, and forces. Our 9th grade students focus on Biology, which emphasizes genetics, cell biology, evolution, and physiology. Our 10th grade students focus on Chemistry, which emphasizes atomic structure, bonding, gases, carbon molecules, and chemical and nuclear reactions. Our 11th and 12th grade students have options of taking a diverse group of courses. The students can take Anatomy and Physiology, which emphasizes the human body and its systems, Physics or AP Biology, which emphasizes the AP standards. Students focus on microbiology, which emphasizes on and Physics, which emphasizes motion, forces, conservation, thermodynamics, and waves. Our department sets its standards high and uses many investigative activities through labs to engage students in learning the subject matter.

Social Studies: Teachers in Social Science/History use a variety of techniques to engage students and to make real-world connections. Interactive notebooks, binders for organizing materials, hands-on projects, simulations, small group and partner-work, as well as using interactive online discussions and exams are among the strategies employed. Social Studies courses are designed as survey courses that align to the California State Standards in History/Social Science. Students in the middle school grades take World History (covering the Fall of the Roman Empire to the Age of Exploration) in 7th grade and United States History (from Colonization to the turn of the 20th Century) in the 8th grade in preparation for the California Standards Test. No course offerings are designed specifically for the 9th grade level. However, students are able to enroll in Advanced Placement European History beginning in ninth grade with the recommendation and approval of the teacher and administration/counseling. Students in 10th grade take either AP European History or World History (focus on the Modern era). Students in the 11th grade enroll in either United States History or AP United States History, with an emphasis on 20th century issues. If students had been enrolled in AP courses as freshmen, they are able to enroll in upper class courses as appropriate. Senior course offerings include Government and Economics, as well as Advanced Placement Government/Advanced Placement Economics. Students are able to take courses concurrently i.e. US History and Government/Economics as juniors if their schedules permit and they receive permission from the teacher and/or counseling department.

Mathematics: University Preparatory students take a diverse course load in which math is an essential component. As middle school students, students are offered courses that deal with number sense, algebraic functions, statistics, data analysis and probability, as well as mathematical reasoning. By the 8th grade students in Algebra I will work within content standards to develop their skill in symbolic reasoning and calculations with symbols. Geometry is offered to any middle or high school student who is prepared for that level of work. In Geometry students will construct formal, logical arguments and proofs in geometric setting and

problems. As students progress through high school, course offerings in Algebra II, Trigonometry, and Calculus build upon the techniques students have learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Advanced Placement courses are available in Calculus and Statistics for high school students interested in taking college courses and/or receiving college credit.

Performing Arts: Music and the performing arts is an integral part of the curriculum at University Prep. Students in all grade levels are expected to take part in arts education. Courses are offered in instrumental (band, choir, strings, choral) music and drama. Students are able to enroll in courses based on skill level and interest. Eighty-seven percent of the total student population is enrolled in some type of performing arts class, and students are permitted to take more than one performing arts course concurrently if their schedule permits. Students may opt out of the performing arts class (in order to take part in either the middle or high school level student leadership classes) with 7.6% of the total student population enrolled in student leadership.

Foreign Language: All University Prep students are expected to meet or exceed the University of California A-G requirement in Foreign Language. Students enroll in either Spanish I, II, III, IV, or V. Those students who arrive with a proficiency in Spanish are enrolled in courses designed for native speakers. High school students are able to enroll in Spanish IV AP or Spanish V AP courses with the recommendation of the teacher. All students are expected to complete four years of foreign language instruction.

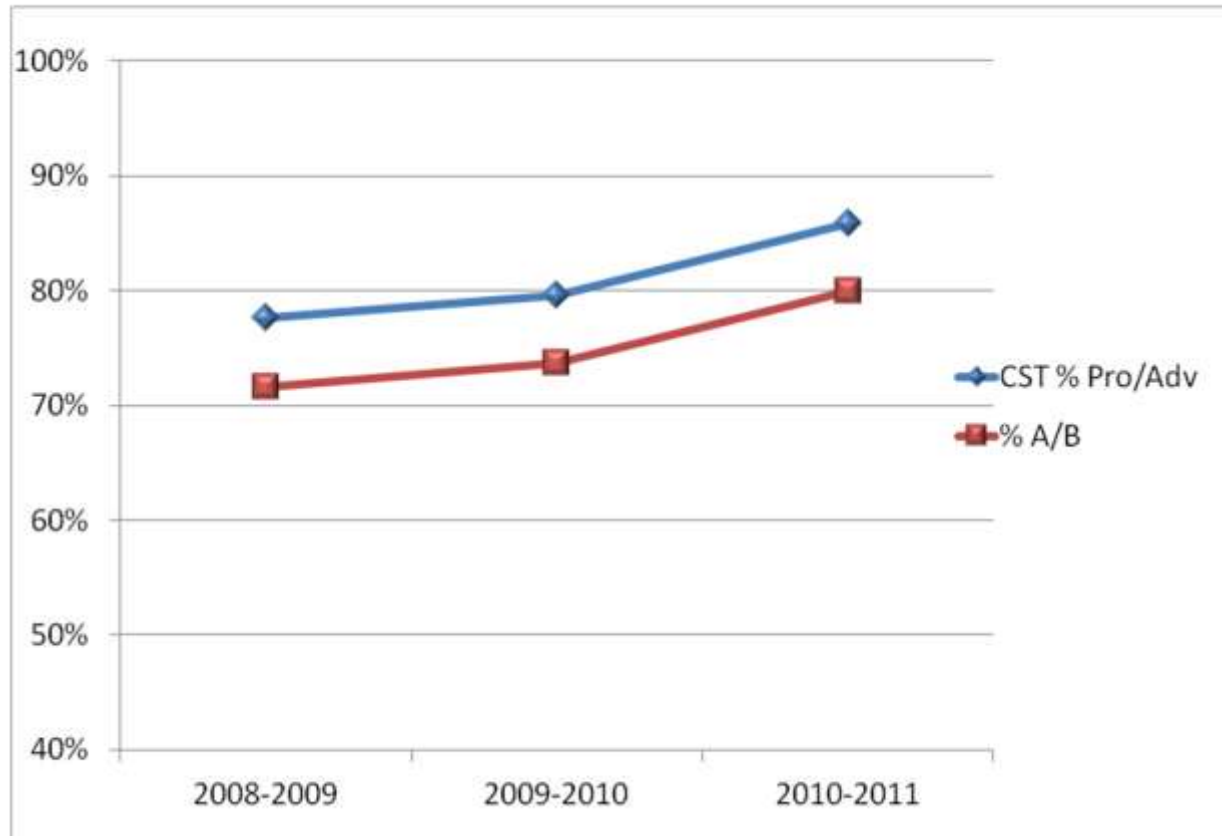
Physical Education: The Physical Education program employs a variety of assessment methods, including portfolios, written assessments, physical fitness tests. Inquiry is used to assess students' knowledge of a particular sport/activity, followed by verbal explanation of skills and use of handouts, visual aids, and use of realia. Demonstrations are used that focus on exploration, kinesthetic movement, as well as skill progression via teacher guidance.

University Preparatory graduated its first class in June 2010 with 31% attending a four-year and 20% attending a two-year institution. The class of 2011 produced 46% attendance to a four-year and 33% attendance to a two-year. All students are encouraged to supplement their educational experience by taking classes after school or during the summer at Victor Valley College, the local Community College.

Student Grade Analysis and Data

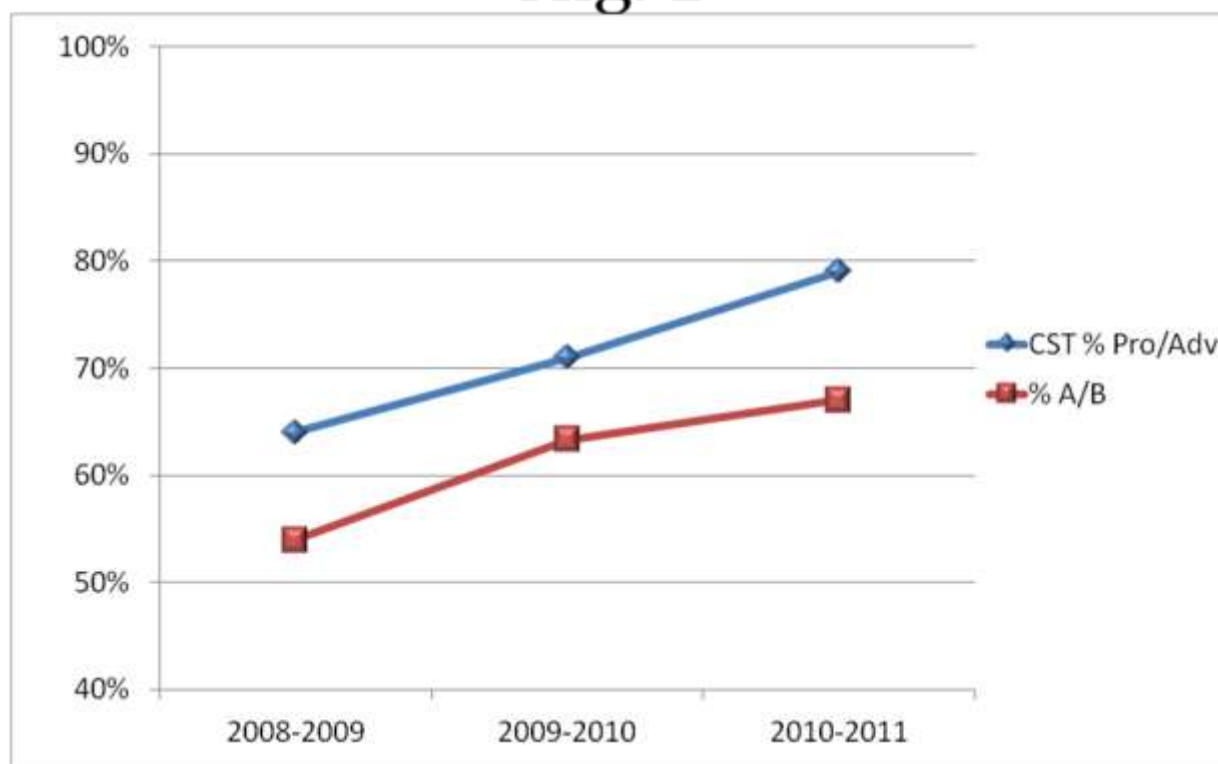
Class ranking is determined by GPA. GPA's are weighted with students earning an additional point for honor's and advanced placement courses.

ELA



Over the past three years, data shows there is a strong correlation between students' grades and student achievement on CSTs. Mark distribution analyses by teacher by semester from 2008-2009 until 2010-2011 resulted in the observation that 72%-80% of all students in grades 7-12 earn As or Bs in English, while 78%-86% score Proficient or Advanced on English CSTs. It is posited by University Preparatory English teachers that percentages for students earning As or Bs is lower than CST scores because the English curriculum and instruction adheres to a higher standard than the state requires.

Alg. 1



The data analysis for Algebra 1 was conducted in the same way as the analysis for English, yielding similar results. There is a strong correlation between students grades and student achievement on the Algebra 1 CST.

1st Semester Grade Analysis 2008-2009

%	A	B	C	D	F		Total #		%A	%B	%C	%D	%F
Math													
Pre-Alg.	24	62	50	18	9		163		15.00%	38.00%	31.00%	11.00%	5.00%
Alg.1	41	63	73	18	14		209		20.00%	30.00%	35.00%	9.00%	6.00%
Geom.	28	53	59	35	6		181		16.00%	29.00%	33.00%	19.00%	3.00%
Alg. 2	14	39	54	26	14		147		10.00%	26.00%	37.00%	18.00%	9.00%
Trig	14	25	24	7	3		73		19.00%	34.00%	33.00%	10.00%	4.00%
Calc AB AP	4	7	1	2	2		16		25.00%	44.00%	6.00%	12.50%	12.50%
English													
Eng 7	44	74	68	9	4		199		22.00%	36.50%	33.50%	4.00%	4.00%
Eng 8	39	58	43	21	11		172		23.00%	34.00%	25.00%	12.00%	6.00%
Eng 9	66	55	39	8	0		168		39.00%	33.00%	23.00%	5.00%	0.00%
Eng 10	28	63	47	10	0		148		19.00%	43.00%	32.00%	6.00%	0.00%
Eng 11	3	41	14	0	1		59		5.00%	69.00%	24.00%	0.00%	2.00%
AP Lang.	3	25	10	0	0		38		8.00%	66.00%	26.00%	0.00%	0.00%
Science													
Sci 7	118	48	23	4	6		199		59.00%	24.00%	12.00%	2.00%	3.00%
Sci 8	37	59	63	13	0		172		21.00%	34.00%	37.00%	8.00%	0.00%
Bio	35	83	56	19	5		198		18.00%	42.00%	28.00%	9.00%	3.00%
Chem	16	50	62	21	7		156		10.00%	32.00%	40.00%	14.00%	4.00%
Anat/Physio	11	30	29	5	0		75		15.00%	40.00%	39.00%	6.00%	0.00%
AP Bio 2	7	13	3	2	2		27		26.00%	48.00%	11.00%	7.00%	7.00%
History													
SS 7	115	57	21	3	3		199		58.00%	29.00%	11.00%	1.00%	1.00%
SS 8	72	64	23	7	6		172		42.00%	37.00%	13.00%	4.00%	4.00%
World	3	20	16	12	4		55		6%	36.00%	29.00%	22.00%	7.00%
AP Euro	10	10	15	9	8		52		19.00%	19.00%	29.00%	17.00%	15.00%
US	52	24	1	0	0		77		68%	31.00%	1.00%	0.00%	0.00%
AP US	24	0	0	0	0		24		100.00%	0.00%	0.00%	0.00%	0.00%

Student Attendance Data

University Preparatory continually wins district awards for outpacing all other schools in high student attendance rates. Victorville Motors has teamed with our school district to reward good attendance.

University Preparatory Average Daily Attendance

Year	Total Enrollment	Attendance Rate
2008-2009	762	97.76
2009-2010	940	98.09
2010-2011	1011	98.33



Suspension and Expulsion Rates

2008-2009

School	CD	Sch.	Enrolled	Tardy/ Abs. unexc. 3+ times	Truancy	Drug/Vio. Expul.	Drug/Vio. Susp.	Total Expul.	Total Susp.
UP	366 793 4	011 006 4	801	78	9.74%	0	11	0	21
VVUHS D			11,785	3,961	33.61%	256	1,743	294	4,156
County			414,207	149, 548	36.1%	1,683	32,328	1,980	74,287
CA			6,246, 138	1,508, 144	24.15%	16,891	332,483	20,883	782, 692

2009-2010

School	CD	Sch.	Enrolled	Tardy/ Abs. unexc. 3+ times	Truancy	Drug/Vio. Expul.	Drug/Vio. Susp.	Total Expul.	Total Susp.
UP	366 793 4	011 006 4	983	306	31.13%	0	19	0	41
VVUHS D			11,975	8,716	72.78%	229	1,615	265	3,944
County			412,705	158, 175	38.33%	1,804	29,412	2,162	68,098
CA			6,102, 161	1,717, 744	28.15%	17,422	326,914	21,039	757, 045

2010-2011

School	CD	Sch.	Enrolled	Tardy/ Abs. unexc. 3+ times	Truancy	Drug/Vio. Expul.	Drug/Vio. Susp.	Total Expul.	Total Susp.
UP	366 793 4	011 006 4	1,064	138	12.97%	NA	NA	NA	NA
VVUHS D			12,238	3,730	30.48%	NA	NA	NA	NA
County			411,738	138, 532	33.65%	1,804	26,834	1,328	57,115
CA			6,163, 074	1,837, 013	29.81%		323,405	21,039	701, 990

Safety Conditions and School Facilities


University Preparatory's staff takes pride in maintaining a safe, clean, nurturing, and well-maintained campus with the resources we have available to us. We do not believe in departmentalizing jobs on our campus. We believe that it is everyone's job to help out. University Preparatory maintains a staff of 3 custodians and 2 security officers. All staff and students support security by being vigilant and reporting any concerns.

Our school is comprised of 54 classroom, 3 computer labs, the Gateway Library, gymnasium and P.E. Lockers. As noted in our initial WASC report (2008-2009), University Preparatory's facilities need updated. University Preparatory was built in 1930 and last remodeled 20 years ago. Our school site was slated to be remodeled (75% of campus would be demolished and rebuilt) in June 2012. Due to the current economy, this remodeling project is being put on hold by at least a year. If or when this move takes place, we do not know what impact this will have on our students, staff, site or community. Although we are located in high-crime, poverty-stricken downtown area, we maintain a safe island for our students.



Class Size

The state of California did not collect Average Class Size data for 2009-2010. V.V.U.H.S.D. allows a class size, not to exceed 36 students per class in middle school and 38 in high school.

School Description University Preparatory School, 2009-10	
Type of School	High School
Grade Levels ¹	7-12
Year Round Calendar	No
Charter School	No
Total Enrollment	983
Population Status	Not Available
¹ The lowest and highest grade in which student enrollment was reported. Special programs, such as special education or independent study, may include grade levels beyond the typical grades served by the school.	
ALSO SEE ► Population Status in the glossary.	
ALSO SEE ► Pop-trends 	
Source: California Department of Education, Educational Demographics Office (CBEDS, pubschs 12/9/10, sib0910 10/22/10)	

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API Base Scores University Preparatory School, 2009-10	
2010 Base API	887
2010 Statewide Rank	10
ALSO SEE ► Click here for this school's API Report.	

As part of California's extensive accountability program, public schools receive an Academic Performance Index (API) score based on their state test scores. The API drives the state's system of rewards and sanctions.

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Enrollment by Grade University Preparatory School, 2009-10	
	Enrollment
Grade 7	198
Grade 8	203
Grade 9	195
Grade 10	161
Grade 11	128
Grade 12	98
Total	983

Enrollment is measured by counting the number of students enrolled in school on a particular day in October.

Textbook and Instructional Material

Discipline	Course	Text Book Title	Edition	Publication Date	Publisher	Author(s)
English	English I	The Odyssey				
		To Kill a Mockingbird				
		Romeo and Juliet				
	English II	Holt Literature and Language Arts Mastering the California Standards Reading, Writing Listening Speaking	Student	2003	Holt Rinehart & Winston	Beers & Odell
	English III	5th Course Holt Literature and Language Arts Essentials of American Literature	Student	2003	Holt Rinehart & Winston	Beers & Odell
	English IV(AP/CP)	Holt Literature Language Arts Essentials of British and World Lit	Student	2003	Holt Rinehart & Winston	Kylene, Beers & Odell
Science	Anatomy	Essentials of Anatomy and Physiology	Student 4th	2007	Pearson Education	Martini, Bartholomew
	Biology	California Prentice Hall Biology	Student	2007	Pearson Prentice Hall	Miller & Levine
	Chemistry	California Prentice Hall Chemistry	Student	2007	Pearson Prentice Hall	Wilbraham, Staley, Matta, Waterman
	Physics	Conceptual Physics	Student	2006	Pearson Education	Hewitt
	Microbiology	Microbiology an Introduction	Student		Benjamin Cumming Publishing	Tortoa, Funke, Case
Math	Geometry	Holt CA Geometry		2008	Holt Rinehart Winston	Burger, Shard, Hall, Kennedy, Leinward, Renfro, Roby, Seymour & Waits

	PreCal/Trig	PreCalculus-A Graphing Approach		2006	Holt Rinehart Winston	Hungerford, Jovell, Mayberry
	Alg 2	Holt CA Algebra 2		2008	Holt Rinehart Winston	Burger, Shard, Hall, Kennedy, Leinward, Renfro, Roby, Seymour & Waits
	Alg 1	Holt CA Algebra 1		2008	Holt Rinehart Winston	Burger, Shard, Hall, Kennedy, Leinward, Renfro, Roby, Seymour & Waits
	Stats	The Practice of Statistics	3rd	2008	W.H. Freeman & Co.	Yates, Moore & Starnes
Spanish	Spanish 1	1 uno En Espanol		2004	McDougel & Littell Inc.	Gahala, Hamilton-Carlin, Heining- Boynton, Otheguy, Rupert
	Spanish 2	2 dos En Espanol		2004	McDougel & Littell Inc	Gahala, Hamilton-Carlin, Heining- Boynton, Otheguy, Rupert
	Spanish	3 tres En Espanol		2004	McDougel & Littell Inc	Gahala, Hamilton-Carlin, Heining- Boynton, Otheguy, Rupert
	Spanish 4	Advanced Spanish Curso Uno		2006	Holt Rinehart Winston	Alvarado, Velasco, Maricochi
		Cuaderno de Practica			Holt Rinehart Winston	
History	World History	World History Patterns of Interaction		2007	McDougal- Littell	Beck, Black, Krieger, Nalor & Shabaka
	US History	The Americans Reconstruction to the 21 st Century		2006	McDougal- Littell	Danzer, Klor de Alva, Krieger, Wilson & Woloch
	Government (AP)	Government by the People AP	22nd	2008	Pearson Education	Magleby

		AP American Government		2008	Houghton Mifflin	James Wilson
	Government (CP)	Magruder's American Government			Prentice Hall	
	Economics	Economics	7th	2008	McDougal-Littell	Boyes & Melcvin
Electives	Psychology	Psychology-Principles and Practice		1998	Holt Rinehart Winston	Rathus, Spencer A
	Mock Trial	Criminal Justice in America	4th		Constitutional Rights Foundation	Constitutional Rights Foundation

Library Media Center

As a newer school, University Preparatory has received minimal funding for its Library Media Center (The Gateway). The resources contained in our library are very limited. We rely on technology to supplant our library resources. Our media center technician is available to students both before school and during lunch to assist them in research and to check out resources. The media center technician provides students and staff with a friendly welcome upon entrance so the library is less intimidating to access when needed. Students have access to books, research material, data and they are able to borrow graphing calculators.



Technology Resources and Computer Labs

1. 3 computer labs for students use.
2. Each teacher has an updated computer.
3. Most classrooms have an overhead projector.
4. Each teacher has access to MOBI / Interwrite Pads.
5. Each department has access to a flip type digital camera for classroom use.
6. Software available to teachers and students on campus:
 - ABI gradebooks online
 - Prezi online presentations
 - Discovery Education streaming videos
 - Microsoft Office -Powerpoint, Word, Excel
 - Photo Story 3
 - Windows Movie Maker
 - Prezi Online
 - Einstruction Workspace
 - Online Yearbook- Jostens
 - Grade Cam Grading Software
 - Spanish Tutor CD
 - Google Docs
 - Graphical Analysis

Wii for PE classes.

Kindles for reading novels.

Graphing Calculators are available to students.

Music system is used for school wide functions.

Most science classes are lab courses which use a diverse amount of technology from such as microscopes, water baths, gel electrophoresis, and stirring hot plates.

All teachers can print directly from the classroom computer to the Xerox machines in the office.

School Technology University Preparatory School, 2009-10	
	Number
Computers	103
Students per Computer	9.5
Classrooms with Internet	51
ALSO SEE ► Technology definitions	
Source: California Department of Education, Educational Demographics Office (CBEDS, cbedsopus09b 9/9/10, pubschls 12/9/10)	

Chapter 2 – Summary from Analysis of Profile Data

Student achievement and success is monitored and evaluated by using various sources of assessment data. CST (California Standards Tests) scores are used at the beginning of each year to help teachers identify those students who might have limited academic success. This is done through departmental meetings. At the beginning of each school year school administration supplies the department chair with the CST scores of students who have tested at a Basic and Below Basic level. This allows the teacher to formulate strategies proactively to deal with students who might be at risk of underperforming in their courses. Through regular department meetings teachers are able to work together on implementing those strategies and through weekly meetings with students the student's progress is able to be monitored throughout the school year.

Teachers also use CST scores to identify areas of instructions that need to be reinforced in their lesson plans while maintaining a stringent, standards based curriculum. In math, science, English and social science supplemental district created assessment tests are administered to insure that standards based curriculum is being taught and in a pace to coincide with state testing. These tests are created by a corroboration of district staff in related departments to ensure that there is also uniformity of standards based curriculum throughout the district. Data from District benchmark tests are also assessed and correlated on the Data Director program to help formulate ways to assist our students.

CST scores and practice California High School Exit Exam's (CAHSEE) are used to target students who might be considered at risk of not passing the CAHSEE exam. These students are encouraged to participate in Saturday math and English academies where supplemental instruction is provided by credentialed instructors.

Students Grade Point Averages (GPA's) are used to identify students with GPA'S under 2.5 who might not be able to test at a proficient level. These students are required to participate in an intervention program with our counseling staff who meet with them on a daily basis to make sure homework assignments are being recorded and completed. This program also requires parental participation as they have to sign their student's planners on a daily basis. Participation in all of these programs is based on the student's academic performance and assessment results not on any subjective criteria or their belonging to any so called "at risk" subgroup.

University Preparatory School utilizes a variety of tools and strategies to communicate assessment results to students, parents, staff, and community members. The key to this process begins with our school-wide use of the Aeries Browser Interface (ABI) to input grades, student information, and state assessment results. This tool allows teachers to organize student records in a manner that is conducive to clearly communicating information to students and parents. These organized reports can then be printed and sent home with students or emailed home directly to parents, students, and other contacts. Parents and students also have access to ABI to look up their current grades and performance. Academic records are kept current so that students and parents receive real-time feedback and updates regarding academic performance.

In addition, bi-weekly progress reports are available to students in the event that internet access is unavailable. Progress reports, grade reports, and Academic Warnings are used to allow students the opportunity to assess their own academic performance and seek remediation via after school tutoring, re-teaching, and Intervention. The Intervention program provides daily one-to-one mentoring for students who demonstrate lack of performance on assessments and grades. During intervention, students learn study skills, they are provided with materials, support, and they learn daily accountability. One of the keys to success of the Intervention program is the use of student organizers/planners as a communication link between counselors, students, and parents. Counselors and teachers write down information about student achievement in the student planner and parents read and comment back or ask questions.

Individual student success is also communicated to the entire school through academic recognition procedures that are often supported by local businesses. Students with high academic success have their names posted on the walls of the school office and seniors post copies of college acceptance letters as well. This communicates the school-wide effort to celebrate students' successes and accomplishments. General school information such as announcements, event calendars, and important dates are also made available on the University Preparatory School website.

University Preparatory School has found great success in overall student achievement over the last six years with steady growth and improvement in our API score. Our largest success has been in English Language Arts proficiency. Over the past five years, our percentage of students scoring Advanced or Proficient has risen from 71.52% in 2006-2007 school year to 87% in 2010-2011. While most schools find that 9th grade English Language Arts scores decline, our freshman classes have shown tremendous growth. Freshman English Language Arts California Standards Test scores have increased from 79.85% in 2006-2007 to 85% in 2010-2011. Two grade levels have shown inconsistent results over the past three years, however. 7th grade proficient and advanced results have always remained high; in 2006-2007 results were at 75% and increased in 2010-2011 to 87%. In addition, 10th grade showed an increase in proficient and advanced scores from 81.37% in 2007-2008 to 89% in 2010-2011. This increase continues despite an increase in our English Learner population. From 2007-2008 to 2010-2011, our EL population increased from 28 students to 104 students.

The California High school Exit Exam (CAHSEE) was enacted as law in 1999 which deemed necessary for all high school students to pass in order to receive their high school diploma. The State requires a score of 350 to pass, however a much higher level for proficiency. University Prep students passed 100% in ELA 2008 with 91% at a proficient level. In addition, 67% of the students scored the maximum score of 400. In 2011, once again 100% of students passed the CAHSEE.

Our six-year institution is relatively young and for the first few years we had no significant subgroups. Although our subgroups perform such that achievement gaps are closing, we've had to rethink and recalibrate our delivery of services in order to assure, with conscious forethought and deliberation, that each student's needs are identified and addressed. We've

formed research committees and intend to deepen our knowledge about how and under what conditions our subgroups perform leading to a hastened closing of achievement gaps, while steadfastly remaining committed to further the development and acceleration of the entire student body.

English:

Our English department emphasizes college readiness with respect to reading, writing, and analysis. Curriculum includes state approved and adopted textbooks containing grade level appropriate literature of various genres organized in survey form chronologically, as well as supplementary novels from the literary canon. Middle school curriculum is focused on preparing students with basic skills to be successful at the high school level and prepare them for college. Beginning to analyze texts for deeper meanings and learning to clearly put ideas in writing is the foundation created in Middle School. The High School curriculum emphasizes analytically reading and evaluating classic and modern novels and writing evaluative and analytical essays.

Ninth grade English surveys World Literature and focuses instruction on preparing students for future AP placement and has become an integral part in student achievement in English. Tenth grade instruction is a continuation of ninth, going into greater depth as well as breadth of surveying World Literature and an emphasis on CAHSEE preparation and continued AP preparation. The eleventh grade curriculum covers American literature from the 14th century through the twenty-first century and continues in depth analysis of literature through in-class readings and essays. Special attention is also paid to preparing students for SAT exams. Lastly, 12th grade curriculum surveys British Literature and supports students with college application processes and continued emphasis on literary analysis, preparation required at the college level.

University Prep chose to focus on novels for reading material because that is the medium used at the college level. In order to support the mission of preparing students to succeed at the college level and beyond, students need exposure to the type of literature they will be asked to read and analyze in college. This presents the additional challenge of supporting students who read below grade level. Several strategies are used to help bring students up to grade level such as: group learning, utilizing technology, discussions, role-playing, one-to-one tutoring, Socratic Seminars, audio books, native language translation, writing practice, phonemic awareness instruction, vocabulary building, graphic organizers, and SDAIE strategies.

Science:

University Preparatory Science Department has always used a hands on approach to learning. All the teachers allow access to a rigorous program of study by differentiating and focusing on

the needs of the students and focusing on the needs of the students. All our classes are taught with a standards-based approach. All the textbooks, assignments, laboratory experiments, and projects are centered with focus on the curricular standards. We focus on academic language, which is reinforced through hands on projects, experiments, and homework/ class-work. Some of the hands-on projects and labs include dissections (cats, rabbits, kidneys, hearts), standard based videos, models (atom, amino acid chain, and cell), roller coaster derby, genetics diversity projects (Dragon genetics, Genetic Doll, Mr. and Mrs. Potato Head genetics), Chemical Name Plates, games (atom), posters (egg-experiment, human systems), electrophoresis, distillation, and many others. Through these activities students learn many skills such as communication, leadership, time management, team building, conflict resolution, planning, marketing, and technology skills. All students are enrolled in rigorous courses and receive the instruction to master the skills needed to attain proficiency on the state assessments.

The UP Science Department teachers reinforce their subject matter content through collaboration, conferences, seminars, and lectures which allows for current concepts to become accessible to all students. The teachers meet throughout the year to discuss CST test score results, create standard based lessons, cross curricular projects, common assessments, overview of general student data, and discuss department needs for student success. Our teachers have attended conferences such as NSTA, BER-Biology/Life Science, UCR lectures, UCLA-Nanoscience Institute high school workshops, and some Advanced Placement Summer workshops in Biology and Chemistry. Some teachers have received grants through the rotary club and MEEC (Mojave Environmental Education Consortium) to be used for classroom projects and busing for science related trips. Our teachers support and sponsor student organizations and clubs such as Math Engineering Science Achievement (MESA) sponsored by University of California Riverside and the “Jaguars Go Green” environmental club. Science teachers collaborate together to meet the demands on all our students at all levels 7th through 12th grade and provide opportunities for academic growth through lectures, trips, and university visits. Some of the opportunities through the department have been visits to Gold Stone Deep Space program, UCR Evolution lectures, Molycorp Inc. Open Pit Mine, Engineering Day at UCR, Victor Valley Water Reclamation, Hectorite Clay Mine, USC College Fair Trip, and MESA Day competitions.

Math:

Lack of stability in instruction in the math department during the 06-09 school years have led to weak foundations that have significantly impacted student achievement, particularly in higher

level math subjects – Geometry, Algebra 2 and Trigonometry. However our CST scores increased from the 32% in 2007-08 to 43% in the 2008-2009 school year. The increase is due to the continual assistance given to students through after-school tutoring and Saturday math academies. In 2008-09 an eighth period Algebra one course was added to specifically meet the needs of students who had been negatively impacted by the instability in the math department. Despite these challenges, our CAHSEE passing rate for the four years the test has been offered has been 99% with our proficiency levels increasing from 85% to 89%. Math department has stabilized and no new teachers were hired this year. Scores in 2006 ranging from 24.57% in Algebra I grew to 79% proficient and advanced in 2011. Geometry scores showed degrees of improvement between 2007 and 2011.

This goal of helping students succeed and staff using data to drive their instruction remains an on-going goal of our staff. Our staff, and in particular our math department, recognizes the drop in student achievement for the CST in math. In response to this data, the staff has continued to work hard in identifying the necessary interventions to support student learning. Some of these adjustments, through department collaboration, included analyzing data and particular mathematic standards (strands), having discussion as it relates to vertical teaching, as well as providing after-school tutoring and various other intervention strategies to students.

Physical Education 2010-2011

Physical Fitness Area	Total Tested¹ in Grade 5	Number Grade 5 Students in HFZ²	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - High Risk	Total Tested¹ in Grade 7	Number Grade 7 Students in HFZ²	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - High Risk	Total Tested¹ in Grade 9	Number Grade 9 Students in HFZ²	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - High Risk
Aerobic Capacity	0	0	0.0	0.0	0.0	195	148	75.9	13.3	10.8	197	136	69.0	17.3	13.7
Body Composition	0	0	0.0	0.0	0.0	195	123	63.1	11.3	25.6	197	126	64.0	13.2	22.8
Abdominal Strength	0	0	0.0	0.0	N/A	195	186	95.4	4.6	N/A	197	188	95.4	4.6	N/A
Trunk Extension Strength	0	0	0.0	0.0	N/A	195	169	86.7	13.3	N/A	197	196	99.5	0.5	N/A
Upper Body Strength	0	0	0.0	0.0	N/A	195	167	85.6	14.4	N/A	197	190	96.4	3.6	N/A
Flexibility	0	0	0.0	0.0	N/A	195	193	99.0	1.0	N/A	197	189	95.9	4.1	N/A

Test Score Information:

- 40% of our high school students are enrolled in an AP course, with 8% of that number enrolled in three or more AP courses.
 - AP stats for 2010-2011
 - 281 exams were administered with 49% scoring a 3 or higher.
 - SAT stats for 2010-2011
 - 76% of juniors
 - 58% of seniors
 - ACT stats for 2010-2011
 - 15% of juniors
 - 15% of seniors
- | | | | |
|-----------|--------|----------|--------|
| avg score | CR 463 | Math 478 | Wr 462 |
|-----------|--------|----------|--------|
-
- | | | |
|-----------|-----------|------|
| avg score | English | 21 |
| | Reading | 21.5 |
| | Composite | 20.9 |
| | Math | 20.2 |
| | Sci | 20.1 |

Test Score Information: (SAT)

- Supporting student achievement in all aspect continues to be a driving force to our staff. As part of our College Going Culture, one of our goals is to continue to prepare our students to score well on the SAT. For example, staff has developed programs in which teachers provide SAT practice tests in December and in February, and then use the data to drive instruction in preparing students for the SAT. The SAT preparation consists of English review on Wednesdays after school, Algebra review on Thursdays, and Geometry review on Saturdays. All of this preparation for the SATs started in December and continues into the spring. The objective is to prepare for the June SAT administration.

Critical Academic Needs

1. Build and develop positive relationships among student and staff.

University Preparatory's ESLRs encourage students and staff to respect themselves and others and to lead by example.

2. Check for understanding.

University Preparatory's ESLRs encourages students to problem solve.

3. Student engagement and participation in lessons

University Preparatory's ESLRs encourage students to organize themselves and to work hard to succeed.

Important Questions Raised by the Data

Important Question #1. Build and develop positive relationships among student and staff.

- How can we continue to build on the skills needed to develop positive relationships among student and staff?

Important Question #2. Check for understanding.

- Which new methods can we use to check for student understanding?

Important Question #3. Student engagement and participation in lessons.

- Which innovative approaches can we use to engage students to enthusiastically participate in what they are learning?

Chapter 3 – Progress Report

Report on School-wide Action Plan Progress

UNIVERSITY PREPARATORY

School Site Plan 2008 – 2009

The information contained within this document is designed to improve instruction and student achievement on a school-wide basis. For additional information regarding this or any of the programs at University Preparatory, please contact:

Valerie Hatcher, Principal – (760) 243-5940

Mission Statement

Students will be successful at the academic, social and emotional level. Students will experience and environment that incorporates a sense of family and belonging. Serving as liaisons, counselors will teach students to value their potential in order to meet their goals and ensure their lifelong success. Honesty, Integrity, and Trust will be the ethical standards at the forefront of our program in order to produce citizens that not only serve themselves but their families and communities as well.

Vision

Our vision is to have all students graduate from our school with the academic readiness, emotional maturity and well honed abilities to easily move to the next threshold at the university or collegiate level. Our focus is preparing each student for entrance into an undergraduate program with an aspiration to further their education beyond the graduate level. Systematically, we will foster this strong culture of learning as well as a desire to enjoy the process and the merits of learning.

Philosophy

"Dreams are what get you started. Discipline is what keeps you going" – Jim Ryun, American Congressman and former record holder in the mile run.

Because of the nature of our current society and the pressing needs that confront us, we approach our profession with a strong sense of urgency and a committed zeal to instruct our students in a manner that reflects a determination for excellence. Therefore, we foster and promote on our campus the following:

- | | |
|---|---|
| → Rigorous Academic Expectations | → Designed for the College-Bound Student |
| → Safe and Secure Closed Campus | → School Uniforms |
| → Moral, Ethical & Character Based Values | → "Rigor, Relevance, Relationship" |
| → Focus on Standards Based Education | → Extended Day Learning (As needed) |
| → "Readiness, Respect, Responsibility" | → Student Academic and Behavioral Compact |

At the core of our existence and corporate responsibilities is a resolve to raise the level of the quality of education at University Preparatory in order that our students may have an impact and effect on those within the sphere of their influence. That influence should translate into actions taken by each student for the betterment of themselves as well as the community at large. Specific principles that are time-tested and proven should be reflected in the lives of our students; producing the type of student that brings pride and dignity to the immediate family as well as the school at large. Issues of honesty, quality work, attitudes of conviction and trust must be a part and parcel of what we hope to present to our families and communities upon graduation from high school. We believe that all students have value, and that all have the potential to excel given opportunity. Providing a structure in which students flourish is the protocol for University Preparatory. Educating a child today involves much, much more than the delivery of information from a textbook. Today's student must master a core content of information contained in *standards based education*. The education of the whole child includes a volley of characteristics that begin the march toward personal success and achievement in the life of that child. Hard work, discipline to see a project to the end, and the ability to work independently and maintain integrity during difficult times are additional aspects we hope to model and transfer to our children. The following principles outline what we expect from our students, what we will provide for them as a staff, and the assurances we will strive to present to each child and their families.

U.P. Principles of Operation

- 3 Student Expectations
- 3 Staff Practices
- 3 School Assurances

Readiness, Respect, Responsibility
Rigor, Relevance, Relationship
Safety, Solid Academics, Socialization

The University Preparatory staff has put in place six "R's" or principles of operation to guide our collective resolve. Three are expectations for our students; three are expectations that our staff will strive to put in place as a part of our profession. For our students, we expect that each one will be ready for the school day and prepared for the challenges that are placed before them. Also, we expect that all students will respect themselves and one another. Finally, we expect that all students will be responsible for their own actions. The ability and acceptance of this particular principle is a maturing process that is a goal that we have and will nurture for all our students.

In addition to the above, the University Preparatory staff will provide the following practices for our students and their families so that they might benefit from the implementation. Rigor, or high academic standards and instruction are to be a part of our every day instructional delivery. Each staff member will be diligent to make the information or content, relevant to the student's daily or future needs. Lastly, our staff understands that creating relationship is paramount for students to ultimately begin the process toward mastery and improvement of their education.

Finally, based on a national study by the National Association of Secondary School Principals (NASSP), University Preparatory will strive to provide the following assurances: *Safety, Solid Academics, and Socialization*. Each of these is an expectation that parents have for the school site once their child enters the schoolhouse door. Safety is a priority in the eyes of every parent, and is mirrored in the minds of the entire Jaguar staff. A great deal of trust is transferred to the local school and maintaining that trust is an important reality and perception that the school must uphold. University Preparatory understands that parents want their children safe, and as such, our safety plan indicates a high level of importance and protection for our students. Solid

Academics and high standards are focal points here on our school site. The last of the assurances deals with the socialization of the student populations that we serve. The creation of a positive and encouraging environment begins with the school plan.

The University Preparatory administration, front office and teaching staff are well-versed in the conditions in which students flourish. Their contributions to each other as staff members perpetrate the type of attitude we desire for our students. If our student body is to develop around positive, encouraging and motivating groups of individuals, then all that are a part of the development must provide that positive, encouraging and motivating attitude necessary to achieve this goal. It is a corporate work where those involved are the beneficiaries; seeking to influence and effect their small community.

Our staff meetings have consistently contained information that would help in the establishment of the *3 expectations, 3 deliveries and the 3 assurances*. The "yardstick" to lead our staff has been a series of guiding principles or core values, which we have adopted from the California Department of Education as well as those additions from extant research (i.e. Lezotte-Continuous School Improvement).

GUIDING PRINCIPLES

- We aspire to be a life-long learning community.
- Education is a shared responsibility.
- We believe all students can learn.
- All students have unique skills and talents.
- All students deserve an equitable opportunity to succeed.
- Rates of learning vary.
- All students require a safe, healthy environment for learning.
- High Expectations for success must be the norm of the school.
- All students need physical, emotional, and intellectual support from their schools, families, and communities to succeed.
- We focus on results and we set high standards.
- Trust is vital.
- Cooperation is essential.
- We build the capacity of local agencies and department staff to achieve results.
- We practice timely, two-way communication within and outside the department.
- We foster an environment that promotes responsible decision-making throughout the organization.
- Optimism is critical.
- All University Preparatory staff are to abide by the principles laid out for our student body.
- By combining our strengths and supporting each other in resolving problems, we improve results.
- We practice wise stewardship of all resources.
- We act ethically and with integrity, and treat everyone with courtesy and respect.

UNIVERSITY PREPARATORY

Admission Requirements and Criterion for Continued Enrollment

Interested parties in attending University Preparatory must meet the minimal requirements for consideration. First consideration is given to those students within the VVUHSD boundaries. Secondary consideration is provided to Interdistrict transfers. Their provision is made possible only through a local district approved Interdistrict process.

Those requisites are:

- A minimum Grade Point Average of 2.5
- 95% attendance at their previous school site
- Positive disciplinary records
- A willingness and desire to learn
- Agreement and adherence to the Academic and Behavioral Compact

To maintain status with the University Preparatory enrollment, a student must end the school year with a 2.5 GPA or better. A breach of the Academic and Behavioral Compact is grounds for dismissal from University Preparatory and placement in the school/district that services that student's residency.

Grading Policy

Mid-quarter grades will be issued to all students at the 4 ½ week mark of each quarter. Report cards will be issued every nine weeks. Progress reports and semester grades will be mailed home. One grade is given in each class for academics, with a separate mark for citizenship. The report card is a cumulative report with a nine-week and an eighteen-week (or semester) grade. Teachers shall evaluate a student's work in relation to standards that apply to all students at his/her grade level. Grades for achievement shall be based on master of standards and shall be reported each marking period. The academic grading symbols used are:

A=Outstanding Achievement	4.0 grade points
B=Above Average Achievement	3.0 grade points
C=Grade Level Standards' Mastery	2.0 grade points
D=Grade Level Below Standard	1.0 grade points
F=Does Not Meet Standard	0.0 grade points
I=Incomplete	0.0 grade points

BC 5121 (a), (b) and AR 5121 (a), (b)

Citizenship grading symbols used are:

O=Outstanding	S=Satisfactory
N=Needs Improvement	U=Unacceptable

Target Areas and Improvement Strategies

Goal #2 for Improving Student Achievement ~ DATA ANALYSIS ~ 2008

"All University Preparatory staff will actively engaged in disaggregating student data for improved instruction"

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based on this analysis, the council has established the following performance improvement goals, actions and expenditures.

Description of Objectives to Improve Educational Practice	Implementation & Timeline	Related Expenditures, Materials and Resources	Estimated Costs	Funding Source
Analyze returned STAR & CST data (August 2008) State AYP & API scores/benchmarks.	Administration and staff disaggregating data to create action plans in specific content areas.	FTE Instructors working together to analyze student data and plan accordingly		
Add/Develop quarterly assessments for History and Science.	Develop at the beginning of school year and maintain all year.	Teachers given time to create common assessments and analyze data.	\$1,000	
Develop a Foundations Assessment for Academic Areas.	Weekly or bi-monthly assessment data that is discussed bi-monthly			
Develop Common Assessments within department	Elect a site Data Team to disaggregate data and give report to staff.			

Target Areas and Improvement Strategies

Goal #3 for Improving Student Achievement ~ EVALUATION AND ACCOUNTABILITY ~ 2008

"All students (and subgroups, if applicable) will meet state proficiency requirements."

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based on this analysis, the council has established the following performance improvement goals, actions and expenditures.

Description of Objectives to Improve Educational Practice	Implementation & Timeline	Related Expenditures, Materials and Resources	Estimated Costs	Funding Source
Remediation teachers will utilize the best practices to assist in meeting student needs during the intervention period(s).	Language! Training (Semesters 1 & 2) Effective Direct Instruction (EDI) (Semesters 1 & 2) Purchase Accelerated Reader program and books to provide better remedial instruction and raise student's reading levels. Research and purchase computer programs for remediation. Purchase a specific Math curriculum that focuses on basic math facts mastery. Continue implementing quality instructional strategies such as EDI.	Summer Training Sessions/Year round training. Seminar attended as offered for school district or SBCSS.	To purchase the necessary remediation curriculum it is estimated that \$10,000-\$15,000 is needed.	
All core classes will have a standards-based concentration with a results oriented focus.	Core teachers (August 2008 - June 2009).	Release time as necessary for conferences and/or seminars that address standards-based curriculum.		

Target Areas and Improvement Strategies

Goal #2 for Improving Student Achievement ~ DATA ANALYSIS ~ 2008

"All University Preparatory staff will actively engaged in disaggregating student data for improved instruction"

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based on this analysis, the council has established the following performance improvement goals, actions and expenditures.

Description of Objectives to Improve Educational Practice	Implementation & Timeline	Related Expenditures, Materials and Resources	Estimated Costs	Funding Source
Analyze returned STAR & CST data (August 2008) State AYP & API scores/benchmarks.	Administration and staff disaggregating data to create action plans in specific content areas.	FTE Instructors working together to analyze student data and plan accordingly		
Add/Develop quarterly assessments for History and Science.	Develop at the beginning of school year and maintain all year.	Teachers given time to create common assessments and analyze data.	\$1,000	
Develop a Foundations Assessment for Academic Areas.	Weekly or bi-monthly assessment data that is discussed bi-monthly			
Develop Common Assessments within department	Elect a site Data Team to disaggregate data and give report to staff.			

Target Areas and Improvement Strategies

Goal #4 for Improving Student Achievement ~ EVALUATION AND ACCOUNTABILITY ~ 2008
"All University Preparatory stakeholders will continue to seek the support and input of all University Preparatory parents."

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based on this analysis, the council has established the following performance improvement goals, actions and expenditures.

Description of Objectives to Improve Educational Practice	Implementation & Timeline	Related Expenditures, Materials and Resources	Estimated Costs	Funding Source
University Preparatory school to communicate with all parents at least once a week (4X monthly)	Teachers and Administration to plan and work in a coordinated fashion to relay a steady stream of student and school information to parents	Progress Reports, Parent Newsletter, Monthly Calendar with Department input, Parent Resource List, Jaguar Den held quarterly.		
Create a stronger bond of trust between the community and the staff members at University Preparatory	Teachers and Administration to invite parents to Music Concerts, Awards Night, Back To School Night and Open House.	Principal's Newsletter, Jaguar Journal, Site Council Volunteer Packet, Department Activity Night, Web Site (student run) Class		
Administration will meet with parents and students to discuss and sign the University Preparatory Academic and Behavioral Compact	Administration will discuss merits of University Preparatory compact with students during Jaguar Prowl; with parents at Parent Information Nights (P.I.N. dates vary).	Behavioral Points		

Target Areas and Improvement Strategies

Goal #5 for Improving Student Achievement ~ EVALUATION AND ACCOUNTABILITY ~ 2008

"All University Preparatory staff will seek to provide High Academic Standards for all students."

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based on this analysis the council has established the following performance improvement goals, actions and expenditures.

Description of Objectives to Improve Educational Practice	Implementation & Timeline	Related Expenditures, Materials and Resources	Estimated Costs	Funding Source
GATE funds and GATE resources will be utilized to maximize student potential. (Question: Is this aligned with District GATE plan?)	Staff will continue the process of training and supporting AP courses. With the addition of U.S. History, Spanish V, English and Calculus.	College Board trainings for select content areas will be available to those teachers in the aforementioned subjects.		
All classroom settings will provide a focus on standards based materials and will contain updated technology for both student and teacher use (i.e. student computers with internet access, scanners, projectors, tablet computers)	University Preparatory teachers and administration will work together to provide the appropriate classroom forums for student achievement.	CSTP; Administrative Walkthroughs. Release time for teacher observation of other, stronger teachers, BTSA support program and/or classroom management training.		
Weekly meetings via the late start days to examine and pre-plan for instructional delivery. Use of data to re-teach, amplify, or move forward in the specific course of instruction. (Focus on more collaborative late starts)	All staff will be involved in meeting together as a Professional Learning Community. Subject alike or vertical teaming concept utilized.	Additional release time (if needed) to restructure and plan for STAR/CST testing.		
Students and parents will have access to college and career information	Create a Career and College Center on campus	Career/College Counselor (Classified Salary)		

Strengths

Student Achievement Summary

CAHSEE Test Results from March 2008 were fantastic. Out of 109 students only one student did not pass Math and only one student did not pass English Language Arts giving us a 99% pass score for both categories.

Our AP student enrollment is also above average with a total of 109 students taking AP. The total breakdown is 21 students taking AP Spanish III, 18 taking AP Chemistry, and 70 taking AP European History.

We are also proud of our students GPA scores. We do have a minimum of 2.50 for admission, but many of the students are above this level. For 3rd quarter 2008, we had a total of 363 students at/or above 3.00, and 102 students are at/or above 4.00.

Below are our score breakdowns for 2006/07 which are posted on the School Accountability Report Card:

Students Performing as Proficient or Advanced Levels	
English-Language Arts	71%
Mathematics	38%
Science	60%
History-Social Science	45%

Students Scoring at/or above 50 th Percentile	Math	Reading
	83%	80%
Students Scoring at/or above 50 th Percentile for Math	Male	Female
	86%	82%
Students Scoring at/or above 50 th Percentile for Reading	Male	Female
	74%	84%

API - All Students	837
API - African American	N/A
API - Hispanic/Latino	821
API - White	848
API - Socioeconomically Disadvantaged	817


Current Strengths

- Support network among student and staff.
- Highly motivated students and staff.
- Expectations for students to succeed academically.
- Cultural diversity.
- Professional dress and uniformity.

Current Challenges

- Lack of resources in the Library.
- Limited access to computers technology.
- Improve peer tutors and one-on-one mentoring programs.
- Need for updated facilities.

Critical Areas for Follow-up from Prior WASC report – 2008-2009

 **Accrediting Commission for Schools**
533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
E-mail: frivette@acswasc.org • Website: www.acswasc.org

DAVID E. BROWN, Ph.D.
EXECUTIVE DIRECTOR

MAUREEN S. GEORGE, Ed.D.
ASSOCIATE EXECUTIVE DIRECTOR

GEORGE BRONSON, Ed.D.
ASSOCIATE EXECUTIVE DIRECTOR

**INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS**

This form is to be used in conjunction with the WASC *Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criteria A7 and A8 pertain only to California Charter Schools.

Part I

Name of School: University Preparatory School

School Address: 16925 Forrest Ave. Victorville, Calif. 92395

Grades Reviewed 7-11

School Type(s): Comprehensive
Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (If more than one school type, list approximate percentages)

Initial Visit Chair: David Brown

Initial Visit Team Member(s): Wendy Jones

Date of Visit: November 14, 2008

Introduction

Write a paragraph summarizing the important information found in Part I and II of the *Initial Visit Application/School Description for California Public Schools*.

University Preparatory Academy is a parental school of choice in the Victor Valley Union High School District, a secondary (7 - 12) district. University Prep, located at 16925 Forrest Street in Victorville, California, opened its doors in August, 2005, for a student population consisting of 350 7th and 8th grade students. Current grade levels served are 7 - 11; twelfth (12th) grade will be added for the 2009-10 school year. Projections are that University Prep will accommodate approximately 204 students per grade level 7 - 8, and 180 students per grade level 9 - 12, with a total student population of 1128 students in six grade levels.

University Preparatory shared a (divided) campus and facilities with Victor Valley Junior High School until August of 2008, when Victor Valley Junior High moved to a new site, and University Prep assumed residence of the entire campus at the current location. An important note is that this campus is the oldest in the district, located in a generally economically depressed residential and small business area of the city.

All University Prep students wear school uniforms, with the intent to promote unity and equity amongst the student body. Demographically, our student body is ethnically diverse:

As a school of choice, applicants to University Prep must meet the following criteria:

- Minimum GPA of 2.5
- 95% attendance at previous school
- Positive disciplinary records
- Willingness and desire to learn
- Agreement and adherence to the Academic and Behavioral Compact

Category A: Organization

A1. Vision and Purpose Criterion: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels? Supported by the governing board and the central administration, to what extent is the school's purpose further defined by expected schoolwide learning results and the academic standards? To what extent do the expected schoolwide learning results stress attainment of the academic standards?

Selected statements from the school application (optional):

A1. Vision and Purpose Criterion

University Preparatory's mission is to promote academic excellence for all students, and to provide quality instruction, support, and resources so that each student is able to access a solid academic program that equates with world class standards.

Their vision is to have all students graduate with the academic readiness, emotional maturity, and well honed abilities to easily move to the university or collegiate level, with aspirations to further their education beyond the graduate level. Their focus is to foster a strong culture of learning. The vision and mission are reinforced/reviewed during school site council, staff, and various parent and community meetings on an ongoing basis.

Student achievement data, (both local and state), best practices, and other student achievement issues relating to the mission and school vision are addressed during bimonthly, ninety minute staff collaboration time. This ninety minutes is a district sanctioned late start for students in order to provide the collaboration time that research states is so important in order to build and maintain effective learning communities.

During this time, subject specific common assessment results are developed, refined, and results analyzed. In addition, all 10th grade students take "The PLAN," and 11th grade students are administered the PSAT in order to reinforce the school vision for students as well as provide valuable data for program implementation and improvement.

The school vision and mission are communicated to parents and the school community through School Site Council, ELAC meetings, quarterly open forums (Jaguar Dens), Principal Newsletters, visits to elementary school sites, school performances, Back to School Night, and Orientations. In addition, the site utilizes e-mail as well as an automated telephone communications system which sends out blanket announcements to parents and other stakeholders.

Visiting Committee comments:

In conversations with the leadership team and the parents it was obvious that University Preparatory School has a clearly stated vision for its students. Posted in every classroom is a list of the "6 C's" that states what UP graduates will be able to demonstrate. These include Critical Thinking; Character; Communication Skills; Cooperation with Others; Community Service; and College Preparedness. The Expected School wide Learning Results are further supported by the data that shows UP students scoring well above the county and state averages in all of their STAR testing data.

A2. Governance Criterion: To what extent does the governing board (a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; (b) delegate implementation of these policies to the professional staff; and (c) monitor results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

Selected statements from the school application (optional):

The governing district school board has established job descriptions, personnel rosters, procedures and forms. University Prep's admission policies, student handbook, student activities, safety plan, parent Student Compact, uniform policy and Site Plan have been board approved. School test results and progress are reviewed by the governing board annually. Parents participate in the school's governance through school site council and uniform committee. The school believes in shared leadership as demonstrated by department chairs as active liaison agents. The Principal is a member of the District Strategic Planning Committee.

Visiting Committee comments:

University Preparatory School is a school of choice in the Victor Valley Union High School District. It therefore falls under the general policies and bylaws of the district with additional policies specific to UP that have been board approved. After a conversation with parents, additional information was secured regarding the opening of University Prep which parents felt was a necessary continuation of the academic program that two elementary schools of choice (The Academy and Discovery School) had offered to their children in the past.

A3. Leadership and Staff Criterion: Based on student achievement data, to what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards? To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Selected statements from the school application (optional):

School leadership provides updated and timely data and curricular issues for staff and facilitates staff review of such. The school staff reviews student data as a subject/department from a

curriculum standpoint as well as an individual student standpoint. Students identified as not yet proficient are designated to receive additional instructional attention and counseling. Teachers officially choose students to mentor.

Curriculum strengths and deficiencies identified through data analysis are also discussed and addressed during staff and department meetings. Outcomes of these meetings include shared instructional strategies, school wide goals and common assessments.

District interim assessments are in place, administered, and analyzed by staff. The District provides teacher collaboration time every other Friday to facilitate this process.

Visiting Committee comments:

During visits to classrooms it was evident that teachers are focusing on the California state standards in all the core subject areas. These were clearly posted and/or written on the board in every classroom. The excellent results of the STAR testing data shows that the staff is succeeding in the delivery of the standards based curriculum. In conversation with a school counselor the visiting team also learned that students that are below a GPA of 2.0 are required to attend a before school program focusing on study skills and homework completion.

A4. Qualified Staff Criterion: To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Selected statements from the school application (optional):

All University Prep teachers are placed in classrooms utilizing their areas of major or minor educational preparation. English, Math and Science teachers are all fully credentialed. All the AP teachers are College Board approved. The district provides the BTSA program for all qualifying teachers.

The student/teacher ratio is approximately 27 to 1 as of September 25, 2008.

The staff evaluation process follows board policy. All tenured teachers are evaluated every other year with one formal observation; all non tenured teachers are evaluated every year with two formal observations. On an informal basis, the Principal and Assistant Principal visit classrooms daily.

Visiting Committee comments:

University Prep has been fortunate to hire teachers that are highly qualified in their subject areas. The principal also commented that she has been able to visit prospective teachers and observe their classrooms prior to offering them a position at UP. The teachers and counselors that the visiting team talked to all showed a high level of commitment and caring for the students of University Prep.

A5. Ongoing Professional Development Criterion: How does the school ensure that the leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Selected statements from the school application (optional):

In some instances, based on observation, evaluation, and/or data analysis, administration requests that staff attend trainings, conferences, and workshops. In addition, staff may request to attend professional development opportunities. The focus is on improving instructional strategies and successful learning experiences for students. District academic coaches in ELA and math work with both small groups and individual teachers on effective strategies. All site ELA teachers have been trained or are in the process of being trained in Thinking Maps. Both site administration and staff attend district sponsored retreats, trainings, curriculum development and informational meetings.

Visiting Committee comments:

During our meeting with the leadership team we learned that teachers of core subject areas volunteer at the district level to help develop pacing plans and assessments. Some of these meetings take place during the summer and these teachers receive compensation for their time. All AP teachers have also been trained and are College Board certified.

A6. Resources Criterion: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

Selected statements from the school application (optional):

The site administration attends district sponsored budget meetings. The categorical budget is over seen by the school site council. State monies for tutoring, CAHSEE prep and counseling are utilized to directly support students.

The site has invested in technology such as smart boards, smart pads, LCD projectors and two computer labs. Science, Math and History textbooks are newly adopted. A Career Center is currently being developed.

While the physical school site is the oldest in the school district, steps are being taken to improve its facilities. A school facilities bond on the November 2008 ballot was passed with a 67.17% vote of support.

The size of the campus is adequate, and the facilities are safe and clean.

In order to ensure a well qualified staff, candidates must meet district guidelines as well as successfully gain the approval of the school leadership team. This approval includes, whenever possible, observation of the candidate's current teaching practices. The Principal reviews data with instructional staff when discussing teaching assignments for the year.

Visiting Committee comments:

University Prep occupies the site of an old Junior High School in the Victor Valley Union High School District. They have utilized the site well, combining some rooms to form larger spaces for music classes and science labs. There are still many empty classrooms that will be used when the school expands to include twelfth grade students. The school has added its own colors and mascot to the landmark gymnasium. With the passing of the School bond in the recent vote, it is hoped that there will be money available for upgrading the current facilities.

During a conversation with the counselors the visiting team learned that they are responsible for a before school program that students with low GPA's are assigned to for help with study skills and homework. Comments made by the manager of the school cafeteria and observation of other adults on campus shows that they obviously care for all the students of University Prep.

NOTE: CRITERIA A7 AND A8 APPLY ONLY TO CHARTER SCHOOLS.

A7. Resource Planning and Fiscal Health Criterion: To what extent has the charter school governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Selected statements from the school application (optional):

Visiting Committee comments:

A8. Operational Standards and Procedures Criterion: To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Selected statements from the school application (optional):

Visiting Committee comments:

Category B: Standards-based Student Learning: Curriculum

B1. Standards-Based Curriculum Criterion: How does the school ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

Selected statements from the school application (optional):

All students are enrolled in English, Math, and Science at all grade levels. The curriculum is based on state standards in each curricular area. Teachers post the state standards in their classrooms, base learning objectives on them and refer to them during lessons. In addition, the district has defined essential standards and developed pacing guides in the major academic courses, and provides interim assessments based on those guides. After assessment result analysis, teachers provide instructional intervention to assist each student to meet or exceed the state standards. The school leadership team annually reviews curriculum and course work for revision and addition.

Visiting Committee comments:

The visiting team saw evidence of standards-based curriculum in all the core subject classrooms that were visited. These were posted and/or written on the board and were current for that day. Again, the excellent results that the students of University Prep show on the STAR and CAHSEE testing is a testament to the effectiveness of the delivery of the core curriculum.

B2. Student Access Criterion: How does the school ensure that all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Selected statements from the school application (optional):

Counselors meet annually with individual students to discuss their career interests and goals and develop their academic plan. In addition, they meet with individual students on an as needed or requested basis according to personal need, academic progress or teacher request. Counselors begin preparing students for secondary decisions and rigor in 7th grade; progress towards graduation is evaluated beginning in 9th grade. Counselors assist students and parents with use of the Eureka Program, which includes a career interest inventory, scholarship exploration, college exploration and other educational options. We are currently in the process of implementing the Bridges Program, which will allow students to register at the local community college during their enrollment at University Prep.

Visiting Committee comments:

In conversations with the school's counselors it was evident that they have a vested interest in their students. At this time there are two counselors who divide the students by alpha so that they will be able to stay with a student from the 7th through 12th grade. The Bridges program will be an excellent way of preparing students for their post secondary education. Students enroll in classes at the local junior college, Victor Valley Community College, outside of regular school hours and receive credit at the college and school. Counselors affirmed that they do meet regularly with their assigned students to ensure that they are on track, not only for graduation, but also for entrance into the UC system.

B3. Graduation Criterion: *How does the school ensure that upon completion of the high school program, students will be able to meet all the requirements of graduation?*

Graduation Requirements:

English	4 years	World Language	3 years
Math	4 years	Physical Ed	2 years
Science	3 years lab	Performing Arts	2 years
Social Studies	3 years	Electives	2 years

Selected statements from the school application (optional):

All University Prep students are enrolled in classes and an instructional plan that meet high school graduation as well as A - G requirements. All 9th grade students are enrolled in both honors Biology and English. Students have access to AP classes starting in 9th grade. All students are enrolled in classes and are in an instructional plan in order to meet graduation as well as A - G requirements. CAHSEE support classes are well attended; 99% of University Prep students have passed the CAHSEE. Graduation statistics are not available as our first graduating class will be in the 2009 - 10 school year.

Visiting Committee comments:

It is the goal of the school to exceed the graduation requirements of the district and graduate students with the a-g requirements required to enroll in the University of California system. In talking with the counselors it is evident that they meet with students on a regular basis to ensure that students are on this academic track. If they are not, counselors may call a Student Study Team Meeting and will advise students and parents about various tutoring/mentoring programs that are available at University Prep. This includes tutoring by individual teachers as well as a before school program that low performing students are required to attend.

Category C: Standards-based Student Learning: Instruction

C1. Challenging Learning Experiences Criterion: To achieve the academic standards and the expected schoolwide learning results, how does the school ensure that all students are involved in challenging learning experiences?

Selected statements from the school application (optional):

As administration conducts classroom walk through and observations, a main focus is the level of student engagement and learning. In addition, district language arts and math academic coaches observe classrooms and work with teachers on effective strategies including grade level work, student engagement, checking for student understanding and use of technology. The school has added four additional AP classes for the 2008 – 09 school year.

Technology available to enhance student learning includes smart boards, smart pads, computer labs, LCD projectors, interactive power points and the Eureka and Bridges programs. Teachers base lesson objectives on the state standards and are knowledgeable in Blooms Taxonomy. English language arts teachers incorporate Thinking Maps into their curriculum. In many classes students develop power point and other multi media projects.

Visiting Committee comments:

The Visiting Team observed a number of situations in classrooms that confirmed the active engagement of students in their learning. A high level of academic rigor is strongly supported by technology and a clear sense of purpose for the work being done by both teachers and students at University Preparatory School.

C2. Strategies and Resources Criterion: To what extent does the school ensure that all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Selected statements from the school application (optional):

Teachers of advanced placement courses have been through College Board training. English teachers have been trained and utilize Blooms Taxonomy and Thinking Maps. The majority of staff has been trained in and utilizes direct instruction techniques, cooperative learning and the use of technology cited in C1. Field trips and student organizations such as MESA, Liberal Arts Club, AP Spanish Club, Student Government and Interact Club support student learning beyond the classroom.

Visiting Committee comments:

The school's leadership team (starting with strong leadership from the principal) has developed an excellent program of professional development and evaluation that helps ensure that all teachers utilize a variety of teaching strategies, and that their teaching is tightly aligned with the school's mission.

The aforementioned additional extra- and co-curricular activities at the school significantly support the core academic work being done in classrooms.

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

D1. Data Collection and Analysis Criterion: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Selected statements from the school application (optional):

CST data reports are disseminated to student and parents as soon as they are made available to the district. Mock CAHSEE and CAHSEE results are used to modify curriculum and provide for student assistance. Site counselors review this information to assist with student tutoring and course recommendation. Interim assessment reports are shared with teachers and students within a week. The IDMS student management system is used for a vast variety of student achievement data disaggregation. This data is used summatively and formatively to guide instruction, student assistance and staff development.

Visiting Committee comments:

University Preparatory School appears to have developed an excellent system of data collection and analysis. The interim assessments that are actively shared with students (and when necessary, their parents) keep all members of the school community in touch with individual student academic progress.

Several teachers spoke about the system in place that keeps everyone focused on progress with the school's primary learning objectives.

The Mock CAHSEE assessments may be one reason why the school has had such high levels of success with CAHSEE passage.

D2. Variety of Assessment Strategies Criterion: How does the school ensure that all teachers employ a variety of strategies to evaluate student learning? How does the school ensure that the students and teachers use these finding to modify the teaching/learning process for the enhancement of the educational progress of every student?

Selected statements from the school application (optional):

The intent of the school is to use assessment data to guide instruction. State CST, interim assessment, mock CAHSEE, and AP test data and results are reviewed by teachers for the purpose of instructional modification and student intervention.

Staff development, academic coaches and teacher collaboration teams also focus on a variety of instructional strategies to evaluate student learning. In addition, the district has

adopted grading policies to ensure breadth and depth in classroom instruction and grading practices. Progress reports are mailed every 4.5 weeks and parents have continual access to their students progress through online ABI.

Visiting Committee comments:

All of the elements described above combine to ensure both individualized instruction and adjustments in teaching, based on evidence of student progress. It is also important to note that the school's leadership team is active with classroom visitations. These visits enable those responsible for teacher evaluation to know that instruction is varied and effective and that instruction is also aligned with individual student needs.

D3. Review of Student Progress Criterion: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Selected statements from the school application (optional):

The single plan for achievement is annually reviewed and revised based on disaggregated student achievement data analysis. The district's school Accountability Report Card reflects student progress data as does the University Preparatory School Profile. The Principal presents school achievement data with parents at Jaguar meetings and in newsletters. Counselors regularly communicate with parents regarding individual student achievement. In addition, the school's API is displayed on the school marquee.

District interim assessments as well as site subject assessments are based on state academic standards. Assessment result data includes the level of individual student proficiency with regard to specific standards. Progress reports are issued every 4.5 weeks; counselors meet with those students identified as at risk. Counselors and teaching staff also explain standardized data results with students and help them set learning goals based on these results.

All 10th graders in 2008 were administered the PSAT. The results were reviewed with individual students in order to guide them towards effective preparation for the SAT.

Visiting Committee comments:

The school's mission is well defined by the academic standards and ESLRs. The assessment and monitoring system has been reviewed earlier in this report, but the quality of the system is worthy of a second mention. Everything seems to be in place at the school, including strong and consistent support from the school district (particularly through interim assessments) to help maintain an impressive system of monitoring and accountability.

D4. Assessment of Student Achievement Criterion: To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

Selected statements from the school application (optional):

The single plan for achievement is annually reviewed and revised based on disaggregated student achievement data analysis. Each year school wide goals for growth are developed with staff based on the most recent API data. Staff collaboration time and staff meetings include program evaluation and improvement discussions. Resources such as tutoring time, Saturday academies and additional materials have been instituted as a result of these dialogues.

Visiting Committee comments:

Since the school's primary mission involves preparation of graduates for access to colleges and universities, it seems that all elements of the school's program, including assessments, ESLR achievement, and a focus on academic standards, all serve the purpose of appropriate and thorough preparation of students for success in higher education environments.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Selected statements from the school application (optional):

Prior to the start of school a student/ parent orientation (Jaguar Prowl), designed to introduce the school mission and vision, staff, behavior and academic expectations, activities and parent involvement opportunities, takes place in the school gym. Within the first two weeks of school, Back to School Night is held. School administration endorses and encourages parent participation, has an open door policy, provides parental tours, quarterly open parent meetings (Jaguar Den) and school newsletters. Parents may access the school web site, ABI student information, participate in various booster clubs, site council, or school volunteer for a variety of activities. Board policy includes opportunities for parents/community to review textbooks prior to adoption.

Visiting Committee comments:

Parents were quite vocal about their total satisfaction with the school. They are encouraged to participate in the lives of their children, and to be strong partners with the school's primary objectives of educating the "whole child." Communications are frequent and helpful and parents indicated how deeply they appreciate the opportunities their children have to attend school at University Prep.

E2. Culture Criterion: To what extent does the school ensure that it is a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement?

Selected statements from the school application (optional):

The school safety plan is updated and board approved annually. Each student receives a handbook which includes the school rules and discipline continuum. Additionally, the student compact addresses expected student behavior, and school wide rules are posted in classrooms. University Prep is a Clean Sweep Campus. The student uniform policy and teacher dress code both serve to reinforce the concept of professionalism. Staff models, expects and reinforces appropriate behaviors. Discipline records indicate a low incidence of inappropriate behaviors. Staff is aware that students "don't know how much you know until they know how much you care," and student

mentoring is an integral part of University Prep's culture. Students are encouraged to support their peers, and all students are expected to be successful.

Staff to staff communication methods include housekeeping, general memos, e-mails, and face to face conversations. Staff to student communication includes conversations, written notes and/or written comments, classroom postings, morning announcements and e-mails. Staff and parent communications include e-mails, access to ABI on-line grading system, phone calls, grade updates, newsletters, written notes and notices, automated callout system, SSTs, and the "open door" policy.

Visiting Committee comments:

The general atmosphere of the school is positive, and although order is demanded, students don't appear to be uncomfortable with the rigid expectations for being on time, the wearing of uniforms, or classroom behavior.

School personnel make every effort to keep the campus clean and orderly. And, although many of the school's facilities are aging and in some need of repair, a recently passed bond should enable the school and district to adequately address most of those issues.

E3. Student Academic Support Criterion: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Selected statements from the school application (optional):

All high school students meet with a counselor upon entering University Prep to determine their individual course of study based on interests, goals, and readiness. Junior high students are placed in classes dependent upon a review of their most recent grades and standardized test results. Counselors meet with students who are not experiencing success throughout the school year to offer support. Teachers recommend students to attend Saturday Academies, CAHSEE prep classes, and/or after school re-teach sessions on an as needed basis. Each teacher is responsible for mentoring students. Interactive power point, smart pads and boards, and computer labs are available instructional resources to support student learning. DLAC meetings are scheduled to additionally support students with limited English language skills.

Visiting Committee comments:

Conversations with counselors confirmed that school's report. Both counselors are relatively new to the school, but both feel the absence of significant time focused on discipline enables them to adequately meet the needs of individual students. They often conduct much of the communications business in classrooms, a strategy apparently supported by the teachers at the school.

The academic support that students receive in the classrooms is often individualized and teachers make every effort to assist students from the "proximal zone of achievement" --- in other words, they have realistic expectations for each student as they encourage them to stretch their learning to higher levels.

E4. Student Personal Support Criterion: To what extent do all students have access to a system of personal support services, activities, and opportunities at the school and within the community?

Selected statements from the school application (optional):

Teacher – student mentoring is observable on campus, and counselors work with students on social and personal issues as well as academic, by student, parent, or teacher request. The number of clubs and activities on campus continues to grow, with the intent of involving a majority of students in some type of extra curricular activity. For the first year, the school is implementing a CIF sanctioned sports program.

Visiting Committee comments:

The school's activity programs are somewhat of a work in progress, but the formation of athletic teams should result in a significant rise in student participation in "outside-the-classroom" educational growth.

Counselors and teachers provide active support for students with personal challenges and work well with their families to find solutions for common "teenage" issues.

Ongoing School Improvement

Schoolwide Areas of Strength

1. The balance between core academic programs and interests in culture is best evidenced by the fact that over 90% of the school's students are enrolled in music classes.
2. Teachers and the school's leadership have created a climate that is generating enthusiasm for learning in an extremely positive environment of high expectations. Parents and students appreciate the caring and professional approach of teachers.
3. The school's organization structures and administrative work reflect a well-oiled machine that has developed an impressive foundation of service to students.
4. The school's project-based learning approach has created connections for students between classroom learning and workworld applications.
5. Test scores and general student academic progress are helping establish the school as an excellent preparation provider for success in college and in life --- 9,10 API; API over 800; "Excellent and Superior" ratings at Music Festivals; Number of AP classes;
6. University Preparatory School is a classic example of how parent choice leads to more active parent involvement and support.

Critical Areas for Follow-up

1. School leadership should review the development of additional specialized electives to provide students with even greater balance to workworld experiences. School leadership and staff should organize in advance for the building of a more extensive active athletic and extra-curricular program.
2. The District's Board of Education and school leadership team should collaborate on issues of adequate funding, improved facilities, and added space for a variety of academic and physical education programs.
3. The school's teachers and leadership team should reach consensus on how to expand the resources of the school's library and to enhance present instructional technology.
4. District staff and the Board of Education should conduct a safety review to ensure in combination with Bond improvements that conditions at the school are safe and support student learning.

Areas of Critical Need Addressed

University Preparatory has made great progress in addressing the critical areas identified in our initial visit in the 2008-2009 school years. We strive to provide a curriculum of rigorous coursework and a safe environment to foster academic, physical, social, and emotional development of the student body. The areas of critical need and multiple ways we have attempted to address these areas are as follows:

- 1. School leadership should review the development of additional specialized electives to provide students with even greater balance to work world experiences. School leadership and staff should organize in advance for the building of a more extensive active athletic and extracurricular programs.**

- Electives

The following is a list of elective courses students have the opportunity to choose from which have been added to the master schedule after 2008.

2008-2009

Youth Law
Speech and Debate
Military Science
Sociology
Mock Trial

2009-2010

Psychology
Senior Transition
Sports Therapy

2010-2011

Forensic Science
Weigh Training
Aerobics
Shakespeare Comedy/ Tragedy
TV Video Tech

2011-2012

Music Appreciation

As a result of the listed elective additions, students have a variety of options when choosing their classes and specializing their choices based off of individual interests. Many of these electives provide a safe environment for students to begin career exploration and pique interests for future major selection. Our electives provide cross curricular instruction which also reinforces many of the rigorous practices and expectations students will have to meet at the secondary level. Individual course selection is chosen by major, learning style, musical skill enhancement, and also individual student interest.

- Athletics

When UP was founded there was not a plan in place to have an athletics program to the school. Once we started having students in the high school grades, we saw many of our students leaving for other schools. One of the main reasons for this was the fact that they could participate in athletics at the other schools. In the fall of 2007 we decided that in order to keep these students we would need to have our own athletics program. We started scheduling games in the spring of 2008 and in the fall we had our first official CIF (California Interscholastic Federation) athletics program.

That first school year, 2008-2009, was our probationary year with CIF. We fielded JV teams in girls volleyball, boys and girls cross-country, boys and girls basketball, boys and girls soccer, baseball and softball. Our first varsity year, 2009-2010, we did not belong to a league, so we played freelance. We did not qualify for any of the CIF playoffs, and needed to be in a league to really have a chance at the post season.

The local leagues had no interest in adding a new school; in fact they were going to release two schools from their league. We talked to those two schools and two other new schools that were starting athletic programs about forming a new league. We submitted a proposal for realignment of all the Southern Section small schools to the CIF office. At the realignment meeting for all 80+ schools, it was our proposal that was selected. In the spring 2011 the Cross Valley League (CVL) was formed and it included University Prep, Riverside Prep (in Oro Grande), The Academy for Careers and Explorations (in Helendale), Bethel Christian (in Lancaster), and Antelope Valley Christian (in Lancaster). This year we will be adding Summit Leadership Academy from Hesperia.

In the past year and a half, our athletic teams have been very successful. The following are some of our accomplishments:

The 2010-2011 boys soccer team finished 21-5, placed first in league and lost in the semi-final game to the eventual champion. We also had the league's MVP in Juan Soto. Juan was also named to the all CIF Division VII soccer team.

The 2010-2011 girls soccer team finished 11-7-1, placed first in league and lost in the first round of the playoffs. We also had the leagues' MVP in Margarita Tellez.

The 2010-2011 girls softball team finished 20-3, placed first in league and lost in the second round of the playoffs. We again had the leagues' MVP in Domonique Stewart, who was also named to the all CIF Division VII softball team.

The 2011-2012 girls' volleyball team finished 16-5, placed first in the CVL and lost in the second round of the playoffs to the eventual champion. We also had the league's Most Valuable Player in Sasha Birt-Moody.

This season the boys and girls basketball teams both finished second at the Royal Classic Tournament, the girls' volleyball team finished fourth out of 32 teams in the Cal City Tournament, and the girls' soccer team finished fourth out of 16 teams in the Oak Hills Tournament.

The current winter sports season is winding down and all four of our teams will be advancing to the playoffs.

The future of athletics at University Prep looks good. In the fall of 2012 we will be adding a golf team and sometime in the future we would like to add an 8-man football team.

- Extra- curricular activities

Our extra- curricular programs have increased immensely since the initial visit. All extra-curricular activities must be approved by the principal, ASB, and overseen by an adult advisor. Students can participate in as many extra-curricular clubs as they choose as long as it does not affect their academic progress. Many extra-curricular activities and clubs meet at lunch or after school with an adult advisor. Our extra-curricular opportunities come in the form of clubs, college campus visits, and fundraiser events, community service opportunities, or student achievement recognition celebrations. A list of the programs and activities include:

Clubs

High School ASB/ Leadership
Middle School ASB/ Leadership
Class of 2012
Class of 2013
Class of 2014
Class of 2015
Anime Club
American Sign Language
Cheer Club
Color Guard
Drama Club
GATE
Glee Club
Gay Student Association
Interact Club
Jazz Club
Jaguars for Christ
Mathletes Club
MESA- Math Engineers Science
and Architecture
Mock Trial
Mu Alpha Theta
Middle School Yearbook Club
Philharmonic Club
S.O.S- Save Our Seas Club
Ski Club
Spanish Club
Student Athletic Club

Tennis

The Reading Jaguars
UPAWS
UP Movement
Yearbook Club
Zoo-Krew
HOSA

College Campus Visits-

Chapman
California State Fullerton
University California Irvine
University California Riverside
University California San Diego
California State San Bernardino
Pepperdine University
University of Southern California
Cal Poly Pomona
Cal Poly San Luis Obispo
California State Monterey
Point Loma
Northern California College
Trip- Featuring 19 colleges
Northern Arizona University

Fundraiser Events-

Homecoming
Winter Formal
Prom

Talent Show
 Religious Worship Dance
 Mr. Jaguar
 Una Noche En El Rancho Dance
 Applebee's Breakfast
 Mimi's Fundraiser
 Fall Festival
 John's Incredible Pizza Music Boosters
 Car Wash
 Talent Show
 Chili's Fundraiser
 Student Recognition
 Victorville Motors (It's a Gas)
 Posada

Community Service Opportunities

Blood Drive
 Coats for Kids
 Operation Tooth Fairy
 Canned Food Drive
 Toys for Tots

Student Recognition

Renaissance Assemblies
 Sophomore CAHSEE BBQ
 400 Club
 900 API 5 free dress days
 Student vs. Staff Volleyball
 Dodge ball Tournament
 Blue Ribbon Carnival
 Music Concerts
 Anti-Bullying Week
 Red Ribbon Week
 Blue Ribbon Carnival

Field Trips

Sea World- Renaissance
 Disneyland- ASB Reward Trip
 Knott's Berry Farm- 8th grade
 Disneyland- Music Performance
 Heritage Festival
 Senior Beach Trip
 Cheer Competitions
 Leadership Conference
 Annual GATE Trip

2. The District's Board of Education and school leadership team should collaborate on issues of adequate funding, improving facilities and added space for a variety of academic and physical education programs.

- Facility Improvement-

We have not been able to do any improvement of facilities except for exterior painting to match our school colors due to a lack of funding. At the time our initial WASC visit took place we were anticipating our school being remodeled during the 2011-2012 school year. We collaborated in depth with the engineers and our leadership team to enhance our current facilities and address needed to better support our academic and physical education programs as we continue to grow in student body. Currently the District Office holds the blueprints for our reconstruction of our site. Due to a lack of funding, our school is tentatively scheduled to begin remodeling our campus in 2012-2013. We are anxiously anticipating the modernization to better serve our students.

- Program Improvements-

In addition to our multiple elective choices we have also been able to expand the resources in both Physical Education and Music Departments as follows:

Physical Education

\$30,000 equipment purchases

Music Department

Shelving

Technology- Wii
Wii games
15 Spin Bikes
Weights for weight room
Lacrosse equipment
Hockey equipment
Bat mitten equipment
Rolling cart

Cabinets
Risers
Acoustic Shells

3. The school's teachers and leadership team should reach consensus on how to expand the resources of the school's library and to enhance present instructional technology.

- University Preparatory currently has an extremely limited source for funding due to the economical state of California and is under complete district control. Although, the budget is extremely tight, we were able to make a few technological additions to enhance teacher instruction and encourage student leaning since the initial WASC visit. Mrs. Aeberman was awarded one of the few "Good to Great" scholarships two consecutive years which assisted in funding some additions. The additions made are as follows:

Calculator TI-84 Texas Instruments Graphing (16)

Date added: 9/23/2008

Distributed to students in AP Stats. Math Department only. Versatile graphing calculator.

Calculator TI-83 Plus Texas Instruments Graphing (40)

Date added: 10/30/2009

Distributed to students in Algebra through Statistics. Math Department only. Versatile graphing calculator.

Interwrite learning Pad (6)

Date added: 11/2/2009

Distributed to all departments. Wireless interactive whiteboard, classroom based, supports centered active learning.

Document Camera AVer Media (16) Larger of the two Document Cameras

Date added: 9/3/2010

Distributed to all departments for visual presentation projecting objects, textbooks, music, lyrics etc.

Interwrite Mobi (29)

Date added: 9/28/2010

Distributed to all departments. Wireless interactive whiteboard, classroom based, supports student centered active learning.

Kindle Wireless Reading Device (38)

Date added: 10/12/2010

Distributed to the Literature Dept. only. The Kindle is a wireless e-reader. Presently for Shakespeare and Dept. Chair classes.

Interwrite Mobi/CPS Pulse Clicker (8) bags; 20 per bag=4 sets of 40.

Date added: 6/8/2011

Distributed to all department chairs for use in all departments. Students use individual hand held devices to answer questions and participate in lessons.

Calculator TI-30x IIS Texas Instruments (60)

Date added: 8/19/2011

Distributed to Math Dept. only. Scientific calculators for classroom distribution only.

Document Camera Point 2 View USB (30) Smaller of the two Document Cameras

Date added: 8/31/2011

Distributed to all departments for visual presentation projecting objects, textbooks, music, lyrics et.

Kodak Zi6 Pocket Video Camera (8)

Date added: 9/6/2011

Distributed to all Dept. Chairs in all subjects to video presentations (both student and teacher), experiments, shows/plays/performances etc.

Apple iPad (1)

Date added: 1/23/2012

Distributed to Science Dept. Chair. Classroom based interfaced with computer.

Library book additions

Approximately 200 library books have been added since 8-1-2009 funded through Make A Difference Grant award and Follett Grant awarded to UP library. Books were chosen on student and teacher suggestions. Also, some added books are donations. Additions included

are Non-Fiction and Fiction. Additions were made to the Fiction section, Biography section, Social Science section, Literature section, Science section, Technology section, Arts and Recreation section, History and Geography section, Language section, Philosophy and Psychology section, and Information and General Works section.

- 4. District staff and the Board of Education should conduct safety review to ensure in combination with the Bond improvements the conditions at the school are safe and support student learning.**

Due to a lack of funding, our school is tentatively scheduled to begin remodeling our campus in 2012-2013. Currently the District Office holds the detailed blueprints for our anticipated Bond improvements to our site. All areas of concern that were highlighted by our initial WASC visit as indicated in the safety review have been addressed and are in compliance with mandated safety regulations.

Chapter 4 – Self-Study Findings: Focus Groups

WASC/CDE Criteria Indicators and Prompts

**Based on WASC/CDE Tools, pp. 59–115
WASC/CDE Focus on Learning, 2012 Edition**

Note: This document is available on the WASC website as a Microsoft Word document and can be completed electronically.

This document contains tools to assist the school in the analysis of the program based on the WASC/CDE criteria. The purpose is to integrate the accreditation processes for both organizations to ensure an effective, efficient, and relevant improvement process for the schools. Indicators have been listed to assist in the deeper understanding of the criteria. In addition, suggested areas to be examined and prompts or questions have been provided for the criteria. These should assist the school in their work of determining the effectiveness of the school's program and operations to support high-quality student learning.

The criteria suggested areas to analyze should be used by the Home and the Schoolwide Focus Groups to accomplish Task 5 (beginning on page 51) in the self-study accreditation manual.

Home/Focus Group Work: Based on the WASC criteria in each category:

1. Review what currently exists based on the WASC/CDE criteria indicators.
2. Evaluate the current program's effectiveness and respond to the findings and evidence for each sample prompt.
3. Support responses with analyzed observable evidence.
Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/interviews/discussions.
4. These responses will form the basis of Chapter IV of the Self-Study Report.

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

A1. Organization Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

CRITERION A1 INDICATORS AND PROMPTS

Vision – ESLRs – Profile

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

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.*

Findings

Through a clear and direct school wide vision, students and staff have worked very diligently together in moving towards a healthy and positive learning environment. As a parent-choice school, student background has changed over the years. Most of our student population includes nearby low-income housing; however, some students do come from other cities here in the high desert. A significant number of students also are first-generation college-bound families.

Last year, our school recognized a need to reflect and change our school's ESLRs, so this year our staff agreed to adopt our new ESLRs "P.R.O.W.L.". Our school's ESLRs are posted in most offices and classrooms throughout the campus.

Supporting Evidence

**Title I Academic
Achievement Awards
SES %
CAHSEE Intervention
Senior Transition Classes
SAT prep practice test
PSAT for every Junior**

**UP ESLR's
Vision Statement: "Igniting
a Passion for Learning"**

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.*

Findings	Supporting Evidence
The focus group found that a consistent practice to involve the entire school community (that is all stakeholders) in the development/refinement of the vision and expected schoolwide learning results is not in place. Specifically, the need for revision of the ESLRs was recognized by all staff, and then revised by a couple of teachers. The new ESLRs was then presented to staff for any feedback for necessary revision.	Teachers, Department Chairs, and Administration make majority of development/refinement decisions. School-site Council is informed of decisions but not involved in making them.

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.*

Findings	Supporting Evidence
Our purpose has never been changed from our original intention/mission. Staff has always believed in the original intention and mission because it has been a great driving force. However, it is clear that Inclusive process is ineffective due to not all stakeholders.	Same mission and vision statement since inception. ESLRs were developed by two teachers from leadership team and submitted to administration for approval. ESLRs went to whole staff in staff meeting and were agreed upon.

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.*

Findings	Supporting Evidence
No revision, no regular review. Local communities, students and global communities need students prepared for college; this does not change.	ESLRs and school purpose continue to prepare students for college and careers. 100% of students meet A-G requirements

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
UP is preparing students for college. No modification in the school's vision and purpose are needed. However, it is evident that some there should be more of a shared decision making with all stakeholders in changing or developing school wide decisions.	100% of students meeting or exceeding A-G requirements 79% AP pass rate in English 90% of seniors accepted to 4 year colleges, 54% attending 4 year colleges.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a copy of the written vision and schoolwide learning results
- student/community profile data
- research-based knowledge about teaching and learning
- national and state educational issues
- what shareholders groups have been involved in the establishment of the school's vision
- the degree of involvement of these shareholder groups
- the process for reaching consensus among the shareholder groups regarding the vision
- interviews with staff, students, parents, board and district personnel and other

- shareholders to determine their level of understanding and commitment to the vision
- the process for regular communication with the school community regarding review and revision of other evidence identified by the school
 - memos and other written documents
 - other evidence identified by the school

A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

CRITERION A2 INDICATORS AND PROMPTS

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
The governing board's policies and procedures regarding specific duties are available at the district office. In addition, upcoming board agendas as well as minutes are made available online via the district website. Generally, board meetings are held on the first and third Thursday of each month.	Online: Board agenda and minutes

Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
The school's vision was originally approved by the former superintendent and has been agreed upon since. Current ESLRs exceed board's expectations.	ESLRs

Understanding Role of Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?*

Findings	Supporting Evidence
Teachers and community members are welcome to attend board meetings and give their input. Board meeting are scheduled for the 1 st and 3 rd Thursday of every month.	School-site council PTSA

Governing Board's Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

Prompt: *How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?*

Findings	Supporting Evidence
The board has little or no interaction with our site's ESLRs, vision and purpose. However, the board's mission statement does mesh with University Preparatory's mission in terms of identifying common skills that our students need to know while attending UP and beyond.	University Preparatory's ESLRs have remained unchanged until this year (change occurred due to staff's desire to change).

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?*

Findings	Supporting Evidence
Governance comes down from the school board through the superintendent and down through the principal. Faculty and Staff have a clear understand about the relationship existing between the governing board and the responsibilities to the professional staff. It is the understanding that the governing board supports existing policy and procedures in regards to maintaining a financially sound district that supports high standards for the student learning.	District/Board Policy District Mission Site Budget

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Prompt: *Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.*

Findings	Supporting Evidence
Specific procedures regarding evaluation and monitoring procedures carries out by the governing board are not widely	Site visits by board members, superintendent,

known. However, there is a general understanding that the governing board and the superintendent work closely with the principal to support her and the staff's vision.

and district cabinet

Complaint and Conflict Resolution Procedures

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

Prompt: *Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.*

Findings

Staff understands that there are established protocol procedures in place to assist stakeholders as needed.

Supporting Evidence

Board Policy
Union Policy
Site resolutions

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Supporting Evidence

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

In terms of governance support in addressing one of the critical academic needs, the board had been receptive to providing monies to the site for professional development (conferences, staff books for school wide learning), student college field trips and various competitions, etc.

Supporting Evidence

Board agendas, minutes, policy

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the legal status and organization of the school
- parent participation in the school's governance
- the selection, composition and specific duties of the governing board
- the alignment between the governing authority's policies and the school's purpose and expected schoolwide learning results
- the nature and extent of the school community's understanding of the governing board's role
- the relationship between the duties of the governing board and the responsibilities of the professional staff

- the evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school
- the frequency and regularity of board meetings
- the involvement of the school's authorizing agency in reviewing and monitoring student progress and overall school operations
- the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results
- complaint and conflict resolution procedures
- additional evidence

A3. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

CRITERION A3 INDICATORS AND PROMPTS

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

Findings

School-wide action plan is reviewed yearly by school-site council, teacher leadership team, and administration. CST results are analyzed to determine growth goals. In addition, parents have access to their student's grades. School site Council (parents, teachers, students) have input on Single Plan for Student Achievement and school site Safety Plan. In addition, our counseling department routinely monitors student achievement.

Supporting Evidence

Action Plan
UP Safety Plan
Dept meetings
School wide meetings
Counseling dept. lunch-time intervention

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Prompt: *What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school wide learning results, and academic standards?*

Findings

Our staff as a whole, as well as in departments, analyze data from quarterly benchmarks, CSTs and CAHSEE to plan and/or review instructional strategies.

Supporting Evidence

School-wide meetings
Leadership Team meetings
Department meetings

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Prompt: *What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan?*

Findings	Supporting Evidence
The district and school monitors teacher credentialing to ensure that our teachers are highly-qualified teachers, and that they are teaching within their credential area(s).	District Policy

A3. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Academic rigor and a desire to ‘ignite a passion for learning’ continues to be a driving force for our staff. UP staff’s focus on academic rigor prepares the students for college.	Master Schedule 100% of students meeting or exceeding A-G requirements 79% AP pass rate in English 90% of seniors accepted to 4 year colleges, 54% attending 4 year colleges.

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Our staff routinely makes decisions based on student achievement data to ensure all students are moving towards ESLRs and academic success. Furthermore, the data is used to establish goals and expected outcomes for the upcoming year’s Single Action Plan.	Single Action Plan CST Data

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, the expected schoolwide learning results, and academic standards
- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results

- the specific benchmarks and accountability tools used in the monitoring process
- indications of the number of staff involved in school action plans
- evidence of student involvement in developing action plans
- other evidence identified by the school

A4. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.*

Findings	Supporting Evidence
All staff is trained or credential in the position they are holding. Mrs. Hatcher and Mr. Cerna chose individuals who are a good fit to meet the needs of our specific school site. Since our school is different in the way it functions, it is essential to choose individuals who are trained/ credential in the area of need. Administration will periodically sit in on classrooms and observe the level of participation in class and student learning.	BTSA Attend seminars and trainings Collaboration Days SB 472 Training Health and Safety Trainings After school tutoring sessions Teacher feedback provided by students as to how to better improve their class 100% teachers are all credentialed in the area they teach Teachers continue to challenge students

Qualifications of Staff

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

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.*

Findings	Supporting Evidence
The district plays a huge role in how we place our staff. Some members were not chosen to receive placement at our school by University Preparatory administration as they were just placed there. This is troublesome because we have a special population that we serve and all adults working them must have the same vision of educating a college-bound generation.	Small school Understaffed Limited funding District plays a role in placement of teachers/staff

In addition, being a small school means that there are not many options to place people in improper placement.

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings	Supporting Evidence
Please see appendices regarding test score results. Our staff has continued to push our students to reach academic excellence each year. Students enroll in rigorous courses each semester that challenge them academically and they prove to be absorbing the content in most areas well. This is observed when tested in AP, CAHSEE, SAT/ ACT, and also our 100% graduation rate. We have received multiple accolades also attributing to teachers who are knowledgeable in the content areas in which they teach.	CAHSEE SAT/ ACT/ PSAT API 900 Blue Ribbon/ California Distinguished School/ Title I Achievement School High AP enrollment 100% graduation rate Waiting list for enrollment Teacher tutorial during lunch and after school Extra- curricular involvement

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Administration is extremely open to discussing issues that arise throughout the school year. All staff understands their roles and responsibilities as the year progresses through various modalities as assigned by administration. A majority of staff felt comfortable enough to address their concerns and do so during staff meetings on collaborative Fridays. Staff has appointed department chairs to represent their department at monthly administrative meetings.	Staff collaboration meetings Emails Housekeeping memo Administrative meetings Classroom and staff observations by administration Written evaluations MAA evaluations

Office meetings
Tight knit staff
Open communication
Department Chair meetings

Internal Communication and Planning

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

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
Being a small school allows the staff the capability to get to know each other on a deeper professional level than if we were at a regular large comprehensive high school. Administration tries to not get involved and let staff work out their differences unless it requires them to get involved. We have been extremely fortunate that we have not had a huge issue with our staff being unable to get along. We communicate rather well as many of us have bought into the school's vision and try our best to do what is best for kids. Our ability to plan and implement is entirely attributed to those who do it often and do it well.	Close knit staff Staff collaboration meetings Emails Open communication Department Chair meetings Counseling serve as buffer

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?*

Findings	Supporting Evidence
Although we have received multiple different accolades for our distinguished efforts and student achievement, there is always room for improvement. Our staff meets on a regular biweekly basis to discuss past, current, and future issues. One of the highlights of the meetings is to plan for the future and how we are going to better ourselves and help students to reach the highest level of enrichment as possible. During department and grade level meetings peers provide support, encouragement and ideas for best practices. In addition, administration strongly encourages teachers and staff to seek	Close knit staff Staff collaboration meetings Emails Open communication Department Chair meetings Housekeeping memo Administrative meetings Classroom and staff

professional development and to observe their peers as often as possible.

observations by administration
Written evaluations
Office meetings
Administration has a mentor
Staff involvement
Parent input
GPA Intervention
Grade level and department meetings

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
Administration and the school leadership team meet once a month to discuss these issues and address any issues that need to be decided upon. The counseling department plays a significant role in reviewing the current practices and policies as they are a buffer between students and staff.	Staff collaboration meetings Office meetings Administration has a mentor Counseling

A4. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
We are doing significantly well at meeting the criterion listed above as we continue to make significant improvement each academic year.	CAHSEE API 900 Blue Ribbon/ California Distinguished School/ Title I Achievement School

High AP enrollment
100% graduation rate
Waiting list for enrollment
Extra- curricular involvement

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>It is difficult to bring on a new staff member, especially if particular new staff members who do not buy into the vision of our school. Some of the decisions that have been made on our school’s behalf from the district level have not always been what is best for our staff or students. Being able to choose our own employees can help us ensure that the individuals who are chosen are the best choice for our students’ academic success and support.</p>	<p>Small school Budget Teachers not being chosen for our site but displaced from another campus District determining what is best for our campus</p>

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which the actions of the leadership are directly linked to student achievement of the academic standards and the expected schoolwide learning results; cite examples
- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- strategies for team building used at the school
- the structures for internal communications and resolving differences
- the leadership’s processes and procedures for involving staff in shared responsibilities and actions to support student learning
- the level of actual staff involvement in actions focusing on successful student learning; obtained through interviews with staff and administration
- descriptions of collaboration across the school
- employment policies/practices related to qualification/statutory requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise
- the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations
- other evidence identified by the school

A5. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

CRITERION A5 INDICATORS AND PROMPTS

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Most training and workshop are eligible to our staff as long as they can explain how it would be best for kids and their academic achievement. Funding is the only major reason it is discouraged. Data director allows teachers to access information and allows them to be able to identify areas of academic need. In addition the district provided a math coach for our math department.	BITSA Collaboration Grade level meetings Department chair Workshops and trainings ERWC training AP Teacher and counselor training UC and Cal State workshops Smart boards Mobi pads Math and Language Arts represented Document Cameras Bridge Program Training for math

Supervision and Evaluation

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

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
With only a principal and one assistant principal, they try to go to each classroom at least once on a weekly basis. Staff	School wide training

collaboration is an essential component as to why our school is so successful because we use that time wisely and reconnect with each other on a professional and personal level.

Common classes
Intra Department visitations
BITSA
Collaboration
Grade level meetings
Department chair
Workshops and trainings
Data Director
Administration Visits
Community and District
Office visits

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
Our test scores directly promote or denote our professional development as it pertains to student performance. Our students generally test proficient or advance in all testable areas. Students who fall below a GPA of a 2.5 are placed on academic intervention and receive extra support and mentorship on a daily basis from the counseling department. Most students bring their GPA to the required 2.5 by the end of the semester.	Counselor academic intervention SST 504 Data Director All students take the CAHSEE, PSAT and are encouraged to take the SAT and ACT

A5. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Unexpected staff changes during the year due to illness or relocation puts a strain on the school and its ability to function at full capacity. Our school already functions off of a small staff infrastructure and being even shorter staff hurts the integrity and academic rigor for the students. This is also evident when teachers are out on long term medical leave, open teacher positions in the beginning of the year, and	New teachers New students 2nd semester Administration changes Health issues

administration changes.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Since we are a small staff and have to adjust to the unexpected events that affect our students, it is essential that we are all working towards the same school wide vision. In addition, students must adhere to the zero tolerance policy regarding academics and behavior to ensure the safety and academic integrity of the program.	Learn to work with what is available Staff gives 120% Students must adhere to the zero tolerance policy regarding behavior

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards and the expected schoolwide learning results
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- occurrence and extent of monitoring
- written professional development plan and follow-up to professional development activities
- description of how plan was developed and how priorities are set
- interviews with staff members to learn their perceptions of the purpose and effectiveness of professional development
- the extent to which staff members have taken advantage of professional development options available
- written and verbal assessment of how professional development has impacted student learning and accomplishment of the expected schoolwide learning results
- other evidence identified by the school

A6. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

CRITERION A6 INDICATORS AND PROMPTS

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings	Supporting Evidence
High school students are provided with an extended day for advancement, enrichment, and remediation. They are provided with the opportunity for college preparation and hard work via AP courses and community college course. When the courses were held on our campus, our students received priority registration and were given the first 20 spots in each course. In addition, human resources are used effectively by having all teachers highly qualified in their subject areas.	7 period day All teachers teaching within teaching expertise Local community college classes held on campus one semester with priority to our students AP classes 2 campus security for 1000 students 11 college representatives throughout the year College campus fieldtrip

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

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

Findings	Supporting Evidence
More District based	
Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.	
Prompt: <i>Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.</i>	

Findings	Supporting Evidence
Our facilities are extremely old and are function able but not well maintained. We were scheduled to rebuild portions of our facilities although we were told recently that it will be prolonged at least one year. We inhabited only a small portion of the campus 6 years ago when the campus was shared with Victor Jr. so we are used to working with what we have. When Victor Jr. became Lakeview and we received the whole campus we were able to expand and make it our own. We have made the best of what we have had to work with and continue to make academic improvements despite the lack of funding and proper facilities.	Limited media sources in the library Old facilities Lack of funding Hard working staff Provide a safe environment Functional but not well maintained Only one day custodian for 1000 students 2 security for 1000 students

Instructional Materials and Equipment

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

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
Due to a lack of funding and all our funds being taken by the district office to be place into the district general fund, our school has an extremely limited budget this year. We are making do with limited supplies and trying to be as frugal as possible with the supplies we do have currently stocked up. With the funding we did have in the beginning of the year we were able to add some technology into the classroom and attend a few workshops. Students were also eligible to attend after school tutorial were many teachers were paid a small stipend. Many teachers offer tutoring above and beyond their	Title I funds for student planners After school tutoring Transportation Field trips to visit college campuses Use of technology funds for kindles, mobis, and interwrite pads

stipend amount of hours because the students are in academic need of extra tutoring.

Cal State and UC counselor workshops
Limited textbooks
Limited cassette players
Spanish language exams
Limited paper and toner for printers

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings	Supporting Evidence
New teachers are required to participate in BITSA and continue to receive support from counselors, administration, and staff. Teachers have to all go through the same hiring process as determined by the Victor Valley Union High School District. Sometimes we are not able to be a part of the hiring process as teachers are selected for us by the district office.	BITSA All teachers hired within teaching expertise Collaboration Grade level meetings Department chair Workshops and trainings

Long-Range Planning

Indicator: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Prompt: *Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.*

Findings	Supporting Evidence
The district's long-range goals have not always aligned with our vision and goals for our school. With that being said we can only speak on the behalf of University Preparatory's vision and long-term goals. We plan to maintain and increase in all areas listed and provide a safe place for kids to learn. Our goal is to create a college attending generation and provide our students with the skills and navigational tools to be successful in a post-secondary world. Our effectiveness will be measured by our students' success.	District office may have different vision for school and its future direction Our future goals all are directed towards maintaining and increasing in these areas: CAHSEE SAT/ ACT/ PSAT

API 900+
Blue Ribbon/ California Distinguished School/ Title I Achievement School
High AP enrollment
100% graduation rate
Maintaining academic and behavioral consistency among student population

A6. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Essentially our school is lacking in areas mentioned and can at times serve as a barrier of our school's success in meeting the criterion.	Community involvement and outreach Lack of funding Location of the school Inadequate long term substitute teachers and staff District vision alignment

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
It is difficult to maintain rigor and academic integrity when the district office does not allow us to have a voice in who will be placed at our school to fill a vacant position. Every spot at our school is crucial to our ability or inability to provide a safe enriched learning environment that is also academically rigorous if the person hired does not also share our vision. Some of the programs that we have had to implement in the past, implemented by the district office, have not shared this vision and hindered the educator and student participants.	District vision alignment Teacher placement by district office

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- description of the resources which are considered crucial to the operation of the school and its focus on academic standards and expected schoolwide learning results
- availability of materials, space, and equipment to support student learning
- number of staff members and level of professional expertise
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for maintaining the physical facilities
- the procedures for hiring and nurturing a well-qualified staff
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulative, laboratory materials
- the school plan which describes how resources will be utilized
- how resources are being coordinated to support all students accomplishing the academic standards and the expected schoolwide learning results
- how district resources are being applied to students accomplishing the academic standards and the expected schoolwide learning results
- the procedures for regular examination of the master or long-range plan to ensure all students are achieving the academic standards and the expected schoolwide learning results
- the involvement of the school's shareholders in long-range planning
- other evidence identified by the school

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished.].

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>All important statistics and information regarding our school can be located and accessed on data director.</p> <p>Staff can access or save important documents on the School's shared "S" Drive.</p> <p>Aeries contains all student information on it. In addition, grades and assignments for individual students and teachers can be accessed by staff, parents, and students.</p> <p>In multiple courses, students use technology to further develop curricular concepts. English III utilizes kindles to access data and view selected novels. Chemistry implements the use of student interactive surveys from the web to review and study. The bridge program also implements the use of the internet to access interest inventories, career exploration, and college information.</p> <p>During bi-weekly collaboration staff would talk about weekly assigned reading from professional development books. We would evaluate and apply our practices with the recommended practices suggested in each chapter to provide teachers with ideas for best practices.</p>	<p>Data Director</p> <p>S Drive</p> <p>Aeries</p> <p>Use of Technology</p> <p>Professional Development</p>

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Prompt: *To what extent are there defined academic standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
<p>Course descriptions provide a detailed outline of course content and student expectations of what the course focus will be. It also provides prerequisites that may be applicable prior to registration. This provides the foundation for course A-G course approval for UC Pathways.</p>	<p>Course Descriptions CIF, NCAA Clearinghouse, GPA requirement Pacing Guides Student Handbook</p>
<p>CIF and NCAA Clearing house both require all athletic teams to adhere to strict policies and procedures to stay in compliance. Students who participate in any extra-curricular programs are required to maintain a 2.5 GPA and not have received a grade of an F to be considered eligible.</p>	<p>UC Pathways Counselor Academic Intervention School Website</p>
<p>Pacing guides are used to set the pace for curriculum and to provide both cross curriculum and grade level collaboration opportunities. They also set milestones for new teachers, parents, and the students. Pacing guides are essential for course articulation and school-wide consistency from year to year.</p>	
<p>The student handbook details expectations for student behavior, academic rigor, dress code, and student acceptance criterion.</p>	
<p>UC Pathways details courses that have been approved and recognized as A-G accepted courses. The list of courses provided by UC Pathways demonstrates both rigor and variety offered at University Preparatory. Teachers must adhere to the educational guidelines and parameters set by the UC Pathways system in order to be A-G Approved to be academically rigorous.</p>	
<p>Students are required to maintain a 2.5 GPA and when students fall below they are placed on academic probation. Students are placed on an academic contract and it is signed by both the parent and the student. Students are required to come see a counselor during their lunch and provide their planner with the day's assignments written appropriately. The counselors sign their planners and parents are required to sign them at night. A log of student attendance is also taken daily by the counselors.</p>	
<p>The school's website explains dress code, behavior expectations, parent and student support, and future</p>	

events.

Congruence

Indicator: There is congruence between the actual concepts and skills taught the academic standards and the expected school wide learning results.

Prompt: *To what extent are there congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results?*

Findings	Supporting Evidence
For the past 4 years, University Preparatory has averaged a 99% pass rate of the CAHSEE.	CAHSEE
University Preparatory currently offers AP Spanish IV, AP Spanish V, AP Biology II, AP Environmental, AP Calculus AB, AP Statistics, AP European History, AP US History, AP US Government, and AP Macroeconomics as course options for students. University Preparatory has achieved high pass rates in AP US, AP Spanish IV and IV, and AP Statistics.	Advance Placement Courses
	Grade level meetings
	Graduation Rate
	Title I, California Distinguished School, and National Blue ribbon recipients
Bi-monthly grade level meetings are held during staff collaboration meetings to provide cross curriculum and grade level collaboration opportunities.	
Currently University Preparatory has a 100% graduation rate.	
University Preparatory has been honored with receiving Title I, California Distinguished School, and National Blue ribbon accolades for providing an exceptional education for all students.	

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school wide student goals (ESLRs).

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school wide student goals (ESLRs)?*

Findings	Supporting Evidence
Seniors create a power point to present orally identifying where they were when they started University Preparatory, what they learned, and what their future goals are. Students present in front of a panel of staff, community members, District Employees, and volunteers.	Senior Transition
Concerts in the Fall and Spring provide staff, community, parents, and individual students a platform for skill	Music Programs and Performances

development and evaluation. Students have multiple different musical outlets to further develop their skills in Choir, Strings, or Band.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
Currently University Preparatory has less than 2%. Staff accommodates students based on manifestation using an IEP, 504, or SST.	Low Population of Special Needs

Integration among Disciplines

Indicator: There is integration among disciplines at the school.

Prompt: *To what extent is there integration among disciplines?*

Findings	Supporting Evidence
One of the PE teachers requires students to create a portfolio that is intended to be used as a resource for the future. They have to do reports and access information regarding health and fitness as assigned.	PE Portfolio
During collaboration, staff members discuss best practices and challenges that are apparent on campus.	Collaboration
Interdisciplinary interaction is essential during this time and individuals learn from each other. Each week a different department does a presentation in their discipline using various modalities.	AP Statistics Project
In AP Statistics students are required to write a report testing statistical analysis on a given topic and present them to a panel.	Geometry Proportions Project
Students take a normal object and adjust the dimensions to make the object larger. Students evaluate the pros and cons to adjusting proportions of the object and cost of reproduction.	AP Courses
All AP courses require students to learn in depth on multiple disciplines and students enhance both reading	Senior Transition

and writing skills.

Seniors create a power point to present orally identifying where they were when they started University Preparatory, what they learned, and what their future goals are. Students present in front of a panel of staff, community members, District Employees, and volunteers. They are required to provide a written portfolio with examples that demonstrate their growth throughout their educational journey.

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Findings	Supporting Evidence
<p>AP candidates are initially evaluated by the counselors for ability to complete an AP course successfully based on past grade reports. Students will need to have previous teacher of the same discipline approval. 40% of our students are enrolled in AP courses and 49% received a score of a 3 or higher on their AP examination. CST scores are also taken into consideration for eligibility.</p> <p>Currently University Preparatory has a 98% pass rate on the CAHSEE and an overall English Language Arts achieved 87% proficient or advanced. Algebra I achieved 79% proficient or advanced. This demonstrates that a majority of students understand the content that is being taught.</p> <p>All sophomores take the PLAN in October. All Juniors are required to take the PSAT also in October. Juniors and Seniors are encouraged to take the SAT and ACT.</p> <p>District assessments are not consistent for all subject areas. English and Math are the most consistent in our district but is used to identify areas of strengths and weakness. It is not used as a large component for</p>	<p>AP Test</p> <p>CAHSEE/ CST</p> <p>SAT/ ACT/ PLAN/ PSAT</p> <p>District Assessments</p> <p>Graduation Evaluation</p> <p>Student Compact</p>

evaluation but is used to focus on areas of individual teacher evaluation.

Counselors evaluate transcripts and conduct graduation checks periodically throughout the school year. Each grade has specific times individual students within that grade will be evaluated. Every student is addressed on an individual bases multiple time throughout the year. Seniors and Juniors are evaluated heavily both years. Students need to obtain 220 credits in specific content areas.

The student compact is signed at the beginning of each year and details expectations for student behavior, academic rigor, dress code, homework, grading policy and student acceptance criterion.

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
When compared with a normal comprehensive high school University Preparatory is considered small. There are limited course options due to a small staff. Students are pretty well distributed throughout the class offerings because all students are specifically placed on a grade level class schedule with little variance. The master schedule is extremely limited it is challenging to teach courses that could stimulate student interests instead of standardized courses.	Small School Limited Language Offerings Music Program Teacher Tutorial
Since the school is understaffed, the master schedule does not allow the ability to offer more than one language. Currently the only language option is Spanish. 58% of our population is of Latin descent and students entering into Spanish Speakers I speak Spanish in their home. Spanish speaking students would probably rather take a different language than the one they speak at home.	
20 sections of music in the areas of Choir, Strings, and Band are available to students. The variance and progression of the courses offer all students a musical course for their skill level.	
A majority of teachers offer multiple opportunities for	

students to come in for tutoring. Many teachers offer tutoring before school, at lunch, after school, or by appointment and are not seeking monetary compensations. Teachers who tutor Monday through Thursday after school do receive a small stipend but will stay longer than their allotted time if students need them to.

Articulation and Follow-up Studies

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

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Every month all counselors meet for a district meeting to discuss issues prevalent to counseling. Both middle and high school counselors attend.</p> <p>Counselors attend both the CSU and UC conferences in September and October. Counselors receive updates and clarification on the application process for the following school year.</p> <p>The K16 Bridge program offers students the opportunity to research colleges and universities based off of interest inventories through Eureka. Each grade level receives guidance lessons using this program. Middle school receives at least 2 lessons, 9th grade 3 lessons, 10th grade 4 lessons, 11th grade 5 lessons. 12th grade receives multiple sessions throughout the year aligning with the UC and CSU application process.</p> <p>Counselors and the principal attend the annual Victor Valley Community College roundtable each year. We receive updates of new campus programs and course offerings. Districts from the high desert attend and it is an excellent time for collaboration and peer interaction.</p> <p>Many graduated students have social networking capabilities and communicate with staff through face book, email, twitter, text, skype, classroom presenters, and phone.</p>	<p>Counselor District Meetings</p> <p>UC and CSU Conference</p> <p>Bridge Program</p> <p>Victor Valley Community College Roundtable</p> <p>Social Networking</p>

B1. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
University Preparatory has received multiple accolades to distinguish the school from other schools. University Preparatory has been honored with receiving Title I, California Distinguished School, and National Blue ribbon accolades for providing an exceptional education for all students. We have areas for improvement but overall we are meeting the educational foundational needs for all students.	Accolades Accelerated Program Parent Communication
The daily schedule requires students to attend 7 courses instead of 6. This allows students to enroll in all the required core courses and still be able to learn both a fine art and Spanish. Having 7 courses will make the students highly competitive to receive college acceptance.	
University Preparatory tries to ensure that parents are kept up to date and informed on issues affecting their student's education. Events are posted on the marquee located in the front of the school, parent NTI calls to their home or cell phone, back to school night, PTA meetings, email communications, aeries access, school website, and scheduled meetings as requested.	
Prompt: <i>Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i>	

Findings	Supporting Evidence
When compared with a normal comprehensive high school University Preparatory school is considered small. The school has limited course options because of limited staff. The master schedule is extremely limited it is challenging to teach courses that could stimulate student interests instead of standardized courses.	Small School Funding Overextension of Staff Tutorial Opportunities
The lack of funding is a huge component as to University Preparatory's ability to provide academic excellence for students. Each year the school has grown and has to function with about the same amount of staff from the previous years.	
As a small school, and have fewer adults to provide all the amazing things that we do on our campus. Teachers have multiple preps, coach athletics, are club advisors,	

chaperones, fundraisers, concerts, parades, and after school events. It is difficult to add more support to students when a majority of the staff is overextended.

Many teachers offer tutoring before school, at lunch, after school, or by appointment and are not seeking monetary compensations. Teachers who tutor Monday through Thursday after school do receive a small stipend but will stay longer than their allotted time if students need them to.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- how current educational research and thinking documents such as the California *Frameworks* and other related publications are used to assist schools in work with academic standards and expected school wide learning results
- the academic standards for each subject area, course and/or program; the intra- and the inter-relationships of these
- the degree of congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results
- student work and student engagement in learning demonstrating the implementation of a curriculum defined by current research
- master schedule
- the extent to which there is integration among disciplines
- process which exist for articulation among and between levels, departments or clusters
- efforts being made to articulate with K-8 feeders schools and local colleges and universities in developing a strong foundation
- demographics and distribution of students throughout the class offerings (to include gender, ethnicity, primary language and students with special needs) (e.g., class enrollment lists)
- how the instructional practices and other activities facilitate access and successful educational outcomes for students who are learning English, economically disadvantaged, underachieving, gifted and talented, average ability; and students receiving educational services
- the procedures used for curriculum development, evaluation and revisions, the curricular organization of the school, including graduation requirements, credits, grading policies, homework policy
- follow-up studies of graduates
- other evidence identified by the school

B2. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

CRITERION B2 INDICATORS AND PROMPTS

Variety of Programs — Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
<p>The K16 Bridge program offers students the opportunity to research colleges and universities based off of interest inventories through Eureka. Each grade level receives guidance lessons using this program. Middle school receives at least 2 lessons, 9th grade 3 lessons, 10th grade 4 lessons, 11th grade 5 lessons. 12th grade receives multiple sessions throughout the year aligning with the UC and CSU application process.</p> <p>The college and career bridge lab is open to students on Tuesdays and Thursdays from 6:30-3:30. Due to a lack of funding, we have to share our technician with Victor Valley High School so University Preparatory does not have anyone full-time. Mrs. Lillard provides the students with scholarships, UC and CSU guidance, private school exploration, and career guidance. Mrs. Lillard does classroom visits and is open for the students to come in during lunch as often as possible.</p> <p>Seniors create a power point to present orally identifying where they were when they started University Preparatory, what they learned, and what their future goals are. Students present in front of a panel of staff, community members, District Employees, and volunteers. They are required to provide a written portfolio with examples that demonstrate their growth throughout their educational journey.</p>	<p>Bridge Program</p> <p>Bridge Lab</p> <p>Senior Transition</p> <p>Clubs and Music Enrichment</p>

The campus offers multiple opportunities for students to get involved into something that they are interested in. Students enroll in strings, band, choir, or drama (high school only) and receive music enrichment. Half of the student population continues music courses even after they have met the minimum 4 year requirement (those students who have been with the school since 7th grade).

Multiple clubs meet weekly either at lunch or after school. The clubs we offer are MESA, Jaguars for Christ, HOSA, Interact, Miner act, Green Club, Yearbook, Mock Trial, Cheer, Flags, Golf Club, Bluegrass, Glee club, Philharmonic, SOS

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings	Supporting Evidence
<p>In the beginning of each school year, counselors offer a workshop to explain differences between the UC system, Cal States, private universities, and community colleges. We address topics such as scholarships, financial aid, the application process, and timelines. During the session ACT and SAT requirements are also discussed. This workshop is conducted in two different rooms and offered in both English and Spanish.</p> <p>Seniors create a power point to present orally identifying where they were when they started University Preparatory, what they learned, and what their future goals are. Students present in front of a panel of staff, community members, District Employees, and volunteers. They are required to provide a written portfolio with examples that demonstrate their growth throughout their educational journey.</p> <p>Scholarship information is available for students in the bridge lab, counseling department, senior teacher classrooms, and also are emailed to all seniors personal emails.</p> <p>Mrs. Lillard held a financial aid workshop in December for parents and students.</p>	<p>College Workshops</p> <p>Senior Transition</p> <p>Scholarship Opportunities</p> <p>Financial Aid Workshop</p> <p>Community Service Hours</p> <p>Bridge Program</p>

Students are required to complete 30 hours of community service.

The K16 Bridge program offers students the opportunity to research colleges and universities based off of interest inventories through Eureka. Each grade level receives guidance lessons using this program. Middle school receives at least 2 lessons, 9th grade 3 lessons, 10th grade 4 lessons, 11th grade 5 lessons. 12th grade receives multiple sessions throughout the year aligning with the UC and CSU application process

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings	Supporting Evidence
The school has limited course options because of limited staff. The master schedule is extremely limited it is challenging to teach courses that could stimulate student interests instead of standardized courses.	Small School Graduation Evaluation Parent Appointments
Counselors evaluate transcripts and conduct graduation checks periodically throughout the school year. Each grade has specific times individual students within that grade will be evaluated. Every student is addressed on an individual bases multiple time throughout the year. Each year we also evaluate appropriate course selection during annual registration for the next school year. We have had a 100% graduation rate and 99% of the graduates are A-G approved courses with a grade of a C or better.	
Parents and students can make appointments to receive college and career guidance with either Mrs. Lillard or the school counselors at any time throughout the year.	

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings	Supporting Evidence
Senior Transition has been an immense support for students, especially this school year. Students receive college preparedness, application strategies, staff and peer support, scholarship search ideas, financial aid support,	Senior Transition

and teacher mentorship. Last year we had a 4 year college attendance rate of 46% and 33% chose to attend a 2-year school.

B2. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
University Preparatory staff and students have learned failure is not an option regardless of circumstance or a lack of financial support. Students continue to excel regardless of location or the lack of course variety due to having a deficiency of teachers to teach a variety of courses.	Small School and Lack of Funding Title I School
The student population is 59% free and reduced lunch recipients. All students are given the same opportunities and support regardless of socioeconomic background. All staff members have invested in the students and succeed when our students succeed.	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
University Preparatory has shown improvement in each area for the past couple of years. The school is constantly evaluating course instruction and identifying learning gaps within all subject areas. Grades are evaluated for discrepancies and for patterns. The teachers and students earned a 900 API score for 2010-2011 school year and anticipate further growth next year.	English and Math Improvement

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a description of the variety of programs available to all students
- the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options

- the extent to which parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals
- the extent to which the student population and surrounding community influences curriculum offerings and choice and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- the extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students
- processes for monitoring students and their plans
- processes for making changes in classes, programs
- strategies for smooth transitions to post high school options (e.g., plans and programs in place which facilitate these transitions)
- follow-up studies of a wide variety of graduates and/or exit surveys
- other evidence identified by the school

B3. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

CRITERION B3 INDICATORS AND PROMPTS

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
Health occupations club allows students the opportunity to job shadow within their chosen occupation. Students will work alongside a professional and learn the requirements and job responsibilities of the professional.	HOSA Senior Transition Spanish Club
Senior Transition challenges students to prepare a financial budget for the cost of living. Students will also learn how to balance a check book and have an understanding of financial aid information. Students will learn proper attire for a job interview and appropriate language to use. Lastly, they will learn how to set and meet deadlines.	Regional Occupational Program (ROP)
Biannually the Spanish club travels abroad to enhance their communication skills and be immersed in different cultures.	
ROP offers students (16 years and older) an opportunity to job shadow and receive certificates in various trades. Specific programs such as Hospital Occupations and Child Care Occupations allow students to job shadow a professional in their area of career interest.	

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
All sophomores are required to take a mock CAHSEE in December. Students who score proficient are encouraged to study and students who are not proficient will attend a CAHSEE academy for 6 weeks both on Saturdays and	Mock CAHSEE Bridge Program Intensive Teacher Review

after school. The academies focus on either Math or English concepts.

SAT Question of The Day
Sophomore BBQ

The bridge program provides students with a support link to Kahn Academy. Kahn Academy offers tutorial for CAHSEE concepts specifically in Math. Students can access the bridge program website from home or on campus 24 hours a day with a log in and password.

Teachers spend time doing intensive concept review and offer students test taking strategies. They also do CAHSEE workshops during the 7th grade writing test for 4 hours.

Mr. Powell does the SAT question of the day for the Junior class.

Staff hosts a free sophomore BBQ for all students who passed both sections of the exit exam in May as a reward for a job well done. Leadership's tech team provide music and the kids receive an extended lunch.

B3. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Students often transfer in from another school district or state as juniors and have not taken or have not passed the CAHSEE. They are usually the students who need to take the CAHSEE in their junior year as our previous students have a 98% pass rate.	New Students Absences
Another factor that affects our 100% pass rate is a student may be absent for one or both of the tests. Considering University Preparatory has over 200 students test, a 0.5% absentee rate is not actually a bad percentage.	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
All juniors who have to test or retest in one or both areas have passed the CAHSEE during the first retest. Juniors required to either test or retest, make up less than 2% of	100% Pass Rate For Junior CAHSEE Test/ Retest

the class. University Preparatory has been successful addressing this are of academic need. The goal is to have a 100% pass rate and only test new incoming juniors.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests
- academic support program to ensure students are meeting all requirements
- process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE
- the extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- other evidence identified by the school

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

What has worked –

Pacing Guides

Teachers in core subjects do seem to pace well with each other, but it's hard for me to tell, personally, whether or not that same pacing happens across different subject areas. However, many teachers are aware of what students are doing by observing projects, assignments, and discussions, and they integrate lessons based on that evidence.

Students also can have a fair expectation that most teachers will give similar types of tests so they don't need to learn assessment methods of 7 different teachers.

Current Enrollment

Student enrollment methods and requirements seem to bring students through the door with an understanding of our high expectations, so they know what to expect from us as teachers from the start. This also fosters an environment of privilege, knowing that this is similar to how a college campus works (priority enrollment), in that not all students are accepted and are allowed to attend UP.

Sports Programs

The sports program requires students to strictly adhere to the GPA and discipline requirements outlined by CIF. University Preparatory athletes focus on build integrity, socialization, accountability, team building, community involvement, and goal setting. Funding plays a detrimental role in our ability to offer more than girls and boys soccer, boys and girls basketball, girls volleyball, baseball, softball, and cross country.

What University Preparatory does well -

Accelerated Programs

It is pretty well known that students leave school with a very strong grasp on college preparedness, study skills, and academic discipline. The programs not only prepare students for higher learning, they actually put our college-bound kids at the college level. Since University Preparatory services both a middle and high school, it has the capability to accelerate students in multiple core areas.

Music Program

Having music groups that go beyond Advanced (Band III, Choir III, Full Orchestra) in the music program is a huge benefit for our music students. Not only is music very cross-curricular in its discipline, it also gives students social structure, life experience, confidence, and analytical/critical thinking skills. Offering a full String and Choir program along with Band also sets us apart from most schools in that many only offer one music program if any (mainly band). Programs like Performing Arts, Mock Trial, Drama, etc. give students the confidence they need to face challenges, fears (such as public

speaking and performance), and the discipline to prepare for them.

Collaboration

Generally staff always worked well and worked closely together to keep a tight-knit team, and that student learning and high achievement has always been the focus. Bi-weekly meetings support staff and allow them the opportunity to keep everyone on the same page during good of the order. Staff receives praise and recognition during this time. It also allows staff to spend time with each other outside the normal daily schedule.

Exit Interviews

The seniors seem to really live up to a high expectation through their final year with the implementation of Exit Interviews. This gives the students a very “real world” perspective as they prepare to enter into higher learning. They learn to dress professionally in appropriate attire for job interview. Students are asked to respond to questions directed by a panel of judges and provide their personal feedback.

Senior Transition

Seniors are provided with the navigation skills and support to apply to colleges during a course period. They receive support for scholarship information, applying for financial aid, financial budgeting, and life applications.

Graduation Rate

Currently University Preparatory has a 100% graduation rate and students have either been accepted to a 4-year college (46%), plan to attend a community college (33%), or registered for Military Service (2%). 98% of our students meet all A-G requirements to enter a UC or Cal State upon graduation. The other 2% received a grade of a D or F in one or more academic courses.

Recognition of Student Achievement

Multiple different forms of student recognition for individual and group achievement are given to celebrate good work. Some instances of student awards or recognition is: 400 club bbq or CSTs, renaissance assemblies, Sophomore CAHSEE bbq, 900 API 5 free dress days, fun day, Awards assemblies, weekly counselor paw print awards, academic and attendance awards, honorary patches, and sports recognition.

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

What we like to change –

A-G Requirements

As a high-achieving school, University Preparatory should have much more to offer for fine arts, technology, and sports. It needs to offer classes like drawing/art, computer classes, Home Economics, culinary arts, Web Design, etc. to give our students a wider range of possibilities and familiarity with collegiate-level disciplines. Offering multiple music programs and a drama program is a good start (most schools do not have string classes at all, and many only offer beginning, intermediate and advanced band, with no choir), but there needs to be more.

If the master schedule could offer more languages, not just Spanish, students would receive a broader cultural perspective and experience. French and German seem to be pretty prevalent at other schools.

Graduate Outreach

Focus group B's committee would like to create a stronger bond with the post graduate and the current University Preparatory students. Many of the staff members are able to keep in touch with graduates through internet, phone calls, and texts.

Implementation of a graduate day where students could come in and speak about college and their specific campus would be awesome. Because funding is limited, students would be able to get a campus tour without incurring transportation costs and parent permissions. Another way to reach students who may not be able to come back to University Preparatory is through Skype. Students could use skype to speak to a class and answer questions and provide tours for our students.

Campus Security and full-time Career Technician

University Preparatory takes pride in being a safe campus as students understand the zero tolerance for disciplinary issues. Currently have 1,087 students and service grades 7-12th on campus, but the school only has access to 2 security guards to patrol the entire school. In addition, the school could also benefit from having Mrs. Lillard 5 days. Having her here full-time she could help students on a daily basis and build a stronger rapport with a broader base of students than she is able to do now in only 2 days. Staff has learned to work with what they are given as resources.

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

CRITERION C1 INDICATORS AND PROMPTS

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school wide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

Findings	Supporting Evidence
University Preparatory has a very ethnically diverse population and many of our students are in low socio-economic status. Every student at University Preparatory has the opportunity to engage in meaningful learning in their classes through the school's wide variety of course offerings. Further, meaningful learning extends after school through tutoring, extracurricular academic programs, and clubs. The success of our instructional programs is evidenced in our 900 API score, winning the Title I Academic Achievement Award multiple times, and recently being named a national Blue Ribbon school. These programs include:	<ul style="list-style-type: none">• Diversity: Sub group populations• Low SES: Free and reduced lunch 60%• Variety: course offerings see appendices for specific list of courses offered by grade level for middle/high school
AP Courses: These are rigorous college-level courses taught in the Science, Social Science, English, Mathematics, and Spanish. Students can potentially earn college credit by successfully passing the AP exam at the end of the year.	<ul style="list-style-type: none">• Extension: list tutoring offered, programs such as honor orchestra, academic decathlon, spelling bees, mock trial, MESA comp etc., list clubs MESA, etc.
Honors Courses: These are upper level courses taught in nearly every subject area that emphasize critical thinking and writing. Honors courses are available at the Freshmen and Sophomore levels in preparation for junior and senior level courses.	<ul style="list-style-type: none">• Forty percent of our students are enrolled in AP courses, of which 8% are enrolled in three or more of these courses.
Cadet Corps: This is a military science course for students interested in a military career. These students are involved in community service, attend leadership activities/training, parades	

and color guard activities throughout the school year.

Music Courses: University Preparatory has an in-depth music program focusing on strings, band and choir. Two years of music are required for every student, and higher-level courses are offered to promising/interested students. Students are encouraged to participate in these courses as they continue into their Junior and Senior years.

Tutoring Sessions: Many teachers offer weekly after school tutoring for students to receive additional help. Late busses are offered to ensure that all interested students are able to attend.

Senior Transition: This course is offered to our seniors to help guide them through the college application process and expose them to scholarships. In addition they are taught life-skills such as personal finance.

College Workshops: University Preparatory School's counselors offer a number of college workshops throughout the year for parents and students. Topics of workshops range from introducing A-G requirements, to helping students fill out the FAFSA.

SAT workshops: UP teachers have volunteered time after school and on weekends to help students prepare for SAT exams.

Electives: Electives are offered for all students based upon their interest and/or ability levels, not exclusively by grade level. Many of these elective courses are offered within other disciplines.

Computer labs: We currently have three computer labs available to students; an updated lab in room 11, and other computer labs located in P-8 and Room 53, and two lap top carts allow students access to technology and learning experiences relevant to them. Each computer lab has an average of 30 work-stations for use by students attending University Preparatory School. Both the middle and high school students have access to all three labs on campus, with teachers and one computer technician serving as monitors for the labs.

In addition, teachers, counselors and parents work together to modify instructional needs for students that have IEP's and 504's. All students at University Preparatory School, including EL's, are exposed to a rigorous learning environment where they are supported by their teachers and the variety of programs that we offer.

Additionally, 49% average score a three or higher on the end of course examination offered by the AP College Board.

- 25 cadets are enrolled in the Cadet Corps program
- Students are involved in regularly-scheduled performances at school and festivals, but it is dependent upon funds available through fundraising. 5% of students participate honor orchestra/band. Whereas this is a relatively low number for participation when compared to other schools, it is large in respect to the number of low socio-economic student population. Other schools in the county have many more students who are involved in private tutoring/teaching, the majority of our students' only music instruction takes place within the school day. 65-70% of students enrolled beyond the two-year requirement.
- 46 % of alumni were accepted and attended a 4-year institution, 33%

enrolled in a 2-year college, and two students entered the military.

- An average of 25 students attend college-specific workshops and nearly all students enrolled attended workshops geared toward the UC/CSU application process, and financial aid workshops when offered.
- The English Department offers Journalism, Yearbook, Shakespeare Tragedy/Comedy; Drama, and Journalism (not currently offered this year, but has been offered previously and might be offered in the future); Social Science Department offers Mock Trial/Youth Law, Psychology, and Sociology; Science Department offers Forensic Science, Anatomy/Physiology, and Microbiology.
- Twelve students out of the total student population for grades seven to twelve receive services/accommodations; seven are on 504 accommodation plans, five students are on an Individualized Education Plan (IEP). Nine of the twelve (75%) meet or exceed the school's 2.5

GPA requirement with a combined average of 3.2 GPA. One student has a 4.0 GPA, and the remaining 3 students will be on academic probation next semester.

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings	Supporting Evidence
<p>Students are given syllabi at the beginning of each academic year. These syllabi highlight expectations for classroom assignments and student behavior. Students are also provided district grade weighting rubrics for each academic discipline. The rubrics list the percentages for which each type of assignment or assessment is weighted. Teachers use discretion to work within the district guidelines to build their courses and associated syllabi.</p> <p>The admissions packet for University Preparatory School outlines all expectations for students' admission, retention, graduation requirements, A-G requirements for admission to colleges/universities, and includes a parent-student compact. Students and parents are asked to sign and honesty and integrity agreement, so that students are aware of our policies regarding plagiarism and cheating.</p> <p>Teachers post learning objectives and standards being addressed for daily lessons, and include their pacing calendars in their syllabi. Students use planners to write down any assignments or homework and are often used as a means of communication between school and the home for teacher/parent communication as needed to help students who need additional assistance with keeping up with work/assignments.</p>	<ul style="list-style-type: none"> • syllabi/rubrics • Student planners for all students • School and teacher-created websites • ABI program – attendance and grade check/verification for students—email communication used via this program

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Prompt: *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

Findings	Supporting Evidence
Teachers at University Preparatory School have been using differentiated instruction in our classroom as part of our routine. We are aware that 'one-size-fits all' instruction doesn't meet the needs of our diverse student population. We use different strategies such as direct instruction, computer-aided instruction/presentations, project-based learning, alternative assessments, inquiry, experiments, cooperative learning, tiered assignments, and others to address the learning styles and interests of our students. Assignments and projects are adapted to meet the particular requirements and needs based on reading levels, 504-accommodations, or IEP requirements.	DBQ project – alternate versions available for EL students Power-point lessons Cornell notes Student projects/presentations Computer-based tutorials Computer based assessments
The impact on student learning as determined by the focus group:	Thinking Maps – used in ELA/Social Science courses
Significant improvement on test scores and academic success.	Hands-on projects used to demonstrate content standard mastery in place of pencil/paper examinations when deemed necessary by the teacher.
Students are able to make connections between the lessons and their interests/experiences.	<u>Techniques employed:</u>
Reduced student intervention.	Mathematics:
Students actively participate in classroom discussions.	<ul style="list-style-type: none">• Giving real world applications of math in every topic that interests the students.• Project presentation in Statistics and Calculus as culminating activity of the subject.• Allowing students to work in a small group to discuss math problems and presenting it to the class.• Alternative assessments where students demonstrate their skills learned in Geometry and Pre-calculus using manipulatives such as compass, ruler, protractor, and
More student work independently because they are confident with what they are doing	

other measuring device.

- Providing opportunity for high performing students to tutor their peers in class.

Science:

- Laboratory experiments that are tied to classroom lessons.
- Graphic organizer to assist the students remember important concept in science.
- Encouraging students to use note cards for terminologies and formulas.
- Providing visual aids that are appealing and engaging to students.
- Use of scientific inquiry as the springboard for the lesson, thus it enhances students' understanding of natural phenomena and scientific process as well.
- Students often work in pairs as a means of providing additional support for students who might need some peer-support on particular assignments or tasks.

English

- Extensive use of KWL chart in reading class.
- Acting out scenes from the novel to better understand characters in the story.
- Writing essays based on their interests and personal experience that is suitable to their learning abilities and styles.
- Combining pencil and paper

test with oral assessment

Social Science

- Use of text, video, and audio material of varying degree of difficulty.
- Use of realia in teaching new lessons thus making the information more concrete than abstract.
- Simulations are used to bring to life the concepts and events studied in the respective courses. These simulations are scaffolded to engage students to participate fully, regardless of reading ability or language background.
- Regular use of graphic organizers to visualize and categorize information.
- Use of technology to allow students to access information in different ways so that students who learn in different modalities are able to access information in a manner that is relevant for them. Technologies used include, but are not limited to, online discussion boards, interactive power-points with standards review activities, student polls, online examinations and quizzes, student response systems.
- Use of timelines to understand what happened in the past, and make the information sequential.

Indicator: The students understand the expected level of performance based on the standards and the school wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

Findings	Supporting Evidence
Students are often asked on an informal basis by staff, teachers, and administration about the level and complexity (rigor) of assignments, projects, and examinations. Feedback is discussed via department and staff meetings as deemed necessary to provide intervention, and revision of tasks to best meet the needs (real and perceived) of students and parents of the University Preparatory School family.	Survey results
Student feedback is given on occasional surveys conducted by the school and also as a part of reflection assignments at the close of each academic quarter. These surveys should be given more frequently and should include all stakeholders.	ASB surveys
Student perception of teacher/staff caring for them as people and as students is an important part of maintaining our school identity. Students ask/comment to support staff/counseling, administration, custodial, security and teachers about these issues pretty regularly – this demonstrates their comfort in bringing up these issues and working toward resolution of said issues.	Informal/formal Q&A within dept. and grade level meetings - - to include class discussion regarding interests/safety/curriculum

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Findings	Supporting Evidence
<p>Prompt: <i>Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p>	

Findings	Supporting Evidence
Although we are actively working to improve and to include opportunities to develop and strengthen critical thinking skills for students, there should be more emphasis in a variety of strategies	Document-based inquiry Socratic seminars

to actively engage students and emphasize higher order thinking skills.

For example, self-study instructional strategies such as: Think-Pair-Share, Socratic Seminars, structured debates, history or story simulations, and inquiry-based activities. Students will become more involved in their classes and also will become wiser when making decisions inside and outside of school. Also, the creation of measures by which to evaluate critical thinking in classes and the need for more collaborative planning time to address this need is necessary.

Strategies are in place in many areas, but additional work and refining of these practices is desired. More consistent application of strategies on a school-wide scale would enhance the successes we have already had, and provide for a better depth of instruction across curricular areas. One of the ideas discussed by this focus group was the need for developing rubrics that would be applied on a more global scale by teachers in every grade level and department. Rubrics are used but not as consistently as possible and not as often as needed to truly impact students' understanding of how to achieve a desired grade or to better meet the expectations on a given assignment or project.

Additional focus has been given on making sure all students are not just on task, but that they understand and can reason with the information given. Overt efforts and checking for understanding each day have been instituted and are now part of school policy.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and expected school wide learning results (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests)
- the extent to which students know beforehand the standard/expected performance levels for each area of study
- the extent to which differentiation of instruction is occurring and its impact on student learning
- student interviews which illustrate the extent to which students recognize the academic standards and the expected school wide learning results and the expected level of performance
- the degree of involvement in the learning of students with diverse backgrounds and abilities
- other evidence identified by the school

Thinking Maps

Frontloading

Implementing Writing Across Curriculum – including in Fine Arts and PE

Journaling/reflective writing assignments

Checking for Understanding

C2. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

CRITERION C2 INDICATORS AND PROMPTS

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
<p>The University Preparatory faculty is dedicated to implementing classroom techniques that are current, research-based, and, most importantly, effective. For example, teachers in our school use their own time and finances to further their education by taking courses relative to their subject. As a result, they are able to share the information with their department, benefiting fellow teachers and filtering down to students via instruction. The proof of this can be seen in the high state testing scores accomplished by our students. If the instructional content were not current, it would be evident in these scores.</p> <p>In addition, research-based instructional methodology is facilitated by the administrators through staff collaboration. The teaching staff is given reading resources (i.e. <i>The Under-Resourced Learner</i>) applicable our student demographic and population. Through the study and discussion of these resources, both individually and as a group, the faculty is able to gain greater insight into issues that may affect student learning both inside and outside of the classroom. Because of this, teachers are able to use this insight to enhance classroom instruction and methods of delivery.</p>	<p>Training of English teachers in ERWC</p> <p>Continuing Professional Development at staff meetings</p> <p>Best Practices presentations at staff meetings/departments meetings</p> <p>Presentations by staff at local, county, and national conferences (technology and literacy strategies)</p>
Teachers as Coaches	
Indicator: Teachers work as coaches to facilitate learning for all students.	
Prompt: <i>To what extent do teachers work as coaches to facilitate learning for all students?</i>	
Findings	Supporting Evidence

Teachers work with students outside the classroom setting as advisors and coaches. This takes the form of informal mentoring relationships with students who are either enrolled in classes now, or who have been enrolled previously (having students on campus from 7th grade to 12th grade allows us to maintain those relationships until graduation). Some of the University Preparatory School teachers serve on panel members for class presentations; others serve as coaches on academic or athletic teams.

Establishing relationships that are positive and on-going as students progress through from grades seven to twelve allows for staff to get to know students personally, both inside and outside of the school setting. Teachers and support staff act mentors for students past and present. This is seen in the on-going connections and relationships that have been formed with those students who have already graduated and who still keep in contact with staff; many students have returned to campus and now meet with current students to offer advise and insight as they prepare to transition to life in the college/university setting.

MESA team
Mock Trial team/club
Academic Pentathlon team
Volleyball
Girls/Boys Basketball
Girls/Boys Soccer
Cross-Country
Please see appendices for complete list of clubs/activities

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

Findings	Supporting Evidence
Students are able to make inquiry, gather information and demonstrate acquired knowledge in a variety of means.	Interactive notebooks
Classrooms abound with student projects; hands-on assignments and research-based assignments that reflect the standards taught. Projects are highly organized and includes data specific to the requirements of each respective department/discipline.	Journals
	ePortfolio
	diaramas
	masks
Projects, papers, and examinations serve as an assessment of students' acquired knowledge in a concise and organized format.	scale models

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings	Supporting Evidence
Developing and nurturing critical thinking skills is an area of need/focus that the University Preparatory School staff recognizes as a critical component to student success in middle/high school, college/university environments. Teachers develop and structure their lessons in order to promote critical thinking and reasoning.	Specifically adopted texts that include critical thinking tasks at the unit level; teachers deliberately and methodically instruct across the curriculum whereas language arts dept. writing assignments may be based on historical texts assigned in social studies dept., etc. DBQ project requires students to respond to DBQs across the curriculum.

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school wide learning results.

Prompt: *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school wide learning results?*

Findings	Supporting Evidence
The students here use technology to assist them in meeting academic standards and goals on a regular basis. Examples of this work can be seen in the following examples: student created PowerPoint presentations, digital movies made for class project presentation, research papers and reports generated via word processors with sources included from the internet, typed lab reports, computer generated mathematical equations, graphs and statistics. In addition to the students independently using this technology, they are exposed to it on a daily basis in the classroom where digital projectors, web based examples, Student Response Systems and even e-readers allow them visual and enhanced learning experiences. They have access to computers at school and they are also encouraged to keep track of their ongoing progress through the online district grading program that allows students and families to view academic status at any time. Thanks to this technology, parents and teachers can keep in constant contact resulting in enhanced achievement for the students. In return, standards are achieved and school-wide learning results are met. The collection of student work samples demonstrates use of	Technological resources: computer labs, Mobi devices, kindles, netbooks, Online discussion boards Digital projects/presentations Prezi presentations Powerpoint presentations Internet-based examinations, quizzes, activities, and games Teacher designed Websites, electronic portfolio sites

technology, adherence to content standards, and achievement of school wide learning goals. First, all of the lessons are based on California academic standards. Therefore, all of the assignments and assessments given to the students are directly related to the academic standards. Having limited library resources, much of the research based assignments need to be done online using computers. There are also certain classes on campus that utilize E-books through kindle devices. In many classes students are required to produce written works using word processing programs such as Microsoft and Google docs. Some of the student work samples have also been created and presented through Power-point. Many of the assignments that require students to use technology are worked on in the computer lab(s) here at school. All of the student work samples demonstrate the students working towards, and achieving the school wide learning goals. Overall the representative samples demonstrate that the students are capable and successful in using the technology that is available to them.

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

Findings	Supporting Evidence
The library resources are extremely limited. In order to work around this limitation, teachers employ resources available via the Internet and other multi-media sources. Students create a myriad of multi-media based assignments and projects in a variety of classes. Students are given the opportunity to use computer-aided or computer based programs in Core Curriculum and elective classes at each grade level. Students are able to access and use multi-media programs and materials to build proficiency; so that they will have the skills expected of a learner in a 21 st century educational and/or professional environment.	California Streaming Power point presentations Student created video/multi-media presentations Computer based exams, quizzes, assignments for AP courses Audio books Kindles

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

Findings	Supporting Evidence
Students are given the opportunity to be involved in community outreach and involvement through their Senior Transition courses... community service hours are integrated into the program.	HOSA ROP-Medical Terminology Community Service –Senior Transition class
Health Occupations Students of America (HOSA) and the San Bernardino Regional Occupation Program (ROP) courses are offered in Medical terminology and Child Care Occupations – students are released early to attend these courses at a neighboring high school within our district. The ROP courses are open to any student who is eligible for enrollment (16yrs or older, though some require that students are 18yrs of age). These ROP courses will prepare students for immediate employment after high school.	Mock Trial Competition Concurrent enrollment in college courses at VVC
Guest Speakers are brought into some of our elective courses. These guest speakers serve as an outreach person for students with interests in career fields like forensic science, the legal profession, and criminal justice.	

C2. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which various learning approaches and learning styles of students are addressed through the instructional approaches
- the extent to which teachers work as coaches to facilitate learning for all students

- student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral and multimedia formats
- student work that demonstrates the extent to which learning is structured so that students organize, access and apply knowledge they already have through such activities as:
 - relating the new information or learning tasks to personal experiences and knowledge
 - using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic
 - utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know
- student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation
- student work which shows the extent to which technology is used to assist students in achieving the academic standards and the expected schoolwide learning result
- student work which illustrates the extent to which current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate
- student work that reflects the materials and resources beyond the textbook available to students, such as
 - utilization and availability of library/multimedia resources and services
 - availability of and opportunities to access data bases, original source documents and computer information networks
 - experiences, activities and resources which link students to the real world
- the extent to which opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students
- other evidence identified by the school

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Areas of Strength as Identified by the Focus Group

- Great test scores
- Great teaching
- Great relationships between staff and students resulting in higher test scores
- high percentage (attendance)
- rigorous academic program – the expectations given are that students can and will achieve high academic goals – this is purposefully communicated and supported by all shareholders within the University Preparatory family.
- different types of teaching—hands-on approaches, researched-based techniques across disciplines; interactive simulations and activities keep students engaged in the content
- interventions for lower achieving students—tutorials with peers and teachers in the classroom (middle school) and tutoring made available to students before and after school, and during lunch periods.
- hands-on learning
- staff that gets along
- no major discipline problems
- Cornell note-taking
- bell-to-bell instruction
- grade level and dept. collaboration
- high expectations – academically and behaviorally
- willingness to differentiate lessons
- positive relationships
- early academic interventions-teachers and counselors work with students weekly/daily with students who are struggling; teachers identify these students and discuss interventions being done within the classroom setting at grade level meetings, meet with students and parents as needed, offer tutoring, and counselors meet with students for follow up during lunches
- highly qualified teaching staff—all teachers are designated as highly qualified within their given subject areas
- student accountability
- clearly identified learning objectives and goals

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

Areas of Growth as Identified by the Focus Group

- Make college career tech full time—the amount of time students have access to the career tech is limited because we don't have a person on site on a full-time basis, but what time is available

is an improvement from years past when no one was available on site on a regular basis.

- More collaboration needed – not consistent across departments/disciplines– the size of our staff has become a barrier at times because in most departments there is only one teacher per grade level/per subject, thus limiting the type of collaboration that is possible. But given that limitation, teachers are open to and engage in collaboration within departments and across departmental lines when possible.
- Common preps needed
- Career track programs (medical, engineering)
- Calculus BC class
- Professional relationships w/community to improve instruction
- More Tier 1 college exposure (i.e. Harvard, Yale, Stanford)
- Need for an increased involvement of students who are not currently “involved” in school activities
- More outreach to parents due to high numbers of first generation students
- Limited elective course offerings – this is limited because of funding issues; the need for a wider variety of elective courses is acknowledged but meeting this need is often outside the scope of what can be done at the site level.
- Limited resources within electives
- Lack of resources in all subjects
- Focus on critical thinking development across disciplines

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

D1 & D2. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

CRITERION D1 AND D2 INDICATORS AND PROMPTS

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

Findings	Supporting Evidence
University Prep uses a wide range of acceptable standard based examinations that allow us to collect academic performance data, which can then be disaggregated and shared with shareholders in the community.	<ul style="list-style-type: none">• Subject Content Exams• District Assessment Exams• Subject Content Projects• Project Based Learning• Performance Based learning• Interactive Notebooks• CST Tests• ASVAB• EAP (Early Assessment Program)• Entrance Exams in Math and Spanish• Portfolios
The school uses the information from student performance data and assessments and it is disaggregated among grade levels, subject areas, and academic departments to be able to	<ul style="list-style-type: none">• District Assessment Scores via Data Director• CST scores

create an atmosphere of success among all students.

- Comprehensive Essays
- IEP's / 504's
- CELDT Exam
- Content Area Tests
- Content Area Projects and Labs
- Concert / Performances

The data collection is then analyzed and assessed in order to enhance the student academic performance and learning. By assessing the data we are able to create, modify, and tailor various programs to engage students while increasing student performance.

- CAHSEE scores
- PSAT scores
- SAT scores
- Content Area Tests
- Content Area Projects
- After-School Programs
- Intervention through Counseling Department
- Academic Probation Contracts
- Daily School Schedule
- Senior Project Presentations
- A-G Plans
- Academic Counseling

University Preparatory uses the following collection of reporting methods to share information with the community members and stakeholders.

- Parent ABI
- District Newsletter
- School Website
- NTI system
- Notification of Awards received (Blue Ribbon, Title I, and Distinguished Schools)
- Academic Warnings
- Quarterly / Semester Report Cards
- Biweekly Progress

Reports

- Intervention Notices
- Academic Probation Contract / Meeting
- Senior Project Presentations
- Parent Conferences / Phone calls/ Emails
- Positive Teacher Communication

University Preparatory's commitment to student-learning as a whole has allowed us to obtain many accolades such as California Distinguished Schools Award, Title I Awards, and Blue Ribbon Schools Award. University Preparatory School is constantly looking at improving itself by using the yearly data and breaking it down so all shareholders can collaborate. We have improved communication to parents the last three years using the NTI system and ABI. This year we handed out forms early in the year so that all students and parents could access the ABI online system. We find more parents and students are using online resources to communicate with teachers and to view grades and attendance. As a small campus and the staff taking on many responsibilities, we find it difficult not to burn out individuals with too many hats (responsibilities). We have found that creating data teams is a valuable benefit and of importance to the school. We have started the process but the consistency at properly breaking down the data to include all aspects of our schools has been difficult. At a small school like ours the department chairs take on many hats and responsibilities. To be more effective as a school we must share duties among all shareholders.

Basis for Determination of Performance Levels

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

Prompt: *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

Findings	Supporting Evidence
University Preparatory teachers use many different types of assessments from traditional exams to video projects and performance based exams. Teachers use rubrics, scales, and	<ul style="list-style-type: none">• Quarterly / Semester Report card Grades• CST Tests

percentage breakdowns to give students clear idea of how they are meeting the standards in each class. The information helps the teachers address weaknesses in student learning and content standard mastery. The students' grades and performance allow the teachers to address content deficiencies by offering tutoring during lunch or after-school, redirect the student toward online resources, or to allow for periods of reteaching if necessary. The parents are also made aware of the results so that they may take part in each students' educational success.

- Subject Content Exams/ Quizzes
- Portfolios
- Benchmark tests
- Powerpoint / Video Presentations
- Music / Drama Performances
- AP Exams
- Subject Based Labs

Appropriate Assessment Strategies

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

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
University Preparatory teachers use standard based learning and a variety of strategies to evaluate the progress of student learning while supporting our ESLRS and mission statement. The teachers use these strategies to create academic passion and understanding within the students through their subject content area. For example students in music courses have a daily practice log they must keep track of each week. All the students must attend performances throughout the year and are mandatory. Many teachers use checking for understanding like cards, popsicle sticks, coins, etc. Bell work is also used throughout campus to check for understanding of material from previous lessons. Most teachers use authentic assessments such as videos to review standards, creating board games of topics, creating art work like pottery, posters, plays and performances, and power-points/Prezis.	<ul style="list-style-type: none"> • Research papers • Senior Project • Performance Music • Physical Fitness Exams • Video Presentations • School Paper • Benchmark tests • Science Labs • Portfolios • Student response clickers (in-class assessment) • Online Assessment / Assignments • Music – Melodic Dictation • Writing Across Curriculum

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

Prompt: Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Findings	Supporting Evidence
University Preparatory students have a vast amount of student work that demonstrates the high expectations and demands on the students. Many teachers assign work based on the daily learning objectives and standards that enrich learning for students. Students have to create projects that are a reflection of the learning expected of all students. Many students work on projects such as game boards, pottery using paper mache, portfolios in P.E. Class, science videos, presentation such as power points, origami figures, student made commercials, Socratic seminars, African mask project, build models of atoms, build models of building or scenes within books read, three dimensional cubes and organizers, simulation activities, recreations of battles in books read, poster boards. Many of the projects are hands on and fun which help engrave the subject matter deeper within the students' knowledge base. The special needs population including 504's that we currently have are all main streamed into the general population with special services as necessary. We do give these students more time, larger print material, and other tools as necessary. The differentiation among these students is due to their ability to do the individual work in each different class. These students are as motivated and energetic as the rest of the population.	<ul style="list-style-type: none"> • Research papers • Senior Project and Presentations • Music Performance • Physical Fitness Exams • Video Presentations • School Newsletters / Paper • Science Labs • CPS response systems • Online Assessment / Assignments • Music – Melodic Dictation • Writing Across Curriculum

Curriculum Embedded Assessments

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

Prompt: Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

Findings	Supporting Evidence
We have a very wide range of student diversity which requires all teachers to be flexible toward all shareholders no matter what their language barriers. We embed differentiated assessments that allow students with different language barriers the ability to be as successful as all the rest of their peers. Most of the EL students that we currently have are designated fluent and they tend to be just as if not better academically than the non-EL population on our campus.	<ul style="list-style-type: none"> • CDELT Exam • Statistics Presentations • Game Boards • Scale Model Projects • Pots and Masks based on books read. • Essays • Scene / Video Presentation

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Our family like atmosphere over the years has allowed us to take student feedback in terms of surveys, open discussions, evaluation rubrics to tailor our programs and our focus as a school. We value all of our students and in turn listen to them as best a possible to understand their needs and wants. This helps drive the direction of the school and courses. All teachers on our campus use differing strategies to check for understanding. For example, we use popsicle sticks, cards, colored chips, CPS response system (student assessment response system), poll-everywhere, and other forms of feedback tools to check for knowledge of content. Most teachers check daily for acquisition of knowledge but also to review for tests and quizzes. Feedback allows the teachers and school to gain value data that help to reassess students and give direction to lessons.	<ul style="list-style-type: none"> • Teacher Surveys at the end of year. • Random checking for understanding • Self Evaluation Rubrics

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
We collect data from many different sources. Depending on the data source will determine how it is used and what impact it will have. At University Preparatory we look at CST data yearly and discuss it among the departments and look at best practices and revisit the standards taught. We also start to look at what worked the previous year and what we need to change. We meet as grade level teams to look at individual students and how we can best meet their needs. We meet as departments and look at quarterly grades and breakdown of each teachers' individual students to see how we can all best meet the needs of the students and to consider where we may need to reteach. Also this allows us to look at each individual student and consider how we can best service them on campus. We continually look at the effectiveness of programs	<ul style="list-style-type: none"> • Grading Marks Distribution Breakdown • CAHSEE scores • PSAT scores • SAT scores • Early Assessment Program • Content Area Tests • Content Area Projects • After-School Programs • Intervention through

such as the bridges lab, tutoring, intervention, and academic probation based on academic grades and teacher input. Counselors also tend to use grades and CST data to determine placement of students and how to best service each student.

Counseling Department

- Academic Probation Contracts
- Senior Project Presentations
- A-G Plans
- Academic Counseling

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Prompt: *Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.*

Findings	Supporting Evidence
University Preparatory School uses these systems to monitor progress of students in supporting the ESLR's throughout the school. Students' progress is monitored by the teachers, counselors, and administration. All shareholders have a vested interest in helping all students be successful. When we fail, we all fail. When we succeed, we all succeed. For example, UP gives a mock CAHSEE prior to the test to see where the students are academically so that teachers can better prepare them prior to the test. After the results come in we offer study sessions for individual students so that we can help them be successful on the exam.	<ul style="list-style-type: none"> • A-G Plans • Academic Counseling • Progress Reports/ Academic Marking periods • Intervention through Counseling Department • Academic Probation Contracts • Grading Marks Distribution Breakdown

D1 and D2. Assessment and Accountability: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting these criteria.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
	<ul style="list-style-type: none"> •
Prompt: <i>Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.</i>	

Findings	Supporting Evidence
	<ul style="list-style-type: none"> •

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the nature and types of student assessment
- how growth is determined and how that information is used
- the basis upon which students' grades and performance levels are determined
- examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English
- how assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- the extent to which assessment is used to improve instruction for students
- examples of progress of all students toward accomplishing the academic standards and the expected schoolwide learning results is monitored
- notes from meetings during which discussions of student progress occur, including lists of participants
- analysis of student work to determine achievement of the academic standards and expected schoolwide learning results, including those students with special needs
- other evidence identified by the school

D3 and D4. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CRITERION D3 AND D4 INDICATORS AND PROMPTS

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings	Supporting Evidence
Each of the share holders has a vested interest in the success of all the students at University Preparatory. University Preparatory offers programs and to continuously assess student progress and their success, based on the Expected School Wide Learning Results. The students use assessments to show how much knowledge they understand and have acquired. Our students are continually being assessed using standards based exams and projects. These exams affect the schools status in the community and the state which also affect the board and district's AYP. The district is involved assessing and monitoring by determining testing dates and ordering tests offered by the school such as, interim tests (benchmarks), CST's, PSAT, and AP exams. The board and district personnel have been invited in the past to help us celebrate awards the school has received such as Blue Ribbon, Distinguished Schools Award, and Title I Awards. The school and teachers help to include parents by sending out quarterly grades, progress reports, and academic warnings. Parents can check on each students' progress by checking the ABI online grade book. Teachers make contact to parents through phone calls, letters home, and sending out emails. Teachers have access to Data Director which allows them to monitor yearly progress on assessments taken by students such as benchmark tests and CST's. Teachers also make students aware of their grades by posting grades in classroom and giving out progress reports. The students are assessed yearly using standard based	<ul style="list-style-type: none">• Tutoring – School Monitoring• ABI – Parents can monitor• District Benchmarks – District Monitoring• Fitness Gram – State / District Mandate• CAHSEE test prep• Interact- community service program• College Preparedness – Career Counselor• Senior Transition• Community Service Hours – Senior Projects Forms• Data Director – benchmark results and performance levels of all exams for all students.• Mu Alpha Theta- math tutors• Bridge Lab- college information/ research system

tests such as CST's, Writing tests, physical fitness exams, Early Assessment Program, CAHSEE, PSAT, SAT, AP and other such exams. Everyone of the shareholders plays a vital role in our students success and in their future.

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>The effectiveness of communications between all the shareholders is of continuous discussions at the school site. The district and the board are informed of student progress by using programs such as Data Director, general media such as the local newspaper, and reports from the state. The board is informed on events occurring at our school via principal and the ASB student president also attends meeting to inform of what is going on. The parents are continually being informed of the assessment grades through the ABI online grade book. Parents are informed of tutoring, review sessions, success of students in classes, and other events using such tools as NTI (automated calling). Morning announcements provide students and staff with valuable information on school events. The teachers, counselors, and administration continually make the effort to contact and have meetings with parents to inform them of any academic developments occurring with the students. Parents and the community are also invited to music performances, presentations, and events so that we may share in the success of our students. We also have yearly awards assemblies in which board members and parents are invited to see the results, through high achievements, our students have acquired at University Preparatory.</p>	<ul style="list-style-type: none"> • NTI- automated calling system • Academic Warning • Data Director – online data base. • Quarterly Report Cards • ABI online grade book • Teacher progress reports/ emails • Awards

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
<p>Since we opened our doors here at University Preparatory the word “change” has always been in the spot light. We meet regularly in departments, grade level, and as individuals during collaboration days to discuss changes and improvements to our programs and how they would impact the students as a whole. Since we are a 7th through 12th grade campus there were concerns about middle school students mixing with high school students and so we created an invisible separation using our campus to deal with such concerns. We have tried many different schedules that have taken us from 8 period days to rotating schedules and in everyone instance it was always to meet the needs of our students. We started with 7th and 8th grade and very year added another grade level and new courses. From the beginning all students have been required to use a daily planner which was issued to each student. We continually believe that organization was a major factor in the success of our students. We have fixed the last two periods each day to accommodate early out and sports. Three years ago we added intervention programs through our counseling department to help students who struggle and need continuous guidance. Our tutoring runs Tuesday to Thursday after school to allow students to get help with subjects that they may be struggling with or as review sessions. We implemented CAHSEE mock testing to make sure all the students were ready to pass the test. We also offer CAHSEE review before the test to students who are deficient in either English or Math. One of the expected schoolwide learning results is for students to be a leader and be prepared to transition into a university. We instituted a senior transitions class last year to help students with the college application process, financial aspect of scholarships, FAFSA, and to set them up for success at the next level of their life by discussing issues and topics they may encounter. Along with this we finally where able to have a career tech on campus to help students and organize colleges to come to our campus and speak to our students. As we slowly continued to increase our API based on the CST assessment results we looked at individual departments, students, and course data to see how we could improve, where we were succeed , and also set a new goal for the new year. The results of such assessments as CAHSEE and CST's have allowed the school to qualify for many awards and we</p>	<ul style="list-style-type: none"> • Senior Transition Classes • Intervention Component Below 2.0 • Addition of Sports / Arts on Campus • Daily Learning Objective, Warm Ups, and Standards Posted and Review by all Teachers • Mock CAHSEE Testing Yearly and Use for Intervention Prior to Test • Tutoring / Pull Out Afterschool T-Th (2 – 3:15) • Standards Based Curriculum • Review in Core Areas • Free Dress Days / Blue Ribbon Celebration in April 2011 for 900 • Group by Most Successful Teacher for Testing and Only Test One Subject Per Day and Continue to Other Classes After • Goal of 80 % Proficiency School Wide • CAHSEE BBQ Reward • Award Assembly & Fun Day – based on GPA • Separation of High School vs. Jr. High • Career Tech Person • Added Computer Media Specialist – last year • Room 11 – New Computers and upgrades to room P8

have also rewarded our students with barbecues, free dress days, and a fun day because of the results. As we continue to move ahead we continue to look for ways to improve our school through no matter what the challenges and successes.

- All Teacher's are Required to use MOBI and Document Cameras
- Flag Salute Daily
- Planners to all Students
- Integrity Policy was Developed
- Comment on Progress Reports

D3 and D4. Assessment and Accountability: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
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Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which district and board are involved in the review process
- the extent to which school staff is involved in the review process
- the extent to which students and parents are involved in the ongoing review process about student performance
- the means by which student progress toward achieving the academic standards and the expected schoolwide learning results is reported to the community (e.g., forums, newsletters)
- the extent to which parents and district and school board members are kept informed about the assessment results
- examples of responses from community members
- examples of how assessment results have caused recent change in the school's program
- examples of how professional development activities and topics have been determined by schoolwide assessment results
- examples of how all shareholder groups have been involved in a results-driven continuous planning process

- examples of how the site, district and board decisions on allocation of resources are influenced by schoolwide assessment results
- other evidence identified by the school

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- University Preparatory teachers strive for excellence by challenging all students while using a variety of assessment tools to measure the performance of each student and meet their needs.
- University Preparatory has an ongoing monitoring system that allows us to make improvements, changes, put the needs of the students first, and focus on the success of the school as a whole.
- University Preparatory faculty and staff use data and assessment results to make changes that continue to make us successful.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Regular yearly surveys should be given to all shareholders in order to understand patterns, notice trends, and evaluate changes we have made.
- Incorporate the community and parents more into the larger scope of the success and future of the school.
- Re-evaluate the Expected Schoolwide Learning Results so that they are embedded and engraved into every student and are used to make all future decisions that affect the students and the school.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

CRITERION E1 INDICATORS AND PROMPTS

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

Findings	Supporting Evidence
Parent should sign that they agree that their students attend mandatory tutoring.	Senior Presentations
We should establish a community mentoring program.	ABI/Aeries
Bring in more guest speakers.	Music Boosters
Bring back the AVID program to our school.	PTSA
All of our students speak Spanish and are able to communicate in both languages at school and at home.	Spain/France Trip
	It's a Gas to Go to Class
	Enrollment-Lottery/Campout
	GATE Meetings
	Back to School Night
	Heritage Music Festival
	Jaguar Prowl
	Parade/Competitions
	Site Council
	Open House
	Culture Night
	Community Service Clubs
	Parents Helping Clubs
	Cheer Camp
	Selling Ads for Yearbook
	Renaissance

Every 15 Minutes
 PE Martial Arts Presenter
 Assemblies
 Uniforms Purchased Through
 Businesses
 Parents as Guest Speakers
 Alumni Volunteers for Sports
 MAO Math Tutoring
 Peer Tutoring
 VVC Concurrent Enrollment
 Bridges Program
 Scholarships
 Letters for Donations
 Career Day
 College Fairs
 College Visits
 Performances
 Volunteers
 Email/phone calls
 Award ceremonies
 Back to School Night
 Fundraising
 Student planners
 School website
 NTI call outs
 Donations for causes
 District committees
 Mentoring with HOSA

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings

Supporting Evidence

Uses community resources effectively, but we can always improve.

Students have job shadowed with businesses in our community.
PE Local MMA Trainer/speaker
It's a Gas Attendance Promotion

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

Prompt: *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?*

Findings	Supporting Evidence
Parents choose to send their children to our school understanding that we are a high achieving school.	Enrollment Packets School website Back to School night Open house

E1. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
We will continue to improve. Due to UP being a parent choice school, many students live outside of the district's typical boundaries. Therefore, distance from home to school may be an issue, so students can attend various afterschool programs and/or activities.	Lottery system for enrollment No transportation for out of district students

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Engaging students in their learning is the responsibility of their family, school and community. Staff has openly invited all stakeholders to participate in various parent and/or community groups.	School Site council PTSA Boosters (music, athletics, clubs)

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- descriptions of the links with parents and community

- how local resources provided by parents and community are identified and utilized
- strategies for involving non-English speaking parents
- strategies and processes for supporting parents as active partners in the teaching/learning process
- how parents and community members are involved in the school's decision-making process
- other evidence identified by the school

E2. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

CRITERION E2 INDICATORS AND PROMPTS

Safe, Clean, and Orderly Environment

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

Prompt: *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

Findings	Supporting Evidence
UP is in transition for remodeling and reconstructing 75% of our campus.	Rooms always cleaned by custodians/students. Teaches students respect.
Construction has been put on hold due to district running out of bond money.	We are our own Island.
With the conditions we have as a school site, we overcome and excel.	Security staff (2) – Everyone contributes. 1st Responders.
	Students – Zero Tolerance helps students concentrate on learning.
	Establish culture that makes it unacceptable.
	Green Club
	ASB clean up after school.
	Uniforms
	Staff modeling
	Give opportunity to change something bad to good.
	School location
	Act like family
	Building relationships
	Role model
	Consistency
	Monday professional dress staff/student

Trust – 1 lunch on
 collaboration day.
 Staff takes time to spend extra
 time with students.
 Clubs and lunch meetings
 Support for special needs'
 students by other students.
 Students feel comfortable.
 Collaboration days.
 AYP/API/Blue Ribbon/CA
 Distinguished/Title I school
 Tutoring
 Scores go up and we still
 continue.
 CAHSEE graduation rate.
 High graduation rate
 Low funding/high achieving
 College going rate
 Classroom observations
 Security training; Gang
 Recognition, STAR Drug
 Recognition, Operation
 Cleansweep, Disaster
 Response, Active Shooter,
 Healthcare Provider
 CPR/First Aid, SB 1632
 Compliant, Professional
 Assault Response
 Security is assisted by SRO
 and Sheriff
 Security uniforms are bright
 and identifiable
 It is securitys practice to know
 students individually by
 name.

High Expectations/Concern for Students

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

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
UP believes that nurturing respectful relationships among students and staff is an essential in the learning process. We host many clubs and teams that allow for individuals to shine.	Multicultural assembly Posada dance All students have same teacher (grade level) Small tight-knit staff

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
Discipline issues are very minimal. Students want to do their best for the staff's positive attention. Professional dress is a requirement on Mondays.	Minimal referrals Positive Behavior rewards (Jag Paws) Counseling and ASB coordinated program Shared decision making Small departments

E2. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
We know that this is one of the most important aspects of a student's education and we will continue to find ways to improve.	Active ASB Celebrate Diversity School Spirit Collaborative Staff

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
This is addressed as critical academic needs #1.	

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning
- the analysis of all aspects of the school with respect to safety regulations

- the degree to which caring and high expectations for all students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect and professionalism
- ways that citizenship and ethical values and behaviors are demonstrated by students
- the procedures and the extent to which current educational research and thinking is shared, discussed, implemented and reflected upon by the staff at the school site
- other evidence identified by the school

E3 and E4. School Culture and Student Support Criterion

Respond to the criteria (shown as a guide question) by answering the prompts (findings and supporting evidence).

E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

CRITERION E3 AND E4 INDICATORS AND PROMPTS

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
Continue to focus on interventions.	Tutoring – lunch, after school, weekends
Make sure all parents become involved in using the ABI grading system.	Test prior to placement
Reorganize tutoring to best serve our students. For example, assign certain days for tutoring and mastering of certain standards.	Counseling intervention during lunches
	Differentiated instruction
	Planner
	Peer tutoring
	Teacher web pages
	Aeries/ABI
	Khan academy.com tutoring program
	Google docs
	Mu Alpha Theta
	504
	IEP
	FEP/ELL
	Different cooperative learning and grouping of students
	Scaffolding

Vertical teaming
Assessment/diagnostic
Looking at data to place or remediate students.
Conferences
SST
Progress reports

Direct Connections

Indicator: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Prompt: *How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
All of these aspects work as a team and without each one in place, students cannot work to their full potential.	Active and caring counseling department and Career Tech Lunch Intervention Counseling Senior Transition Teachers Senior Project (Staff/community)

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.*

Findings	Supporting Evidence
We collaborate regularly to review and revise the best methods to help each individual student that is struggling.	Staff collaboration Grade Level meetings Department Meetings

Teacher/parent conferences
Active Counseling
Department
Working on implementing
Student Portfolios

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Prompt: *To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.*

Findings	Supporting Evidence
Every decision that is made at UP is student-centered.	<p>Advanced classes for m.s./j.h. students</p> <p>Multiculture assembly</p> <p>Culture fair</p> <p>Honors level classes or above</p> <p>Posada</p> <p>Una noche en el rancho</p> <p>ASL (American Sign Language)</p> <p>GATE</p> <p>After school activities</p> <p>Clubs</p> <p>Trips educational</p> <p>College visits</p> <p>Enrichment</p> <p>Special needs – All teachers have CLAD</p> <p>EL students challenged</p> <p>Limited supply of textbooks in Spanish</p> <p>Supplemental materials for math, science, Spanish (for Spanish speakers)</p> <p>Technology that supports target languages (Kindle)</p> <p>Aids/Aides for special needs</p>

students

County and district support

**Accommodations: large print
and assistant devices**

Teachers allow extra time

**Students and Staff accept
differences and are kind to
those that are different (watch
students)**

**Tutoring (which is always
full)**

Computer rooms always busy

Uniforms/dress code

Career center

**Counselors visit students in
classes**

**Smart boards, Elmos,
Clickers, Document cameras,
Mobi, Interwrite pads, Ipads,
all rooms have projectors.**

**Spanish – take home tutors,
classzone.com**

**Math – tutoring programs,
Kahnacademy.com, Aeries,
parent access**

**Counselor intervention at
lunch to review student
planners.**

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?*

Findings	Supporting Evidence
Our challenging curriculum, with a support network, brings out the best in all of our students. However, in the case that a student may not pass a class, our school and our district provide alternate scheduling. Alternate scheduling may include a student re-taking a class or attend summer school.	Repeat a class in the next semester Summer School Tutoring

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Prompt: *To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?*

Findings	Supporting Evidence
All programs or activities that are implemented must be pre-approved to ensure adherence to standards.	Field Trips Multicultural Assembly Guest Speakers/Assemblies

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
Each year students develop and grow from staff and student input.	Multicultural Assembly

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
Students feel connected to UP and are able to find at least one adult that will advocate for that student.	Open door policy of counseling dept., teachers, and administration Warm-hearted staff Student/Staff donations to help students in need

E3 and E4. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
Although students have access to services these resources may be limited.	900 API
Students have some limited access to community resources.	CA Distinguished School
Need for stronger career pathway program.	National Blue Ribbon
Form alumni support in the way of an alumni association.	Title I Award
	Rewards/Fun Day
	Sold out of Yearbooks 2 years in a row
	Mu Alpha Theta (peer math tutoring)
	Social Studies – Washington DC
	GATE trips: Yosemite, Monterey, Grand Canyon, Sacramento, Catalina Island
	Physics Day at Knott's
	MESA/MESA competitions/Robotics – Awards
	Math/Science Day
	Music Heritage Festival – Awards
	European Club trips to Spain/France
	Parade participation (Veterans, Christmas parades)
	Renaissance
	Culture Fair
	CSF and CJSF
	Sports program – Boys' soccer CIF championship
	CAHSEE Sophomore BBQ
	It's a Gas to Go to

Class attendance

CST Results

Course offerings/availability

School is 8 years old, still in process of refining/developing course offerings that specifically meet student's needs

Numerous honors and AP courses offered

Need to develop a math course for college preparation for students who struggle in math

Re-think ERWC placement or method of placing students.

Students take concurrent enrollment courses at VVC and online classes, also ROP

Need to make activity/resource information more widespread, create more of an awareness, or create a desire in students to want to use resources

Need a better performing arts program – including an art class

Need to expand our offering of foreign languages

Need a football team

Need a construction plan (finalized)

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Although resources are limited to our students, both at school and at home, we do whatever it takes to enrich their educational experiences.	Active ASB Positive school culture with high expectations Staff tutoring during lunch

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students
- instructional resources available through library/media services and facilities
- strategies which promote a more personalized approach to learning
- alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- the purpose and effectiveness of the school's EL program and its relationship to the rigorous, standards-based curriculum
- a description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- the extent to which the master schedule reflects the school's support for all students having access to the rigorous standards-based curriculum
- demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- strategies which ensure that all students are successful and connected to the school
 - level of teacher involvement with students in the classroom
 - existence of a curriculum which promotes inclusion
 - level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extracurricular and co-curricular activities, advisorships)
 - homeroom and student advocacy programs
 - systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
 - connections of co-curricular and extra-curricular activities to the school's academic standards and expected schoolwide learning results
 - processes for regular review of student and schoolwide profiles
 - processes and procedures for interventions that address retention, redirection, retrieval
- interviews with students and staff to learn the effectiveness of these strategies
- the extent to which the services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked to provide comprehensive support

- direct connections between academic standards and expected schoolwide learning results and allocation of resources to student support services available to students, such as
 - counseling/advisory services
 - articulation services (into high school, level to level, and post high school)
 - psychological and health services or referral services
- other evidence identified by the school

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

We offer a variety of school activities and resources to enrich our student's school experience.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

More community involvement.

Chapter 5 – School-wide Action Plan

UNIVERSITY PREPARATORY

Form A: Planned Improvements in Student Performance in Reading/Language Arts

The school site leadership team has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

GOAL # 1 for Improving Student Achievement in Reading/Language Arts: Increase by 3%.				
Student groups and grade levels to participate in this goal: Schoolwide 87% African American 89.6% Hispanic 83.7% English Learners 67.6% As Determined by AYP.		Anticipated annual performance growth for each group: API 900 Schoolwide 3% growth to 90% African American 3% growth to 92.6% Hispanic 3% growth to 86.7% English Learners 5% growth to 72.6% 87% Proficient and Advanced		
Means of evaluating progress toward this goal: • Benchmarks • Formative Test • Summative Test		Group data to be collected to measure academic gains: District Benchmark and Summative Tests Teacher Created Checkpoints CST		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost Funding Source
Alignment of instruction with content standards: 1. English department focus on literary response. 2. Focus on increase of writing skills across grade levels. 3. Collaboration with Victor Valley College to Increase pass rate on English Placement Exam.		2011-2012 During 11-12 School year	<i>TBD</i> Cost of subs to provide release time for department chairs.	900.00 TBD Title 1 ELA ARRA

Improvement of instructional strategies and materials: 1. Order SBE-approved instructional materials (EPC #1.1) for senior English. 2. Introduction of ERCW senior writing course . 3. Use of turnitin.com to increase writing assignments.	Pilot-TBD 2011-2012	Adoption delayed until 2013/2014		
Extended learning time: 1. Tutoring in content area.	2011-2012			Title I
Staff development and professional collaboration: 1. Release time for peer visits. 2. Assistance and training in conducting effective collaboration.	2011-2012 2011-2012	On an as needed basis Substitutes for teachers to observe other teachers (10 teachers two days each)	N/A 3000/year	Title 1
Involvement of staff, parents and community: 1. Provide parent/student access to ABI. 2. Offer the opportunity for all staff to be represented in site decisions, SSC (School Site Council)	2011-2012 As needed	N/A (occurs after contract hours)		
Auxiliary services for students and parents: 1. Provide translation services for written documents and parent phone contact 2. Free breakfast for all during CST testing. 3. Provide transportation for after school programs. 4. Provide snacks for students to encourage attendance for after school programs.	As needed 2011-2012 2011-2012 2011-2012	N/A (District provided) Funding for Transportation	10,000.00	Title 1
Monitoring program implementation and results: 1. Walk-throughs 2. Common assessments built within and without Data Director, on-going training for Data Director. 3. Working towards how to efficiently and effectively use collaboration time.	On-going On-going On-going	Collaboration Collaboration		

Form A: Planned Improvements in Student Performance in Mathematics

The school site leadership team has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

GOAL # 2 for Improving Student Achievement in Mathematics: Increase by 5%.				
Student groups and grade levels to participate in this goal: Schoolwide 85% African American 85.4% Hispanic 81.4% English Learners 75%		Anticipated annual performance growth for each group: API 900 Schoolwide 5% growth to 90% African American 5% growth to 90.4% Hispanic 5% growth to 86.4% English Learners 5% growth to 80% 85% Proficient and Advanced		
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Checkpoints • Benchmarks – both district and school • Data Director 		Group data to be collected to measure academic gains: District Assessments and the CST Common assessments given at common points in the pacing to provide on-going formative assessment data		
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards:				
Improvement of instructional strategies and materials: 1. Math tutoring and re-teach program. 2. Target struggling students through the use of after school tutoring.	2011-2012 2011-2012			
Staff development and professional collaboration: 1. Release time for peer visits. 2. Assistance and training in conducting effective collaboration (PLC). 3. Use of academic coaching to enhance teaching strategies. 4. Teacher release time for school visits	2011-2012 2011-2012	On an as needed basis Substitutes for teachers to observe other teachers (10 teachers two days each)	N/A 3,000.00	
Involvement of staff, parents and community:	2011-2012	N/A (occurs after contract hours)		

1. Provide parent/student access to ABI 2. Offer the opportunity for all staff to be represented in site decisions, SSC (School Site Council).	As needed			
Auxiliary services for students and parents: 1. Provide translation services for written documents and parent phone contact. 2. Free breakfast for all during CST testing. Auxiliary services for students and parents: 3. Provide transportation for after school programs. 4. Provide snacks for students to encourage attendance for after school programs.	As needed 2011-2012 2011-2012 2011-2012	N/A (District provided) Funding for Transportation	10,000.00	Title I
Monitoring program implementation and results: 1. Walk-throughs 2. Common assessments utilized and student progress reviewed and discussed. 3. Working towards how to efficiently and effectively use collaboration time.	On-going On-going On-going	Collaboration Collaboration		

Form A: Planned Improvements in Student Performance - Evaluation and Accountability

All University Preparatory staff will seek to provide High Academic Standards for all students.

GOAL # 3 for Improving Student Achievement – Evaluation and Accountability: The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, and the California English Language Development Test, and include local measures of pupil achievement. The school site leadership team analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based on this analysis the council has established the following performance improvement goals, actions and expenditures.					
Student groups and grade levels to participate in this goal: All students across all grade levels.		Anticipated annual performance growth for each group: N/A			
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Department meetings • Overall school wide meetings • Collaboration meetings within grade levels 		Group data to be collected to measure academic gains: Student progress in understanding and achievement Students needing intervention			
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: 1. All classroom settings will provide a focus on standards based materials, including posting of daily learning objectives and will contain updated technology for both student and teacher use (i.e. student computers with wireless internet access, utilization of GradeCam, document cameras, flip cameras). 2. University Preparatory teachers and administration will work together to provide the appropriate classroom forums for student achievement. 3. Administrative Walkthrough. Release time for teacher observation of other teachers BTSA support program and/or classroom Management training.		On-going On-going On-going	N/A (during work hours) N/A (during work hours) N/A (during work hours)		

Improvement of instructional strategies and materials: 1. Focus on effective instructional strategies in all academic areas with emphasis on ELA and Math. 2. Staff will continue the process of training and supporting AP courses. 3. College Board trainings for select content areas will be available to teachers.	On-going On-going On-going	N/A (during work hours)		
Staff development and professional collaboration: 1. Bi monthly, early release days to examine and pre-plan for instructional delivery. Use of data to re-teach, amplify, or move forward in the specific course of instruction. 2. All staff will be involved in meeting together As a Professional Learning Community. Subject and grade level teams. 3. Share websites, book reviews on teaching strategies, including “Under-Resourced Learners” by Ruby Payne, article reviews, discipline, technology and guest speakers.	On-going On-going On-going	N/A (during work hours) N/A (during work hours) N/A (during work hours)		
Involvement of staff, parents and community: 1. Middle and high school student tours of college campuses.	On-going	N/A (during work hours)		
Auxiliary services for students and parents: 1. Students and parents will have access to college and career information with career technician twice per week.	On-going			

School-wide Action Plan 2012-2013

Form A: Planned Improvements in Student Recognition, Rewards and Making School Relevant

The school site leadership team recognizes the need to need to reward student performance as well as make content standards relevant to students. As a result, it has adopted the following school goals, related actions, and expenditures to increase student rewards and recognition of student groups reaching academic benchmarks as well as providing the opportunity for teachers to enhance classroom instruction through a variety of means to make academic standards more meaningful:

GOAL # 4: Develop incentives for students to increase their academic achievement, foster appropriate peer relationships and increase student participation. Staff will develop and implement student reward and recognition program based on both academic and social achievement during the school year. Staff will continue to research, develop and implement a multitude of activities, events and other means to make academic content more relevant to students.				
Student groups and grade levels to participate in this goal: All students.	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> • Growth toward annual AYP targets • Growth toward annual API targets 			
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • Student academic achievement • Number of students eligible for academic rewards • Formative assessments • Reduction in discipline referrals • Increase in student attendance 	Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • Common assessments in content areas • CST Scores • Review of discipline referrals • Review of student attendance 			
Actions to be Taken to Reach This Goal Consider all appropriate dimensions	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: 1. Student Rewards for behavior, attendance and grades 2. Student Recognition for demonstrating outstanding character, citizenship and being an exemplary Jaguar	2011-2012 2011-2012	Fieldtrips, Assemblies, Dances, Lunch, Dinners, T Shirts, Release Time Front line passes and jean days	\$5,000 n/a	Title I n/a
Improvement of student participation: 1. Students will experience real life connections with the standards 2. Students will participate in an emotionally safe environment with appropriate peer	2011-2012 2011-2012 2011-2012 2011-2012			

groups				
3. Peer counseling				
4. STAR Program				

The resources that will be needed to monitor our WASC report include:

- Collaboration time to continue to update the document.
- A budget to monitor and then produce our next WASC report.
- District and staff time and support to continue monitoring the document.
- A budget to implement changes suggested by the WASC visiting committee.

Appendix:

Common Practices and Policies

UNIVERSITY PREPARATORY SCHOOL **STUDENT HANDBOOK**

OFFICE HOURS

The office is open for business between the hours of 6:45 a.m. and 3:00 p.m.

ATTENDANCE

All students are expected to attend all classes and be on time. When a student is absent, the parent/guardian should call the school at 243-5940 ext. 35105 immediately. If no call is made, the student has three (3) days to clear the absences with either parent/guardian verification by phone call or written note. After three (3) days, the absence will be permanently **UNEXCUSED** and considered **TRUANCY**. Disciplinary action may result from unexcused absences. After three (3) days of cumulative unexcused absences, a truancy letter will be sent and the **DISTRICT TRUANCY OFFICE** notified. EC 48292; BP 5113(a), (b), and AR 5113(a), (b), (c)

TARDIES

All classes begin promptly. Tardy bells will be used to begin school, between classes, and for lunch time. When the tardy bell rings, students are expected to be in their assigned seats with necessary materials. After ten (10) minutes, students tardiness will be considered **TRUANCY**. Excessive tardiness and cuts will be referred to the **DISTRICT TRUANCY OFFICER** for disciplinary action. EC 48292; BP 5113.1 (a), (b); and AR 5113.1 (a), (b), (c), (d), (e)

STUDENT ATTENDANCE REVIEW BOARD (SARB)

California compulsory education law requires students between the ages of 6 and 18 years of age to attend school. The Student Attendance Review Board (SARB) exists to promote regular daily attendance. This school is required by law to report habitual truants/absences to SARB. Parents/guardians will receive letters informing them of their student's tardies/absences. Parents may be brought before the SARB to rectify the absences. Continued attendance problems may be referred to the District Attorney's office for court action. EC 48292

SHORT TERM INDEPENDENT STUDY PROGRAM

The Short Term Independent Study Program is not intended to be longer than twenty (20) days in a school per year or less than (5) consecutive school days. Teachers need at least five (5) days to prepare "assigned work" for the time period requested. A Master Agreement must be completed and permission given before Short Term Independent Study Program is active.

Work Permit Application can be obtained in the Counseling Office

ASSOCIATED STUDENT BODY (A.S.B.)

The Associated Student Body (A.S.B.) is made up of all the students who attend University Preparatory. Our student body is governed by a constitution, and in order that the rules and standards of that constitution may be carried out, we have a group of students elected by the student body who form the A.S.B. Student Council.

The A.S.B. Student Council acts as the legislative branch of the junior/high school government and takes care of student body business, special functions, and other student activities. It is made up of four officers – President, Vice President, Secretary and Treasurer. All class representatives are members of the A.S.B. Student Council.

STUDENT IDENTIFICATION CARDS

Student Identification Cards are to be worn and visible at all times while on campus or attending school functions. Identification cards will be issued at the time students take their school pictures. Students not wearing an ID card while on campus will be referred to administration for disciplinary action. If an ID card is lost/stolen, the student must purchase a new one immediately. Replacement cards will be issued through the school counseling office at a cost of \$10.00. When a student withdraws from school, or at the end of the school year, their ID card must be returned to the school office. BP 5157

TEXTBOOK/LIBRARY BOOKS

Students are responsible for all textbooks, library books, and other materials checked out from the library. If a student damages a textbook, library book, or other materials, he/she must pay for the book/materials. If a student loses a textbook/library book or other materials either through actual loss or by theft, he/she must pay for the book or material. Payment for damage or loss should be made in the library for classroom texts, textbook/library books, and other materials. If the book is found the money will be refunded to you. **STUDENTS WHO SUFFER LOSS OR DAMAGE TO BOOKS OR SCHOOL MATERIALS ARE FINANCIALLY RESPONSIBLE FOR THAT LOSS OR DAMAGE.**

HEALTH SERVICES

Parents/guardians should keep the Office informed of any special health matters concerning their student. **ALL STUDENTS MUST HAVE AN UP-TO-DATE EMERGENCY CARD ON FILE IN THE OFFICE.**

Students are **not** to bring medication to school. If medication must be administered at school, it must be kept in the office and be dispensed by trained school personnel. The medication must be in the original pharmacy container with the prescription printed on the label. It must be accompanied by a VVUHSD medication form which includes physician directions and signature and parent's signature requesting school assistance with medication. This policy includes prescription and over the counter medications (i.e. Tylenol, Aspirin, cold medicine, etc.). Over the counter medications without a written prescription can only be administered to a student directly by their parent. EC 49423

Student requiring asthma and/or anaphylaxis medications may carry emergency inhalers/epi-pens on their person. However, specific release forms signed by doctor and parent are required to be on file in the office. All medication forms are available from the school office.

All students entering or repeating the 7th grade are required to present documentation of current immunizations which includes Hepatitis B and one additional dose of Measles, Mumps and Rubella (MMR). Any student who has not been properly immunized shall be excluded from school until such documentation is provided. Whenever there is a reason to believe a student is suffering from a recognized contagious or infectious disease, that student will also be excluded from school.

During the 7th and/or 8th grade, the state of California mandates certain health screenings. These include Scoliosis screening for 7th grade girls and 8th grade boys, and hearing screening for all 8th graders. These tests are performed by registered nurses during the school day. A student may be exempt from these screenings only if the parent or guardian files a written statement with the principal stating they do not want any health of medical examinations for their student.

Each student is required to participate in Physical Education unless a doctor's note is on file with the school office excusing him/her for a specific medical reason and time period.

The school does not have a registered nurse on site. The district nurse is available for any questions or concerns at 955-3201 extension 10237.

PAYMENT METHODS

Cash or money orders must be used when purchasing school items, paying for material fees, lost textbooks, etc., for your student. Checks are no longer accepted due to the loss of school funds resulting from returned checks.

HALL PASSES

Students are permitted to leave class only for emergencies or the most important of reasons. In all circumstances, when leaving class, students must have a pass in their possession. Any student out of class without his/her proper hall pass signed by the teacher will be considered as cutting class. **DO NOT LEAVE YOUR CLASSROOM WITHOUT YOUR HALL PASS SIGNED BY THE TEACHER**

CAFETERIA SERVICES

Our school cafeteria provides an excellent lunch for reasonable prices. Students are not to cut into cafeteria lines and are to dispose of their trash properly. Student who cannot behave in the cafeteria and cafeteria lines will lose their cafeteria privileges. Students at lunch are permitted to be in assigned lunch areas only. Students who qualify for free and reduced lunches must pick up the application in the office or at the Central Enrollment Center (CEC).

INSURANCE

Neither the school nor the school district provides health and accident insurance for pupils. However, insurance forms are available in the office for students desiring to purchase this type of insurance. **REMEMBER, any student participating in the interscholastic athletic program MUST be covered by an insurance policy.**

LOST AND FOUND

The Lost and Found Department is located in the office. Articles of clothing, textbooks, notebooks, jewelry, watches, eyeglasses and other miscellaneous objects are turned in here when they are found on campus. If you lose or misplace any of your belongings, check the Lost and Found collection. Unclaimed items are disposed of regularly.

PARENT ON-LINE ACCESS

Parent On-Line Access to student information is available. Parents/guardians may access their child's student information i.e. demographics, emergency contacts, class schedule, test scores, attendance, grades, and medical (immunizations) information from the internet. If you are interested in obtaining Parent On-Line Access, please visit Ms. Warnett in the counseling office. Ms. Warnett will verify your identity, assign a user name, record your password and provide directions on how to log-on to the site. The web address for accessing student information is <https://parent.vvuhd.org>.

REPORT CARDS

Mid-quarter grades will be issued to all students at the 4-1/2 week mark of each quarter. Report cards will be issued every nine weeks. Progress reports and semester grades will be mailed home. One grade is given in each class for academics and one for citizenship. The report

card is a cumulative report with a nine-week and an eighteen-week or semester grade. Teachers shall evaluate a student's work in relation to standards that apply to all students at his/her grade level. Grades for achievement shall be based on mastery of standards and shall be reported each marking period. The academic grading symbols used are:

A= Outstanding Achievement	4.0 grade points	B= Above Average Achievement	3.0 grade points
C= Grade Level Standards' Mastery	2.0 grade points	D= Grade Level Below Standard	1.0 grade points
F= Does Not Meet Standard	0.0 grade points	I= Incomplete	0.0 grade points

BC 5121 (a), (b) and AR 5121 (a), (b) Citizenship grading symbols used are: O= Outstanding S= Satisfactory N= Needs improvement
U= Unacceptable

HONOR ROLL

There is an Honor Roll for each semester based on a student's total grade point average and satisfactory citizenship. The classifications are as follows:

PRINCIPAL'S HONOR ROLL:	4.00 (OR HIGHER) GPA
HONOR ROLL:	3.00 – 3.99 GPA

REQUEST FOR A STUDENT TRANSFER TO ANOTHER CLASS

Parents/guardians wishing their student to transfer to another class must fill out a "Student Transfer Request" obtained from the Counseling Department. The form must be completed in its entirety. Incomplete forms will be returned. The request will be reviewed by the student's counselor, who shall then submit the request to the administration for approval or disapproval. Requests must be made the first two weeks of the semester. No schedule changes will be granted after the deadline.

MONEY AND VALUABLES

University Preparatory is not responsible for any valuable that is lost or stolen on school campus.

Borrowing, loaning, or paying back money in any amount will not be allowed at school. If you need money for lunch or other purposes, please call your parents to make the necessary arrangements.

RESTROOMS

Restrooms are to be used only for the purpose for which they are designed and built. A student who loiters or otherwise acts in an inappropriate manner will be subject to disciplinary action. Restrooms should be used before/after school, between classes and at lunchtime.

TELEPHONE

The office phones are for office business only. Students will not be called from class to the phone unless an emergency exists. In addition, students staying after school must make ride arrangements in advance. Students must be off campus by 2:30 p.m. (3:15 p.m. for those in an extra period), unless under direct supervision of a staff member. The office closes at 3:00 p.m. and telephones may not be available.

CELL PHONES

Cell phones are to be used for emergencies only. They must remain off and not be seen throughout the day. This includes all hours between 6:30 A.M. and 2 P.M. Cell phones will be confiscated and released at appointed days and times, to parents only, if used inappropriately. The consequences are listed in this handbook.

VISITORS

Parents/guardians are welcome to visit our school. All guests must check in at the office before visiting classrooms. Unauthorized visitors will be asked to leave campus. All visitors shall have a Visitor's Pass and it shall be visible while on campus. All visitors must be present identification when signing in at the front desk. The Visitor's Pass must be returned to the office when signing out.

PARENT INVOLVEMENT

Studies have shown that parental involvement has a positive impact on student achievement. Our campus fosters an environment that encourages family involvement. Parents/guardians who are interested in volunteering at our school or sharing their expertise with our students are encouraged to contact the school office at (760) 243-5940.

STUDENT SUPPLIES

Each student should have a 3-ring notebook with a supply of paper, pencils, and pens. Spiral notebooks will not be allowed. Further information as to specific course supplies will come from each instructor.

MATERIALS NOT RELATED TO SCHOOL

Any materials or articles not directly related to class work are NOT permitted at school. This includes, but is not limited to, radios, MP3 players, iPods, toys, sports equipment, lighters, matches, knives, animals, beepers/pagers, laser pens, playing cards, baseball cards, squirt guns, aerosol cans, cassette/CD players, cassettes/CD's, electronic games, and Nintendo game cartridges. Such items eventually cause problems between students and between students and teachers. Teachers or administrators will confiscate these items and they will be kept in the office.

until picked up by parents/guardians (with the exception of aerosol cans, laser pens, and weapons). Students who bring such items to school will be subject to disciplinary action. We will make reasonable attempts to keep confiscated items until picked up by parents/guardians. The school is not responsible for missing, stolen, or lost items. Unclaimed items will be donated to charity at the end of the school year.

PROMOTION, ACCELERATION, AND RETENTION

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Progress toward promotion shall be based on the student's ability to pass the subjects and electives. The student must also meet the minimum proficiency requirements set by the Board.

When academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and/or who are at risk of being retained in accordance with law, board policy, and administrative regulation. Students who should be retained and/or who are at risk of being retained will be identified on the basis of multiple measures of student achievement which shall include the following indicators of academic achievement:

1. Site and District Language Arts and Mathematics assessments
2. Grades/GPA
3. Standardized Testing and Reporting Program (STAR)
4. Mastery of Grade Level Standards in Language Arts and Mathematics

ED 5123 (a), (b), (c), (d), (e), (f), (g), (h.1), (h.3), (i), (j.1), (j.2); BP 5123 (a), (b); and AR 5123 (a), (b), (c), (d), (e), (f), (g)

HANDS OFF RULE

Students are expected to keep their hands and feet to themselves at ALL times. Students are not to touch others or their property without permission. We practice **ZERO** tolerance for fights. **RELEASING STUDENTS**

Students will be released during school hours only to those individuals listed on the student's emergency card. **A proper photo I.D. will be required in order for a student to be released.** **TOBACCO-FREE SCHOOLS/SMOKING**

The Governing Board recognizes the health hazards associated with the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. Employees are encouraged to serve as models for good health practices that are consistent with the district's instructional programs.

In accordance with state and federal law, smoking of and using tobacco is prohibited in all district facilities and vehicles.

The Board further prohibits the use of tobacco products at all times on district grounds. This prohibition applies to all employees, students, visitors and other persons at any activity or athletic event on property owned, leased or rented by or from the district.

The Board and the administration sincerely request the cooperation of everyone to insure the successful compliance with state and federal law and Board Policy and for the benefit of students. (Refer to Board Policy 3513.3)

STUDENT RESPONSIBILITIES WHILE RIDING SCHOOL BUSES

The Victor Valley Union High School District Governing Board has adopted rules and regulations to assist students in understanding their responsibilities while riding buses of the school district. (Refer to Board Policy S120)

TRANSPORTATION OF STUDENTS: Riding a bus is a privilege and not a right. This privilege may be denied for disorderly conduct.

STUDENT RESPONSIBILITIES: It is the responsibility of each student to obey all rules while riding the bus.

AUTHORITY OF DRIVER: Pupils transported in a school bus shall be under the authority of, and responsible directly to the driver of the bus. (SCAC 14103)

DENIAL OF TRANSPORTATION: Disorderly conduct and/or refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. The school district governing board of trustees shall adopt rules and regulation to enforce this provision. (SCAC 14105)

BIKES AND SKATEBOARDS, ETC.

Students who ride a bike or scooter to school must wear a properly fitted and fastened helmet and must use the designated fenced area. Failure to do so may result in disciplinary action, citation, and/or confiscation of the item(s). Skateboards and roller-skates/blades are not permitted on campus.

PHILOSOPHY OF DISCIPLINE

When large groups of people work and live together for long periods of each day, as we do here at University Preparatory, it becomes necessary to set up guidelines for behavior to help ensure that each individual member of the group can work and move as freely and safely as

every other member of the group. These guidelines serve to protect the rights of the students and faculty of our school and provide a positive and supportive environment for student growth and learning.

Individuals who choose not to respect the rights of others should expect disciplinary action against them to ensure the rights of everyone in our school.

Each student must follow the direction or orders of teachers, staff, and parent volunteers the first time given. **Any student who refuses to obey a staff member or parent volunteer is guilty of defiance and will be subject to disciplinary action up to and including suspension and/or expulsion.**

STANDARDS OF BEHAVIOR

Students shall observe acceptable standards of behavior while going to and from school, attending school, or at school-sponsored activities. A student who chooses not to follow the rules and regulations will face serious consequences, and a behavior contract may be written. After a student has been repeatedly warned for misbehavior, the parents are notified through a conference or other contact and acts of misbehavior continue, the principal shall prepare a written recommendation for expulsion to the Administrative Hearing Officer. This recommendation occurs only after other means of correction have failed to bring about proper behavior and if the student is a clear and present danger to him/herself and other students and staff or if his/her presence disrupts the educational process at University Preparatory School. The Board of Trustees acts on each of these recommendations.

AFTER-SCHOOL DETENTION (A.S.D.)

State law permits the school to assign a student to one hour of detention. Twenty-four hour notice shall be given to the parent. Transportation after detention is provided if a late bus is scheduled and the student is a bus rider. Otherwise, students are responsible for transportation home. Possible Saturday School, community service, or suspension may result if a student fails to attend detention.

SEARCH AND SEIZURE

Campuses throughout the VVUHSD are routinely inspected by detection canines for prohibited items in order to provide students, parents, and staff with a safe learning environment. ED 49050; BP 5145.12, and AR 5145.12

UNIVERSITY PREPARATORY
2011-2012
DISCIPLINE CONTINUUM
POWER OF SCHOOL BOARDS TO ISSUE RULES OF CONDUCT

Each school district's governing board has the power to prescribe rules for the discipline of its schools. The district/school must notify parents and guardians of those rules as they pertain to student discipline and must communicate those rules to students at the beginning of each school year. (Education Code Sections 35291, 48980, and 48981)

DUTY OF PUPILS

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (EC 48908) Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain from use of profane and vulgar language (C.C.R. Title 5, Section 300).

University Preparatory School implements the BEST Behavior Program. This program was designed to build positive behavior in schools. The BEST program identifies and rewards student for good behavior. The following matrix describes expected campus behavior and follows the three basic rules: 1) Be safe 2) Be respectful and 3) Be responsible.

BEST BEHAVIOR MATRIX

Area/Rule	Safety	Responsibility	Respect
Classroom	<ul style="list-style-type: none"> Use materials & furniture properly Keep aisles clear Keep hands, feet and objects to self 	<ul style="list-style-type: none"> Return materials to designated area Clean up after yourself Be on time and prepared for class No food, drink or gum 	<ul style="list-style-type: none"> Have a positive attitude Follow directions at all times Treat others and property with respect Use appropriate voice and language
Library and Computer Labs	<ul style="list-style-type: none"> Use materials & furniture properly Keep hands, feet and objects to self Keep aisles clear 	<ul style="list-style-type: none"> Return materials to designated area Use internet appropriately; print only what is needed No food, drink, or gum Clean up after yourself 	<ul style="list-style-type: none"> Follow directions Have a positive attitude Treat others and property with respect Use appropriate voice and language
Assemblies/ Special Events	<ul style="list-style-type: none"> Keep hands, feet and objects to self Remain seated during presentation Wait for dismissal instructions 	<ul style="list-style-type: none"> Sit quietly No food, drink, or gum 	<ul style="list-style-type: none"> Be attentive Treat others and property with respect Use appropriate voice and language
Hallways	<ul style="list-style-type: none"> Keep hands, feet and objects to self Walk at all times 	<ul style="list-style-type: none"> Move to class on time Use drinking fountains appropriately 	<ul style="list-style-type: none"> Treat others and property with respect Use appropriate voice and language
Office	<ul style="list-style-type: none"> Use materials & furniture properly Keep hands, feet and object to self 	<ul style="list-style-type: none"> State your purpose politely Obtain written permission to enter office No food, drink or gum Be mindful of your own business 	<ul style="list-style-type: none"> Treat others and property with respect Use appropriate voice and language
Lunch Area	<ul style="list-style-type: none"> Keep hands, feet and objects to self Walk at all times 	<ul style="list-style-type: none"> Wait your turn in line Place trash in proper containers Clean up after yourself 	<ul style="list-style-type: none"> Treat others and property with respect Use appropriate voice and language
Bathrooms	<ul style="list-style-type: none"> Keep water in sink Wash hands Keep hands, feet and 	<ul style="list-style-type: none"> Place trash in proper containers Flush toilets 	<ul style="list-style-type: none"> Treat others and property with respect Use appropriate voice

	objects to self	<ul style="list-style-type: none"> • Inform adults of vandalism 	<ul style="list-style-type: none"> • and language • Give people privacy
Bus Area	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet and objects to self 	<ul style="list-style-type: none"> • Wait your turn in line • No gum • Pick up trash 	<ul style="list-style-type: none"> • Treat others and property with respect • Use appropriate voice and language
Cyclists/Walkers	<ul style="list-style-type: none"> • Walk and ride bikes safely • Wear helmets • No loitering 	<ul style="list-style-type: none"> • Touch others' property only with permission • Obey traffic rules • Secure bicycles 	<ul style="list-style-type: none"> • Treat others and property with respect

DISCIPLINARY CONSEQUENCES

TEACHER SUSPENSION FROM CLASS

A teacher may suspend any pupil from class from 1 to 2 days for any of the violations listed in EC48900. The length of a class suspension shall be the day of the suspension and, if applicable, the following day. The teacher shall immediately inform administration of the actions, and send the pupil to the proper administrator for actions. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent/teacher conference regarding the suspension. (EC 48910) The teacher should explore every reasonable solution to the problem, **INCLUDING CONTACTING THE PARENT**, when classroom misbehavior begins. This contact **MUST** also be made **BEFORE** referring the student to an administrator for minor, routine classroom problems. These attempts must be documented on the referral. Only extreme classroom discipline problems – such as fighting, threatening staff, etc., will be handled by administration without prior disciplinary intervention attempts by the teacher.

The administrator reserves the right to alter or decide the offense entry level, depending on the severity of the offense, the past behavior of the student, and the effectiveness of the discipline for each student.

If a student has been suspended 10 days, he/she will be referred to the district's Disciplinary Hearing Panel and a pre-expulsion contract will be put into effect.

If a student is suspended 20 days during a school year, the principal is required to refer the student for expulsion.

TARDIES

Teacher Action:

- 1st tardy – warning
- 2nd tardy – warning with parent notification
- 3rd tardy – referral with 1 day of after school detention and parent notification
- 4th tardy – referral to Administration

Administrative Action:

Each subsequent tardy will result in a referral, after school detention and **loss of Renaissance Award Activities, Dance privileges may be revoked and possible Saturday School.**

Multiple referrals for tardies will result in suspension from school and/or referral to SARF. The number of days for suspension will be based on other discipline problems and referrals.

PROFANITY

Teacher Action:

- 1st violation – warning
- 2nd violation – warning with parent notification
- 3rd violation – referral with 1 day of after school detention and parent notification
- 4th violation – referral to Administration

Administrative Action:

Each subsequent use of profanity will result in a referral, after school detention and **loss of Renaissance Award Activities, Dance privileges may be revoked and possible Saturday School.**

Multiple referrals for profanity will result in suspension from school. The number of days for suspension will be based on other discipline problems and referrals.

CLASS CUT

Teacher and Administrative Action:

All class cuts will result in a referral. Two days of After School Detention will be issued for each class cut.

Note: Extreme cases may result in a Clean Sweep citation and/or referral to SARB.

DISRUPTIVE BEHAVIOR

Serious problems will result in an immediate referral. Disruptive behavior may include, but is not limited to: chasing students around the classroom, out of seat, not bringing materials, cell phone use, CD players, unnecessary noise making, eating or drinking in class, gum, etc.

Teacher Action:

1st violation – warning

2nd violation – warning with parent notification

3rd violation – referral with 1 day of after school detention and parent notification

4th violation – referral to Administration

Each subsequent disruption will result in a referral.

*Throwing things (i.e. rocks) or shooting things (i.e. Rubber bands) at others is a safety issue and the student will be given an immediate referral.

Administrative Action:

Each subsequent disruption will result in a referral, after school detention and **loss of Renaissance Award Activities, Dance privileges may be revoked and possible Saturday School.**

Multiple referrals for disruption will result in suspension from school. The number of days for suspension will be based on other discipline problems and referrals.

DRESS CODE

Teacher and Administrative Action:

1st violation – warning, sent to the office to call parent and to change inappropriate garment (if available)

2nd violation – warning, sent to the office to change inappropriate garment (if available), parent notification and documented in discipline file.

3rd violation – referral to the office to change inappropriate garment (if available), 1 day of after school detention, parent notification and documented in discipline file.

4th violation and each subsequent violation – referral to the office to change inappropriate garment (if available), 2 days of after school detention and documented in discipline file. Student will lose **Renaissance Award Activities, Dance privileges may be revoked and possible Saturday School or After School Detention may be assigned.**

Multiple referrals for dress code violation will result in suspension from school. The number of days for suspension will be based on other discipline problems and referrals.

P.E. NON-SUITS

1st non-suit – warning

2nd non-suit – warning with parent notification

3rd non-suit – referral to Administration, parent notification, and 1 day of after school detention

4th non-suit and each subsequent non-suit will result in a referral.

DEFIANCE

Teacher Action:

Any type of student defiance will result in an immediate referral to the office.

Administrative Action:

1st violation – referral and 1 day of school detention

2nd violation – referral, 2 day of after school detention

3rd violation – referral, **loss of Renaissance Award Activities, Dance privileges may be revoked and possible Saturday School and suspension.**

4th violation – suspension and possible dismissal

The number of days for suspension will be based on the other discipline problems and referrals.



UNIVERSITY PREPARATORY SCHOOL

ACADEMIC HONESTY & INTEGRITY POLICY

At *University Preparatory School*, we want every student to become a caring and productive citizen. Students are expected to achieve academic excellence and develop a strong character. The faculty, staff, and administration expect each and every student at *University Preparatory School* to follow principles of honesty and integrity.

Students will be considered to be cheating if they:

1. Copy another person's papers, reports, homework, class work or project.
2. Obtain papers, reports, or projects from another source, such as the internet, and turn them in as their own.
3. Copy another person's test or quiz answers.
4. Use unauthorized information on an exam or quiz. For example: crib sheet, cheat sheet, information in a book, etc.
5. Allow another student to copy their homework, test, or quiz answer.
6. Change grades or answers of any assignments or test by giving unearned points to another student or changing answers/points after work has been graded.

Any violation of 'cheating' will result in administrative action/discipline which may include After School Detention, a Behavior Contract, and parent notification up to dismissal from *University Preparatory* in addition to teacher action/discipline.

By signing below, I acknowledge that I have read and understand the above policy of Academic Honesty and Integrity and will agree to abide by this code for as long as I remain a *University Preparatory* student.

Student Signature

Date

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT
University Preparatory
Academic and Behavioral Compact 2011-2012

Developing Leaders Committed to Excellence

Print Student Name: _____ Gr. _____ DOB _____

"As a part of my academic learning, social integration, individual growth and personal success, my aim is to abide by the following school guidelines":

- A. I will strive to put forth my best effort and attitude this year at University Preparatory.
- B. I will attend all of my classes punctually, with school materials--**ready** to learn.
- C. I will behave in a **respectful** manner at school and at school-related activities, including behaving in a respectful and appropriate manner toward all staff members, and students.
- D. I will take **responsibility** for all my actions/behaviors and learn from my mistakes.
- E. I will maintain a 2.5 G.P.A., doing all work required of me in class, as well as that assigned as homework.
- F. I will be able to attend ALL Renaissance activities, Academic Reward Field Trips, grade level academic trips and any other extra curricular activities by maintaining a 2.5 G.P.A., having no suspensions or major tardy violations.
- G. I will treat all school property and personal property (mine and others) with great care.
- H. I will refrain from any classroom disruptions, student "gossip", horseplay, fights, campus bullying or Cyber bullying to include inappropriate texting (whether on or off campus).
- I. I will abide by the tenants of the dress code.
- J. I will abide by the attendance procedures; not to miss more than 4 days of attendance per semester (3 tardies = 1 day absence).

I will have the opportunity to appeal to the Discipline Committee should there be a situation where my continued attendance at University Preparatory is jeopardized by my academic performance, poor behavior or individual choices.

Knowing that great educational benefits follow time tested principles such as *Readiness, Respect and Responsibility*, I will, with my parent/guardian's support, practice these strong values each day while attending University Preparatory.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Master Schedule

University Preparatory Master Schedule 2011-2012

Revised 09/07/2011

Teacher	#	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
Abadilla, R - 56	36	Statistics	AP Stats	Geometry	Geometry	Geometry	Statistics	PREP
Barr, F - 60	28	Science 8	Science 8	PREP	Science 8	Science 8	Science 8	Science 8
Bell, B - 8	55	Am Govt	Sr. Transition	Am Govt	Am Govt AP	Am Govt	Sr. Transition	Am Govt
By, T - 12	84	Frnscl Sci	Frnscl Sci	PREP	Frnscl Sci	Frnscl Sci	Frnscl Sci	Anat/Phys HP
Colón, M - 50	2	Chemistry	Chemistry	Chemistry	Envmtl Sci AP	Chemistry	Chemistry	Envmtl Sci AP
Cook-Askins- P12	86						Military Science	
DeNike, R - 61	29	Science 7	PREP	Science 7	Science 7	Science 7	Science 7	Science 7
Edge, T - 66	45	PREP	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I	Algebra I
Elder, G - 52	46	Microbio I	Microbio I	Microbio I	Microbio I	Anat/Phys HP	Anat/Phys HP	Anat/Phys HP
Esteves, M - P7	61	Trigonometry	Trigonometry	Algebra II	Trigonometry	Trigonometry	Trigonometry	PREP
Faison, S - P3	38	World Hist HP	World Hist HP	World Hist HP	Euro Hist Ap	World Hist HP	World Hist HP	World Hist HP
Garcia, T - 64	39	Spanish II	Spanish III	Span Spn Spk I	Spanish II	PREP	Span Spn Spk I	Spanish II
Glasl, P - P5	26	PREP	English IV AP	Expository RW	Expository RW	Yearbook	Expository RW	English IV AP
Gonzales, G - Gym	4	Adv. PE	Weight Trng	Adv. PE	Adv. PE	PE	Adv. PE	PE
Harps, D - 21	5	Band III	PREP	Wind Ensemble	Band III	Pre-Algebra	Pre-Algebra	Pre-Algebra
Kelly, L - 58	25	Band II	Band I	PREP	Band II	Band III	Band I	Band I
Macias-Gómez, V - P6	6	Spanish IV AP	Spanish IV AP	Spanish II	Spanish III	PREP	Spanish V AP	Spanish III
Martin, H - Gym	34	PE	PE	PE	PE	PE	PE	PE
Martinez, A - 64	31	Spanish III	Spanish III	Spanish IV HP	Span Spk II	Spanish III	PREP	Span Spk II
Norris, B - 55	8	Alg. Concepts	Pre Algebra	Pre- Algebra	Pre Algebra	PREP	Jr Hi Ldrshp	Hi Sch Ldrshp
O'Rane, M - 59	9	Orchestra	Beg. Strings	Int. Strings	Beg. Strings	PREP	Int. Strings	Adv Orchestra
Ordoñez, V - 63	41	Spanish I	Spanish I	Spanish I	Spanish I	Spanish I	PREP	Spanish I
Page, D - P21	15	Drama III	PREP	Drama I	Drama II	Spch/Debate	Eng/LangArt 8	Drama I
Panin, C - P17	83	Choir I	Choir II	Choir III	Choir I	Choir II	Music Appr	PREP

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**University Preparatory
Master Schedule
2011-2012**

Revised 09/07/2011

Petersen, E - P4	11	English I HP	English I HP	English I HP	English I HP	English I HP	English I HP	Sksp Comedy
Phillips, S - 65	42	Eng/LangArt 7	Eng/LangArt 7	Eng/LangArt 7	Eng/LangArt 7	Eng/LangArt 7	PREP	PREP
Piacentia, R - 14	56	English II HP	English II HP	English II HP	English II HP	PREP	English II HP	English II HP
Porter, S - P19	44	Soc. Studies 8	Soc. Studies 8	Soc. Studies 8	Soc. Studies 8	Soc. Studies 8	Soc. Studies 8	PREP
Powell, A - P1	12	English III	English III AP	English III	English III AP	Sr. Transition	English III	Sr. Transition
Rand, K - P2	30	US History	US History	Psychology	US History	Mock Trial	PREP	US History AP
Salazar, E - 57	70	AP Calculus	Algebra II	Physics	Algebra II	Physics	AP Calculus	Algebra II
Sooter, J - P18	85	EngLangArt 8	EngLangArt 8	EngLangArt 8	PREP	EngLangArt 8	EngLangArt 8	EngLangArt 8
Teacher A - 13	64	Psychology	Psychology	Soc. Studies 7	PREP	Sociology	Psychology	Sociology
Wilson, W - P2	78	PREP	US History	US History	US History	US History	US History AP	US History
Williams, J - Gym	33	Beg. PE	Beg. PE	PREP	Beg. PE	Beg. PE	Aerobics	Beg. PE
Zimmerman, J - 17	20	Geometry	Geometry HP	Algebra II HP	Geometry	Algebra II HP	PREP	PREP
Zimmerman, S - 51	14	Biology I HP	Biology I HP	Biology II AP	Biology II AP	Biology I HP	Biology II AP	Biology I HP

Revised 09/2011

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School Calendar & Collaboration Schedule

VICTOR VALLEY UNION HIGH SCHOOL DISTRICT 2011-12 School Calendar

July 2011 (0 Student Days)

Mon	Tue	Wed	Thr	Fri
				1
4	5	6	7	8
Holiday				
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2011 (8 Student Days)

Mon	Tue	Wed	Thr	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2011 (21 Student Days)

Mon	Tue	Wed	Thr	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2011 (20 Student Days)

Mon	Tue	Wed	Thr	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2011 (18 Student Days)

Mon	Tue	Wed	Thr	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2011 (18 Student Days)

Mon	Tue	Wed	Thr	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Schools

Cobalt Middle School
Goodwill Education Center
Hook Junior High School
Lakeview Middle School
Silverado High School
Susie Matthews Academy
University Preparatory
Victor Valley High School

First Day School

August 22

End of Quarter 1

October 21

End of First Semester

January 20

First Semester - 90 Days

End of Quarter 3

March 23

Holidays

September 6
October 10
November 11, 24-26
December 24, 25, 31
January 2, 18
February 13, 20
April 8
May 28

Fall Break

November 24-26

Winter Break

December 23 - January 8

California High School Exit Exam

September
February/March
May

Spring Break

April 2 - April 8

STAR Testing Window

April 30 (+/- 10 days)

Last Day of School

June 8
Second Semester = 80 days

O = Teacher work days

C = Collaboration Day - early out

M = Minimum Day

Board 12/13/07

January 2012 (16 Student Days)

Mon	Tue	Wed	Thr	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2012 (19 Student Days)

Mon	Tue	Wed	Thr	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29		

March 2012 (22 Student Days)

Mon	Tue	Wed	Thr	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2012 (16 Student Days)

Mon	Tue	Wed	Thr	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2012 (22 Student Days)

Mon	Tue	Wed	Thr	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2012 (8 Student Days)

Mon	Tue	Wed	Thr	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**GRADUATION REQUIREMENTS FOR VVUHSD/UNIVERSITY PREPARATORY
AND ENTRANCE REQUIREMENTS FOR THE UC AND CSU SYSTEMS**

Subject	Graduation Requirements For VVUHSD	Graduation Requirements For University Preparatory	Entrance Requirements For Universities of California	Entrance Requirements for California State Universities
English	4 years (40 units): no more than 10 units in any combined semester English elective	4 years (40 units): no more than 10 units in any combined semester English elective	4 years of college preparatory courses	Same as UC
Mathematics	3 years (30 units): no more than 10 units in any cross credit math course; completion of Algebra 1	4 years (40 units): Algebra 1, Geometry, Algebra II or higher	3 years (30 units): Algebra 1, Geometry, Algebra II or higher, 4 years (40 units) recommended	Same as UC
Social Science	3 years (30 units): 10 units in World History, 10 units in US History, 5 units in American Government; 5 units in Economics	3 years (30 units): 10 units in World History (H) or European History AP, 10 units in US History (H/AP), 5 units in American Government (H/AP); 5 units in Economics (H/AP)	2 years: 1 year World History; 1 year of US History or ½ year of US History and ½ year of American Government	2 years: 1 year World History; 1 year of US History or ½ year of US History and ½ year of American Government
Science	2 years (20 units): 10 units of Life Science; 10 units of Physical Science	3 years (30 units) of a lab science: Biology, Chemistry, Physics or Anatomy/Physiology	2 years of lab science in 2 or 3 areas: Biology, Chemistry, Physics	Same as UC
Foreign Language	See Fine Arts	3 years (30 units) of same language	2 years of same language, 3 years recommended	Same as UC, except students with competency in a language other than English may qualify for exemption
Fine Arts	1 year (10 units): combination of courses in Art, Drama, Music or 1 year of same Foreign Language	2 years (20 units) of Band, Choir, Drama or Orchestra	1 year of Drama, Choir, Photo or Advanced Band or 2 years of Art	Same as UC
Other Electives	4 years (80 units)	2 years (20 units)	1 year of college preparatory courses from the following: English, Advanced Mathematics, Laboratory Science, Foreign Language, Social Science, Visual or Performing Arts	1 year selected from English, Advanced Mathematics, Social Science, Foreign Language, Visual or Performing Arts
Physical Education	2 years (20 units), of Physical Education, must be enrolled in Beginning PE as a freshman	2 years (20 units), of Physical Education, must be enrolled in Beginning PE as a freshman	None	None
OTHER	4 years (230 units) completed as described above, and pass the California High School Exit Exam	4 years (230 units) completed as described above, and pass the California High School Exit Exam	All classes must be completed with grades of 'C' or better and must be college preparatory or higher	All classes must be completed with grades of 'C' or better and must be college preparatory or higher

- University of California and California State University requires a 'C' or better in all required subjects
- University of California requires SAT Reasoning Test of ACT and SAT Subject Tests

Awards & Accomplishments

- Title 1 Academic Achievement Award for the 2009, 2020 and 2021 school years.
- California Distinguished School Award for the 2009 school year.
- National Blue Ribbon School for 2010 school year.
- San Francisco Heritage Silver Award for Orchestra in 2010.
- San Francisco Heritage Gold Award for Orchestra in 2011.
- University Preparatory went through its initial WASC review process in 2009 and received the maximum initial visit accreditation of three years.



School Accountability Report Card 2009-2010

University Preparatory

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 7-12

16025 Forrest Avenue Victorville, CA 92395
Phone: (760) 243-5940 Fax: (760) 951-2803
Website: www.vvuhsd.org

Mr. Elvin Memon
Superintendent
Valerie Hatcher
Principal

Principal's Message

The upcoming 2010 – 2011 school year is off to a great start as we look forward to surpassing our previous successes. This year marks the third consecutive year we have received the Title I Academic Achievement Award and we are awaiting the announcement regarding the prestigious Blue Ribbon Award. Our current API score is 868, which is the 2nd highest high school API in San Bernardino County. Well done students and staff!

Through all these many accomplishments we are resolved in our mission to move our school from good to great. Our goal is to create and maintain an environment that provides examples of integrity, responsibility, academic success and to nurture our students to become ladies and gentlemen of superior character. We fully expect that our students will shape and change their communities and the world they live in. We have the awesome responsibility entrusted to us to influence, teach by example and inspire our students to greatness.

Professional Development

VVUHSO provides high quality, research-based staff development in the areas of Math and English Language Arts and in other subject area content and strategies. District trainers and professional consultants provide training to 7-12 staff at various times of the school year during the regular school day, after school and during the summer break. In 2007-08, several teachers participated in SB 472 Math, Thinking Maps, and Language! training. Teams of teachers from various sites attended the off-site AVID and Response to Intervention conferences as a collaborative strategy to improve student achievement. Categorically funded teachers on assignment (instructional coaches) are at each site and support teachers in instructional planning and strategies, classroom management and data analysis. Instructional aides are being trained in reading language arts and math strategies to support the implementation of the Inclusion Model.

For the 2007-08 school year, we dedicated one day for professional development. In 2008-09 and 2009-10, no days were dedicated to professional development.

We Believe

- All students can learn.
- Failure is not an option.
- Our employees are the most important resource of the district.
- Parents and the community are partners in educating our students.
- Diversity is celebrated.
- Trustworthiness, transparency, teamwork and training are important core values.
- Data drives decision-making.
- Every student should have a clean, safe, drug-free school, which promotes a climate conducive to learning.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

"Learning for All, Whatever It Takes"



Victor Valley Union High School District

16350 Mojave Drive
Victorville, CA 92395
Phone: (760) 955-3201
Fax: (760) 245-4634
www.vvuhsd.org

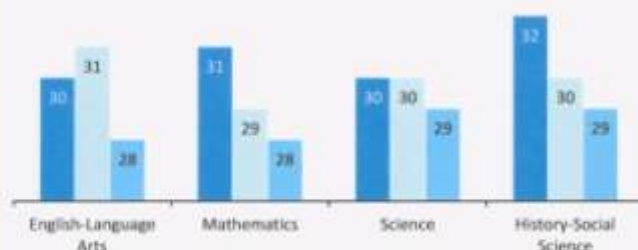
Our Mission

Victor Valley Union High School District will prepare all students to become responsible productive citizens by providing a quality education in a safe, student-focused learning environment.

Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

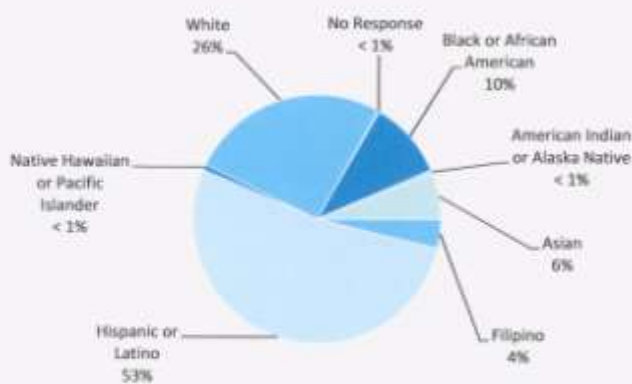


Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	4	6	14	3	7	13	5	22	10
Mathematics	2	10	12	6	6	12	9	17	7
Science	2	8	7	2	12	12	4	19	9
History-Social Science	1	8	8	3	10	7	5	13	7

Enrollment and Demographics

The total enrollment at the school was 982 students for the 2009-10 school year.



School Safety

University Preparatory provides a safe, clean environment for students, staff and volunteers. The school in consultation with the VVUHSD Student Services department has developed a comprehensive School Safety Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures

The school evaluates the plan annually and updates the plan as needed with the approval of the School Site Council. The plan was last updated in 2010 and is reviewed by the staff each school year.

University Preparatory is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as STAR testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

The School Safety Plan last reviewed, updated, and discussed with school faculty in February 2010.



Textbooks and Instructional Materials

Victor Valley Union High School District held a Public Hearing on October 1, 2009 and June 10, 2009 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual, standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

A committee consisting of department chairs establishes selection criteria based on State standards, reviews instructional materials on the State list, and chooses those materials that best suit the curriculum. Committee members attend publishers' presentations at the County Office of Education. School site staff members review the chosen materials and provide feedback. The materials are available at a minimum of three school sites for preview by parents for 30 to 60 days. Adoption of the materials takes place after the committee, site teachers, and parents reach a consensus at a formal hearing.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Prentice Hall (7-8)	2002
English-Language Arts	Holt, Rinehart & Winston (9-12)	2003
Mathematics	Holt, Rinehart & Winston (7-12)	2008
Mathematics	McDougal Littell (9-12)	2008
Mathematics	MPS (9-12)	2008
Mathematics	Glencoe (9-12)	2008
Mathematics	Houghton-Mifflin (9-12)	2008
Mathematics	W.H. Freeman (9-12)	2008
Science	Prentice Hall (7-8)	2001
Science	Prentice-Hall (9-12)	2007
History-Social Science	Glencoe (7-8)	2006
History-Social Science	McDougal-Littell (10-12)	2006
History-Social Science	Pearson Prentice Hall (12)	2006

Note: This data was most recently collected and verified in August 2010.

Suspensions and Expulsions**Suspension and Expulsion Rates**

	University Preparatory			Victor Valley UHSD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.020	0.026	0.042	0.230	0.190	0.365
Expulsion Rate	0.001	0.000	0.000	0.009	0.006	0.024

**Availability of Textbooks and Instructional Materials**

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

University Preparatory	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			August 3, 2010
Date of the Most Recent Completion of the Inspection Form			August 3, 2010

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Paint Room # P 20 (Painted in August 2010)
Restrooms/Fountains	Repair drinking fountain (Made repairs on November 17, 2010)

Parental Involvement

Opportunities for parents to get involved include School Site Council (SSC), Parent Teacher Student Association (PTSA), volunteering and chaperoning.

For more information on how to become involved, contact Veronica Ulrich at (760) 243-5940, extension 35107.



School Facilities

University Preparatory is comprised of 35 classrooms, a main office, a book room, a bridges lab and three computer labs. The school was established September 2004. Overall, the condition of campus is good and is cleaned daily. We have a janitorial staff of three, one day shift and two night shifts.

Safety concerns are the number one priority of the maintenance and operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

VVUHSD has adopted cleaning standards for all schools in the District. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

	Percentage of Students Scoring At Proficient or Advanced Levels								
	University Preparatory			Victor Valley USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	74%	77%	80%	34%	36%	39%	46%	50%	52%
Mathematics	32%	43%	52%	18%	19%	22%	43%	46%	48%
Science	78%	83%	80%	29%	31%	34%	46%	50%	54%
History-Social Science	41%	61%	59%	20%	24%	27%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	39%	22%	34%	27%
All Students at the School	80%	52%	80%	59%
Male	80%	56%	85%	69%
Female	81%	50%	78%	53%
Black or African American	89%	39%	80%	67%
American Indian or Alaska Native	◆	◆	◆	◆
Asian	79%	74%	10%	88%
Filipino	96%	85%	◆	73%
Hispanic or Latino	75%	50%	76%	50%
Native Hawaiian or Pacific Islander	◆	◆	◆	◆
White	86%	55%	89%	70%
Two or More Races	◆	◆	◆	◆
Socioeconomically Disadvantaged	75%	47%	73%	50%
English Learners	45%	30%	54%	39%
Students with Disabilities	◆	◆	◆	◆
Students Receiving Migrant Education Services	◆	◆	◆	◆

◆ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English

language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/st/documents/star0910intro.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/tac/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/tac/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	9	9	10
Similar Schools API Rank	10	9	10

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	3	29	19
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	3	24	19
Native Hawaiian or Pacific Islander	■	■	■
White	5	46	15
Two or More Races	■	■	■
Socioeconomically Disadvantaged	4	29	17
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

* 2010 Growth API is not reported for this school because CDE is currently reviewing the 2010 Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE) results. CDE will either publish the API for this school or provide a specific reason for invalidating the API when the investigation is complete.



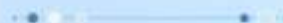
API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

Group	2010 Growth API		
	University Preparatory	Victor Valley UNSD	California
All Students	887	696	767
Black or African American	*	627	686
American Indian or Alaska Native	*	■	728
Asian	*	835	890
Filipino	*	■	851
Hispanic or Latino	867	697	715
Native Hawaiian or Pacific Islander	*	■	753
White	912	759	838
Two or More Races	*	■	807
Socioeconomically Disadvantaged	864	674	712
English Learners	824	649	692
Students with Disabilities	*	449	580

■ Data are reported only for numerically significant groups.

* 2010 Growth API is not reported for this school because CDE is currently reviewing the 2010 Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE) results. CDE will either publish the API for this school or provide a specific reason for invalidating the API when the investigation is complete.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered "numerically significant" for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores; or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ai/.

Federal Intervention Program		
	University Preparatory	Victor Valley UNSD
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	◆	2004-2005
Year in Program Improvement	◆	Year 3
Number of Schools Identified for Program Improvement	10	
Percent of Schools Identified for Program Improvement	83.3%	

◆ Not applicable.

API Growth by Student Group:
2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

California Physical
Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools.

The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/ac/ai/.

Percentage of Students Meeting Fitness Standards	
Grade 7	
Four of Six Standards	12%
Five of Six Standards	23%
Six of Six Standards	57%
Grade 9	
Four of Six Standards	13%
Five of Six Standards	21%
Six of Six Standards	57%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	University Preparatory		Victor Valley UHSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	ⓘ		No	

ⓘ Information not available.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	2.0*
Ratio of Students Per Academic Counselor	491:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	2.0*
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

* The counselor provides academic, social/behavioral, and career development counseling services.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/te/ayl/.



"VUHSD provides high quality, research-based staff development in the areas of Math and English Language Arts and in other subject area content and strategies."



Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs/.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	University Preparatory	Victor Valley UHSD	California
All Students	100.0%	95.8%	94.5%
Black or African American	100.0%	94.8%	89.7%
American Indian or Alaska Native	◆	100.0%	95.3%
Asian	100.0%	100.0%	97.4%
Filipino	100.0%	100.0%	98.2%
Hispanic or Latino	100.0%	95.3%	91.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	95.2%
White	100.0%	97.3%	98.1%
Two or More Races	◆	◆	◆
Socioeconomically Disadvantaged	100.0%	95.6%	91.3%
English Learners	◆	81.9%	98.5%
Students with Disabilities	100.0%	95.2%	53.4%

◆ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◆ Data not available from the state at this time.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	University Preparatory			Victor Valley UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	90.9%	98.7%	◆	54.95%	59.41%	59.62%	80.61%	80.21%	78.59%
1-year Dropout Rate	2.27%	0.67%	0.72%	16.26%	10.82%	8.07%	5.46%	4.88%	5.69%

◆ Information not available.

Career Technical Education Programs

No information is available for University Preparatory regarding Career Technical Education Programs.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	◆
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	◆
◆ Not applicable.	



"Our goal is to create and maintain an environment that provides examples of integrity, responsibility, academic success and to nurture our students to become ladies and gentlemen of superior character."



California High School Exit Exam Results

	Percentage of Students Scoring At Proficient or Advanced Levels					
	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
University Preparatory	87.2%	78.1%	◆	85.3%	89.1%	◆
Victor Valley UNSD	49.3%	38.7%	37.5%	47.0%	41.1%	37.9%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

◆ Information not available.

CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Group	Percentage of Students Achieving at Each Performance Level		
	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	57.5%	21.6%	20.8%
All Students at the School	9.3%	31.3%	59.3%
Male	11.1%	35.2%	53.7%
Female	8.3%	29.2%	62.5%
Black or African American	9.5%	23.8%	66.7%
American Indian or Alaska Native	◆	◆	◆
Asian	◆	◆	◆
Filipino	◆	◆	◆
Hispanic or Latino	9.6%	33.7%	56.6%
Native Hawaiian or Pacific Islander	◆	◆	◆
White	10.8%	27.0%	62.2%
Two or More Races	◆	◆	◆
Socioeconomically Disadvantaged	10.5%	30.3%	59.2%
English Learners	29.4%	41.2%	29.4%
Students with Disabilities	◆	◆	◆
Students Receiving Migrant Education Services	◆	◆	◆

◆ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Percentage of Students Achieving at Each Performance Level			
Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	56.9%	28.6%	14.5%
All Students at the School	7.9%	45.7%	46.4%
Male	3.7%	46.3%	50.0%
Female	10.3%	45.4%	44.3%
Black or African American	14.3%	33.3%	52.4%
American Indian or Alaska Native	◆	◆	◆
Asian	◆	◆	◆
Filipino	◆	◆	◆
Hispanic or Latino	6.0%	50.0%	44.0%
Native Hawaiian or Pacific Islander	◆	◆	◆
White	8.1%	43.2%	48.6%
Two or More Races	◆	◆	◆
Socioeconomically Disadvantaged	9.1%	50.6%	40.3%
English Learners	16.7%	72.2%	11.1%
Students with Disabilities	◆	◆	◆
Students Receiving Migrant Education Services	◆	◆	◆

◆ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	99.9%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	◆
◆ Information not available.	

"We fully expect that our students will shape and change their communities and the world they live in. We have the awesome responsibility entrusted to us to influence, teach by example and inspire our students to greatness."



Teacher Qualifications

Teacher Credential Information				
	Victor Valley UHSD	University Preparatory		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	361	23	28	35
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	University Preparatory		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
University Preparatory	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Advanced Placement Courses

The following is a list of advanced placement (AP) courses offered by subject at the school. For the 2009-10 school year, 22% of the school's students were enrolled in a total of 14 AP courses offered.

Advanced Placement Courses	
English	2
Foreign Language	3
Mathematics	3
Science	2
Social Science	4



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Victor Valley UHSD	Similar Sized District
Beginning Teacher Salary	\$39,416	\$43,096
Mid-Range Teacher Salary	\$65,747	\$70,018
Highest Teacher Salary	\$81,592	\$89,675
Average Principal Salary (Middle School)	\$104,599	\$122,408
Average Principal Salary (High School)	\$113,171	\$128,615
Superintendent Salary	\$158,365	\$204,469
Teacher Salaries — Percent of Budget	33.4%	37.5%
Administrative Salaries — Percent of Budget	4.7%	5.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	University Preparatory
Total Expenditures Per Pupil	\$4,375
Expenditures Per Pupil From Restricted Sources	\$291
Expenditures Per Pupil From Unrestricted Sources	\$4,084
Annual Average Teacher Salary	\$60,821

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
University Preparatory	\$4,084	\$60,821
Victor Valley UHSD	\$4,248	\$61,737
California	\$5,681	\$69,595
School and District — Percent Difference	-4.0%	-1.5%
School and California — Percent Difference	-39.1%	-14.4%

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/nc.

**Types of Services Funded**

Victor Valley Union High School District receives State and Federal categorical funding for special programs and student needs. Federal and State aid is received from the following sources to support the educational programs:

- Title I Program
- Special Education
- Educational Technology Assistance Grants
- Vocational and Applied Technology Education Act
- Vocational Ed, Handicapped Students
- Instructional Materials
- Home-to-School Transportation
- Economic Impact Aid (EIA)
- School Improvement Program

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/Dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners.

All data accurate as of February 2011.

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Student Survey

UNIVERSITY PREPARATORY STUDENT SURVEY 2008-2009

What advice would you give to an incoming junior high student about life on campus at University Preparatory? _____

High expectations are one area that we see as strength for our school. What positive choices did you make this year that illustrate high expectations for yourself? We want to hear your story. _____

Please mark on your answer sheet how TRUE you feel each of the following statements are about our school.

How strongly do you agree or disagree with the following statements about your school?
Please rate each on a scale of 1-5

1=strongly disagree 2=disagree 3=No opinion 4=agree 5=strongly agree

1. I feel close to people at this school. _____
2. I am happy to be at this school. _____
3. I feel like I am part of this school. _____
4. The teachers at this school treat students fairly. _____
5. I feel safe in my school. _____

At my school, there is a teacher or some other adult ...

1. who really cares about me. _____
2. who tells me when I do a good job. _____
3. who notices when I'm not there. _____
4. who always wants me to do my best. _____
5. who listens to me when I have something to say. _____
6. who believes that I will be a success. _____

UNIVERSITY PREPARATORY
STUDENT SURVEY
2008-2009

List 3 things you like about University Preparatory

1. _____
2. _____
3. _____

What do you wish was different at University Preparatory

Explain how a teacher helps you learn

List qualities of an outstanding teacher

1. _____
2. _____
3. _____

Who do you consider to be an outstanding teacher at UP?

Tell why:

The work we do here is important because

A skill I learned this year I can always use is

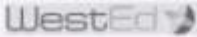
My proudest moment this year

Parent Survey

V.V.U.H.S.D. conducted a parent survey for the University Preparatory site in 2010, on Survey Monkey. Unfortunately, due to leadership change in the at the district office, that information is no longer available.

Staff Survey

WestEd Surveys Page 1 of 5

 Online Surveys

California School Climate Survey October 2008 and Later

All Staff

1. What is your role(s) at this school? (Mark all that apply.) PLEASE CHECK ALL THAT APPLY

- ☐ Teacher in grade 5 or above
- ☐ Teacher in grade 4 or below
- ☐ Special education teacher
- ☐ Administrator
- ☐ Prevention staff, nurse, or health aide
- ☐ Counselor, psychologist
- ☐ Police, resource officer, or safety personnel
- ☐ Paraprofessional, teacher assistant, or instructional aide
- ☐ Other certificated staff (e.g., librarian)
- ☐ Other classified staff (e.g., janitor, secretarial or clerical, food service)

2. Do you provide services to the following types of students? (Mark all that apply.) PLEASE CHECK ALL THAT APPLY

- ☐ Migrant education students
- ☐ Special education
- ☐ English language learners
- ☐ None of the above

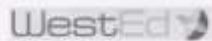
3. How many years have you worked, in any position, at this school?

- ☐ Less than one year
- ☐ 1 to 2 years
- ☐ 3 to 5 years
- ☐ 6 to 10 years
- ☐ Over 10 years

4. How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

- ☐ Less than one year
- ☐ 1 to 2 years
- ☐ 3 to 5 years

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Online Surveys

☐ Over 10 years

5. What is your race or ethnicity?

- ☐ African American (Not Hispanic)
- ☐ American Indian or Alaska Native
- ☐ Asian or Pacific Islander
- ☐ White (Not Hispanic)
- ☐ Hispanic or Latino/a
- ☐ Other or Multi-ethnic

Instructions: Please indicate how much you agree or disagree with the following statements about this school. If the question is not applicable to your job, and you could not know enough to answer it, mark "Not Applicable."

This school ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
6. is a supportive and inviting place for students to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. sets high standards for academic performance for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. promotes academic success for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. emphasizes helping students academically when they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. provides adequate counseling and support services for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. emphasizes teaching lessons in ways relevant to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. is a supportive and inviting place for staff to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. promotes trust and collegiality among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. provides the materials, resources, and training (professional development) needed to do your job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. encourages opportunities for students to decide things like class activities or rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. gives all students equal opportunity to participate in classroom discussions or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Online Surveys Applicable
20. encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. emphasizes using instructional materials that reflect the culture or ethnicity of its students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. has staff examine their own cultural biases through professional development or other processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. considers closing the racial/ethnic achievement gap a high priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. fosters an appreciation of student diversity and respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. emphasizes showing respect for all students' cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. clearly communicates to students the consequences of breaking school rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. handles discipline problems fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. effectively handles student discipline and behavioral problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. is a safe place for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. is a safe place for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. is welcoming to and facilitates parent involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. has clean and well-maintained facilities and property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many adults at this school ...	Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None
33. really care about every student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. acknowledge and pay attention to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. want every student to do their best?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. listen to what students have to say?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. believe that every student can be a success?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. treat all students fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. treat every student with respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. have close professional relationships with one another?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. support and treat each other with respect?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. feel a responsibility to improve this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas? If the indicated training is not needed for your job, mark "Not Applicable".

	Yes	No	Not Applicable
43. meeting academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



WestEd would more professional development, training, mentorship or other support to do your job in any of the following areas? If the indicated training is not needed for your job, mark "Not Applicable".

Online Surveys
Yes No Not Applicable

44. evidence-based methods of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. positive behavioral support and classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. working with diverse racial, ethnic, or cultural groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. culturally relevant pedagogy for the school's student population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. serving English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. closing the achievement gap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. serving special education (IEP) students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. creating a positive school climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experience, how many students at this school...

Nearly All Most Some Few Almost None

53. are healthy and physically fit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. arrive at school alert and rested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. are motivated to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. are well-behaved?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: The next questions ask for your opinions about problems you may have experienced in doing your job at this school.

How much of a problem AT THIS SCHOOL is...

Insignificant Problem Mild Problem Moderate Problem Severe Problem

57. student alcohol and drug use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. student tobacco use?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. harassment or bullying among students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. physical fighting between students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. disruptive student behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. racial/ethnic conflict among students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. student depression or other mental health problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. lack of respect of staff by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. cutting classes or being truant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. gang-related activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. weapons possession?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. vandalism (including graffiti)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

http://surveys.schoolsmovingup.net/cs/survey/createb/surv_a?x-r=module_batch&surv_id... 11/15/2011



AT THIS SCHOOL is...

Insignificant Problem

Mid Problem

Moderate Problem

Online Surveys

69. theft?

☐☐☐☐

This school...

Strongly
Agree

Agree

Disagree

Strongly
DisagreeNot
Applicable

70. promotes personnel participation in decision-making that affects school practices and policies

☐☐☐☐☐

71. motivates students to learn

☐☐☐☐☐

72. provides the supports needed for teaching culturally and linguistically diverse students

☐☐☐☐☐

73. encourages parents to be active partners in educating their child

☐☐☐☐☐

74. uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions

☐☐☐☐☐

75. takes steps to minimize paper work

☐☐☐☐☐

76. provides adequate benefits (e.g. salary, fringe benefits and retirement options) to support my continued employment

☐☐☐☐☐

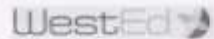
77. provides relevant training for paraprofessionals

☐☐☐☐☐

78. provides complete state adopted instructional materials for students with IEPs


☐☐☐☐☐

Press Submit to Save: Please click "submit" to complete this portion of the survey. You will be forwarded to the next section of questions your school/district would like you to complete.



California School Climate Survey October 2008 and Later

Health/Prevention/Discipline/Counseling/Safety Staff

The following items are **ONLY** for staff at this school who have responsibilities for services or instruction related to health, prevention, discipline, counseling and/or safety. If you have such responsibilities, continue through this module. If you do not, click this  button to skip this module.

Instructions: How much do you agree with the following statements about this school?

1. This school collaborates well with community organizations to help address substance use or other problems among youth.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

2. This school collaborates well with law enforcement organizations.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

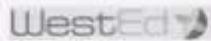
3. This school has sufficient resources to create a safe campus.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

4. This school has sufficient resources to address substance use prevention needs.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree

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Online Surveys

☐ Strongly Disagree

5. This school considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

6. This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

7. This school enforces zero tolerance policies.

☐ Strongly Agree

☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

8. This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

☐ Strongly Agree

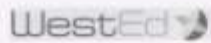
☐ Agree

☐ Neither Agree nor Disagree

☐ Disagree

☐ Strongly Disagree

9. This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).



Online Surveys

- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

10. This school considers substance abuse prevention an important goal.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

11. This school provides adequate health services for students.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

12. This school provides students with healthy food choices.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

13. This school emphasizes helping students with their social, emotional, and behavioral problems.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree



Instructions: The next questions ask about this school's health or prevention services and activities.

14. To what extent does this school foster youth development, resilience, or asset promotion?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

15. To what extent does this school provide nutritional instruction?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

16. To what extent does this school provide opportunities for physical education and activity?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

17. To what extent does this school provide alcohol or drug use prevention?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

18. To what extent does this school provide tobacco use prevention?



Online Surveys

- ☐ Some
- ☐ Not much
- ☐ Not at all

19. To what extent does this school provide conflict resolution or behavior management instruction?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

20. To what extent does this school provide character education?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

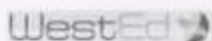
21. To what extent does this school provide harassment or bullying prevention?

- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

22. To what extent does this school provide services for students with disabilities or other special needs?


- ☐ A lot
- ☐ Some
- ☐ Not much
- ☐ Not at all

Press Submit to Save: Please click "submit" to complete this portion of the survey. You will be forwarded to the next section of questions your school/district would like you to complete.



California School Climate Survey October 2008 and Later

III. Special Education Supports Module

The following items are for school personnel with responsibilities for teaching or providing related services to students with Individualized Education Programs (IEPs). This includes general education teachers who serve students with IEPs in general education classes, special education teachers, paraprofessionals, specialists, administrators, and other support providers such as speech therapists and social workers. If you have such responsibilities, continue through the end of the survey. If you do not, click this  button to exit the survey.

Instructions: Please indicate how much you agree or disagree with the following statements about this school.

This school ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. integrates special education into its daily operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. encourages learning between general and special education personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. provides sufficient time to collaborate with colleagues regarding services to students with IEPs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. provides a positive working environment for staff who serve students with IEPs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. has a climate that encourages me to continue in my role of service to students with IEPs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. provides adequate access to technology for staff who serve students with IEPs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. has good communication with district personnel to support students with IEPs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. views service to students with IEPs as a shared responsibility among all staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. has sufficient resources to support special education programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Press Submit to Save: Please click "submit" to complete this portion of the survey. You will be forwarded to the next section of questions your school/district would like you to complete.



Mission Statement

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



Student Performance Data

University Preparatory School

2011-2012

"Home of the Jaguars"

California Standardized Test CST

2-year CST Trend Comparison Analysis

Student Performance Data—English

University Preparatory School/ Grade						
English/ Grade 7						
Year	#tested	A	P	B	BB	FBB
09-10	187	74	80	27	6	0
10-11	196	71	100	22	3	0
Change 2009-2011		154 to 171			6 to 3	
Diff.	+1	+17			-3	
Gain or loss		Gain			Gain	
Ca. state AVG.						

University Preparatory School/ Grade						
English/ Grade 8						
Year	#tested	A	P	B	BB	FBB
08-09	168	51	76	37	4	0
09-10	197	84	68	40	5	0
10-11	187	92	61	31	3	0
Change 2009-2011		152 to 153			5 to 3	
Diff.	+19	**+1			**-2	
Gain or loss		Gain			Gain	
Ca. state AVG.						

University Preparatory School/ Grade						
English/ Grade 9						
Year	#tested	A	P	B	BB	FBB
08-09	165	69	71	25	0	0
09-10	190	88	83	19	0	0
10-11	201	90	81	30	0	0
Change 2008-2011		171 to 171			0 to 0	
Diff.	+36	+0			0	
Gain or loss		**NO Gain			Same	
Ca. state AVG.						

University Preparatory School/ Grade						
English/ Grade 10						
Year	#tested	A	P	B	BB	FBB
08-09	140	44	61	32	3	0
09-10	156	76	49	29	2	0
10-11	178	83	76	18	1	0
Change 2009-2011		125 to 159			2 to 1	
Diff.	+38	**+34			**-1	
Gain or loss		Gain			Gain	
Ca. state AVG.						

University Preparatory School/ Grade						
English/ Grade 11						
Year	#tested	A	P	B	BB	FBB
08-09	98	43	36	14	4	1
09-10	120	45	37	34	3	1
10-11	154	67	64	20	3	0
Change 2009-2011		82 to 131			4 to 3	
Diff.	+56	+49			-1	
Gain or loss		**Gain			**Gain	
Ca. state AVG.						

California Standardized Test CST
Student Performance Data—Math

University Preparatory School						
Algebra I						
Year	#tested	A	P	B	BB	FBB
08-09	180	24	82	54	36	3
09-10	217	67	107	46	23	
10-11	220	87	86	31	14	2
Change 2009-2011		174 to 173			23 to 16	
Diff.	+40	**-1			**-7	
Gain or loss		** LOSS			Gain	
Ca. state AVG.						

University Preparatory School						
Algebra II						
Year	#tested	A	P	B	BB	FBB
08-09	97	4	16	45	22	7
09-10	160	14	47	65	25	9
10-11	182	9	52	65	43	13
Change 2009-2011		61 to 61			34 to 56	
Diff.	+85	**+0			+22	
Gain or loss		NO Gain/Loss			Loss	
Ca. state AVG.						

University Preparatory School						
Geometry						
Year	#tested	A	P	B	BB	FBB
08-09	139	11	32	55	40	1
09-10	181	16	58	66	34	7
10-11	228	26	92	85	24	1
Change 2009-2011		74 to 118			41 to 25	
Diff.	+89	**+44			-16	
Gain or loss		Gain			Gain	
Ca. state AVG.						

Math—continued

University Preparatory School						
Summative Math						
Year	#tested	A	P	B	BB	FBB
08-09	17	3	8	4	2	0
09-10	90	7	25	36	19	3
10-11	129	13	37	36	38	5
Change 2009-2011		32 to 50			12 to 43	
Diff.	+112	+18			-31*	
Gain or loss		Gain			Loss *gain in test takers	
Ca. state AVG.						

California Standardized Test CST
Student Performance Data—Science
2008-2011

University Preparatory School						
Science 8						
Year	#tested	A	P	B	BB	FBB
08-09	159	91	47	16	5	0
09-10	176	88	53	31	3	1
10-11	187	117	48	20	1	1
Change 2009-2011		141 to 165			4 to 2	
Diff.	+86	**+24			**,-2	
Gain or loss		Gain			Gain	
Ca. state AVG.						

University Preparatory School						
Biology						
Year	#tested	A	P	B	BB	FBB
08-09	140	67	45	27	1	0
09-10	269	116	102	47	4	0
10-11	343	132	122	84	4	1
Change 2009-2011		218 to 254			4 to 5	
Diff.	203	**+64			+1	
Gain or loss		Gain			Loss **Significant increase in test takers	
Ca. state AVG.						

Science-- continued

University Preparatory School						
Chemistry						
Year	#tested	A	P	B	BB	FBB
08-09	110	4	22	58	22	4
09-10	150	14	49	72	10	5
10-11	179	6	20	50	8	1
Change 2009-2011		63 to 26			15 to 9	
Diff.	+69	**37			**+6	
Gain or loss		**LOSS			**Gain	
Ca. state AVG.						

University Preparatory School						
Physics ***Seniors not tested						
Year	#tested	A	P	B	BB	FBB
08-09	0	0	0	0	0	0
09-10	3	9	1	0	0	0
10-11	6	2	3	0	0	0
Change 2009-2011		10 to 5				
Diff.	+6	-5				
Gain or loss		Loss			N/A	
Ca. state AVG.						

California Standardized Test CST
Student Performance Data—Social Science
2008-2011

University Preparatory School						
Grade 8						
Year	#tested	A	P	B	BB	FBB
08-09	159	32	68	53	5	1
09-10	176	47	61	60	8	0
10-11	187	74	69	35	9	0
Change 2009-2011		108 to 143			8 to 9	
Diff.	+28	+35			+1	
Gain or loss		Gain			Loss-- + test takers	
Ca. state AVG.						

University Preparatory School						
CST History/ Grade 10						
Year	#tested	A	P	B	BB	FBB
08-09	112	18	42	41	8	3
09-10	135	34	43	44	9	5
10-11	175	45	62	55	10	3
Change 2009-2011		**77 to 107			14 to 13	
Diff.	+63	**+30			-1	
Gain or loss		Gain			Gain-- + test takers	
Ca. state AVG.						

Social Science—continued

University Preparatory School						
CST History/ Grade 10 WORLD HISTORY						
Year	#tested	A	P	B	BB	FBB
08-09	121	21	48	41	8	3
09-10	141	35	44	45	10	7
10-11	183	47	67	56	10	3
Change 2009-2011		79 to 114			17 to 13	
Diff.	+62	+35			-4	
Gain or loss		Gain			Gain	
Ca. state AVG.						

University Preparatory School						
CST History/ Grade 11						
Year	#tested	A	P	B	BB	FBB
08-09	0	0	0	0	0	0
09-10	119	36	38	36	9	0
10-11	154	56	60	32	3	3
Change 2009-2011		74 to 116			9 to 6	
Diff.	+33	+42			-3	
Gain or loss		Gain			Gain	
Ca. state AVG.						

University Preparatory API

2009 Base API School Report - University Preparatory

Page 1 of 2

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2009 -10 Accountability Progress Reporting (APR)



School Report - Base API, Ranks, and Targets 2009 Base Academic Performance Index (API) Report

California Department of Education
Assessment and Accountability Division
2/18/2011

School: University Preparatory
LEA: Victor Valley Union High
County: San Bernardino
CDS Code: 36-67934-0110064
School Type: High

Direct Funded Charter School: No

2009 Base API Links:

- [School Demographic Characteristics](#)
- [School Content Area Weights](#)
- [Similar Schools Report](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

2009-10 APR		2009-10 State API			2010 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Ranks

Targets

Number of Students Included in the 2009 API	2009 Base API	2009 Statewide Rank	2009 Similar Schools Rank	2009-10 Growth Target	2010 API Target
747	868	10	10	A	A

Subgroups

Subgroup API

Ethnic/Racial

	Number of Students Included in 2009 API	Numerically Significant	2009 Base	2009-10 Growth Target	2010 Target
Black or African American	80	No			
American Indian or Alaska Native	2	No			
Asian	45	No			
Filipino	20	No			
Hispanic or Latino	409	Yes	848	A	A
Native Hawaiian or Pacific Islander	6	No			
White	175	Yes	897	A	A
Two or More Races	4	No			
Socioeconomically Disadvantaged	386	Yes	847	A	A
English Learners	146	Yes	824	A	A

<http://dq.cde.ca.gov/dataquest/AcntRpt2010/2009BaseSch.aspx?allcds=36679340110064>

1/16/2012

Students with Disabilities

4

No

Click on column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2009.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

2010-11 Accountability Progress Reporting (APR)

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page
School Report - Base API, Ranks, and Targets
 2010 Base
 Academic Performance Index (API) Report

 California Department of Education
 Analysis, Measurement & Accountability Reporting Division
 7/12/2011

School: University Preparatory
 LEA: Victor Valley Union High
 County: San Bernardino
 CDS Code: 36-67934-0110064
 School Type: High
 Direct Funded Charter School: No

2010 Base API Links:

[School Demographic Characteristics](#)
[School Content Area Weights](#)
[School Dropout Data](#)
[Similar Schools Report](#)
[LEA List of Schools](#)
[County List of Schools](#)

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

[2010 Statewide Rank: 10](#) [2010 Similar Schools Rank: 10](#)

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	837		887	A	A
Black or African American	85	No	894		
American Indian or Alaska Native	6	No			
Asian	44	No	927		
Filipino	26	No	936		
Hispanic or Latino	446	Yes	867	A	A
Native Hawaiian or Pacific Islander	5	No			
White	224	Yes	912	A	A
Two or More Races	1	No			
Socioeconomically Disadvantaged	476	Yes	863	A	A
English Learners	145	Yes	824	A	A
Students with Disabilities	6	No			

Click on column header to view notes.

Note: 2010 Base data are reported for all subgroups with 11 or more students but only numerically significant subgroups receive growth targets. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

.. ..

means this API is calculated for a small school or a small local educational agency (LEA).

<http://dq.cde.ca.gov/dataquest/Acnt2011/2010BaseSch.aspx?allcds=36679340110064>

1/16/2012

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2010 -11 Accountability Progress Reporting (APR)



School Report - API Growth and Targets **Met** 2011 Growth Academic Performance Index (API) Report

California Department of Education
Measurement & Accountability Reporting Division
11/29/2011

School: University Preparatory
LEA: Victor Valley Union High
County: San Bernardino
CDS Code: 36-67934-0110064
School Type: High

2011 Growth API Links:

[School Chart](#)

[School Demographic Characteristics](#)

[School Content Area Weights](#)

[LEA List of Schools](#)

[County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2010-11 API		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	899		900	887	A	13	
Black or African American	76	No	911	894			
American Indian or Alaska Native	6	No					
Asian	51	No	937	927			
Filipino	28	No	937	936			
Hispanic or Latino	513	Yes	882	867	A	15	Yes
Native Hawaiian or Pacific Islander	5	No					
White	219	Yes	923	912	A	11	Yes
Two or More Races	1	No					
Socioeconomically Disadvantaged	524	Yes	887	863	A	24	Yes
English Learners	167	Yes	848	824	A	24	Yes
Students with Disabilities	12	No	787				

[Similar Schools Report](#)

[Similar Schools](#)

Median API

[2011 Growth](#)

[2010 Base](#)

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which

<http://dq.cde.ca.gov/dataquest/Acnt2011/2011GrowthSch.aspx?allcds=36679340110064>

1/16/2012

801

853

were selected specifically for the reported school for the 2010 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

"B" means the school did not have a valid 2010 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

Missing All Subgroup Data - All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Subgroup Data - Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

UP Clubs



UNIVERSITY PREPARATORY
16925 FORREST AVENUE • VICTORVILLE, CA 92395
(760) 243-5940 • FAX (760) 951-2803

Approved Clubs 2011/2012

CLUB	ADVISOR	ROOM
HS ASB/Leadership	Mrs. Norris	15
Jr ASB/Leadership	Mrs. Norris	16
Class of '12	Mrs. Ordonez & Faison	63
Class of '13	Mrs. Zimmerman	51
Class of '14	Mrs. Norris & Phillips	55, 15, 16
Class of '15	Mrs. Phillips & Norris & Gomez	65
Anime Club	Mrs. Glasl & Mr. Harps	P-5
ASL	Mrs. Glasl	P-5
Cheer Club	Mrs. Waltman	--
Color Guard	Mr. Esteves	P-7
Drama Club	Mr. Page	P-21
GATE	Mrs. Norris	55
Glee Club	Mrs. Barr	60
Go Green	Mr. Colon	50
GSA	Mr. Bell	8
Interact Club	Mrs. Faison	P-3
Jazz Club	Mr. Orane	59
JFC	Mr. Placentia	14
Mathletes Club	Mr. Salazar	57
MESA	Mr. Colon	50
Mock Trial Club	Ms. Rand	P-20
MSYC	Mrs. Glasl	P-5
Mu Alpha Theta	Mr. Esteves	P-7
Philharmonic Club	Harps, Kelly, O'Rand, and Panin	58
S.O.S. Club	Ms. Faison	P-3
Ski Club	Mr. Esteves	P-7
Spanish Club	Mrs. Macias-Gomez	P-6
Student Athletic Club	Mr. Zimmerman	17
Tennis Club	Mrs. Zimmerman	51
The Reading Jaguars	Mrs. Sooter	P-18
UP Movement	Mr. O'Rand	59
Yearbook Club	Mrs. Glasl	P-5
Zoo-Krew	Mrs. Zimmerman	51

U.P. European Club 2011



Toledo, Spain 2011

University Preparatory Demonstrates Hard Work and Dedication

This school year has already been extremely fruitful in the many accomplishments that University Preparatory School has been blessed with, says Nathan Kim, High School ASB president at University Preparatory.

Being ASB president, Nathan has had the opportunity to facilitate and monitor all of the activities that University Preparatory has made. Nathan can tell anyone firsthand that the students at University Preparatory are very active with activities and becoming involved with the school as a whole. For example, the Winter Formal Committee in the High School ASB has been exceptionally busy organizing this event that took place on February 11th. Nathan has seen the committee hard at work every day for the last month and a half, and the fruit of their labors is finally being realized.



Winter Formal was held at the Hilton Garden Inn and tickets sales have been overwhelmingly successful.

With the amount of tickets sold, the Winter Formal Committee was able to rent the full room, instead of the previously reserved half room. From the centerpieces on the tables, to the scheduling of each committee member to each task, every detail has been accounted for

ensuring a near perfect dance.

However, the determination and leadership qualities that the Winter Formal Committee has displayed are what University Preparatory has come to expect from all of the committees and student organizations on campus. The energy and motivation put in every opportunity that is given to the students is astounding and further reinforces why University Preparatory is such a great school.

High School Athletics

Fall	Boys Varsity Cross Country
	Girls Varsity Cross Country
	Girls Varsity Volleyball
Winter	Boys Varsity Soccer
	Girls Varsity Soccer
	Boys Varsity Basketball
	Girls Varsity Basketball
Spring	Boys Varsity Baseball
	Girls Varsity Softball
Year-Round	Varsity Cheer (co-ed)



**CIF-SS DIVISION 7
SOFTBALL PLAYOFFS**

Jaguars make school history

By **MATTHEW PETERS**
STAFF WRITER

VICTORVILLE • The University Prep softball team wasn't really sure what to expect in the first playoff game in school history.

But the Jaguars held to their season-long philosophy of preparing to face a team as good or better than themselves. They could have started making preparations for the second round of the playoffs by the second inning on Thursday.

University Prep picked up the program's first playoff victory with a 21-5 win against Hillcrest Christian/Granada Hills in the first round of the CIF-Southern Section Division 7 playoffs. The Jaguars face the winner of Lutheran/Los Angeles and Archer on Tuesday.

The Jaguars scored just two batters into the game and had a 4-0 lead by the end of the first. The romp was on from there. They had a double-digit lead by the second inning and every University Prep player crossed home at least once.

"It feels great," Jaguars co-coach Pedro Bracamontes said. "The girls have been working hard all year. This is what we've been shooting for."

The Jaguars are in just their second year as a varsity team and



JAGUARS
21



EAGLES
5

JAGUARS

FROM PAGE 1

first year in a league. They applied for the playoffs last year as a freelance team but were denied. They made it known for sure that they belonged Thursday afternoon.

"I'm proud of everybody," senior catcher Natalie Young said. "It's great considering I started the very first year we started. All the way to here now in my last year on the team it's tremendous."

"As far as varsity from last year to this year, we've really gotten a lot of girls who are really solid in each position. We really don't have any bad spots."

Young was a surprise starter after Lorena Acosta suffered an injury in the Jaguars' regular season finale. Young acquitted herself well behind the plate and went 3-for-4 with a double and a triple at it.

Other than being on a playoff stage, there wasn't much difference between Thursday's game and most of the

Jaguars other than this season. They scored in double figures in 15 of their 21 games this season and haven't lost since March 8.

"It happens to us a lot," Domonique Stewart said. "I'm not being cocky, but it's true. Once it happened, it's kind of normal."

Co-coach Joe Zimmerman said his players looked nervous earlier in the day, but those nerves quickly dissipated after taking the big lead early.

"They could calm down, they could breathe," Zimmerman said.

Marissa Rades picked up the win with four strikeouts in a complete game. She helped her cause by going 2-for-4 with a double that scored the first run of the game. Shelby Minor was 4-for-5 and Lauren Todd and Jalina Najera were both 2-for-2.

HR: Chr. 002 000 1 - 5 7 4
U. Prep: 400 100 2 - 21 21 2

Nelson and Novikov; Rades and Young, WP - Rades, LF - Nelson, 2B - Rades, Young (10), 2B - Young (10).

Matthew Peters can be reached at mpeters@vcdailypress.com or (760) 953-5265.

SEE JAGUARS • PAGE 3

Bell Schedule

University Prep 2011-2012 Bell Schedules

Regular Day Schedule	Times
Block 1	7:00 – 7:52
Block 2	7:56 – 8:48
Block 3	8:52 – 9:44
Block 4	9:48 – 10:40
Block 5	10:44 – 11:36
Block 6A	11:40 – 12:32
LUNCH A	11:36 – 12:06
Block 6B	12:10 – 1:02
LUNCH B	12:32 – 1:02
Block 7	1:06 – 1:58

Collaboration Day Schedule	Times
Block 1	7:00 – 7:36
Block 2	7:40 – 8:16
Block 3	8:20 – 8:56
Block 4	9:00 – 9:36
Block 5	9:40 – 10:16
Block 6	10:20 – 10:56
LUNCH	10:56 – 11:40
Block 7	11:44 – 12:20

Minimum Day Schedule June 7 th & 8 th , 2012	Times
Block 1	7:00 – 7:33
Block 2	7:37 – 8:10
Block 3	8:14 – 8:47
Block 4	8:51 – 9:24
Block 5	9:28 – 10:01
Block 6	10:05 – 10:38
LUNCH	10:38 – 11:13
Block 7	11:17 – 11:50

Classrooms with A Lunch: 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, P17, P18, P19, P20, P21
Classrooms with B Lunch: PE, 8, 12, 14, 17, 21, 50, 51, 52, P1, P2, P3, P4, P5, P6, P7

****Lunch is based on your Block 6 classroom each regular day.****

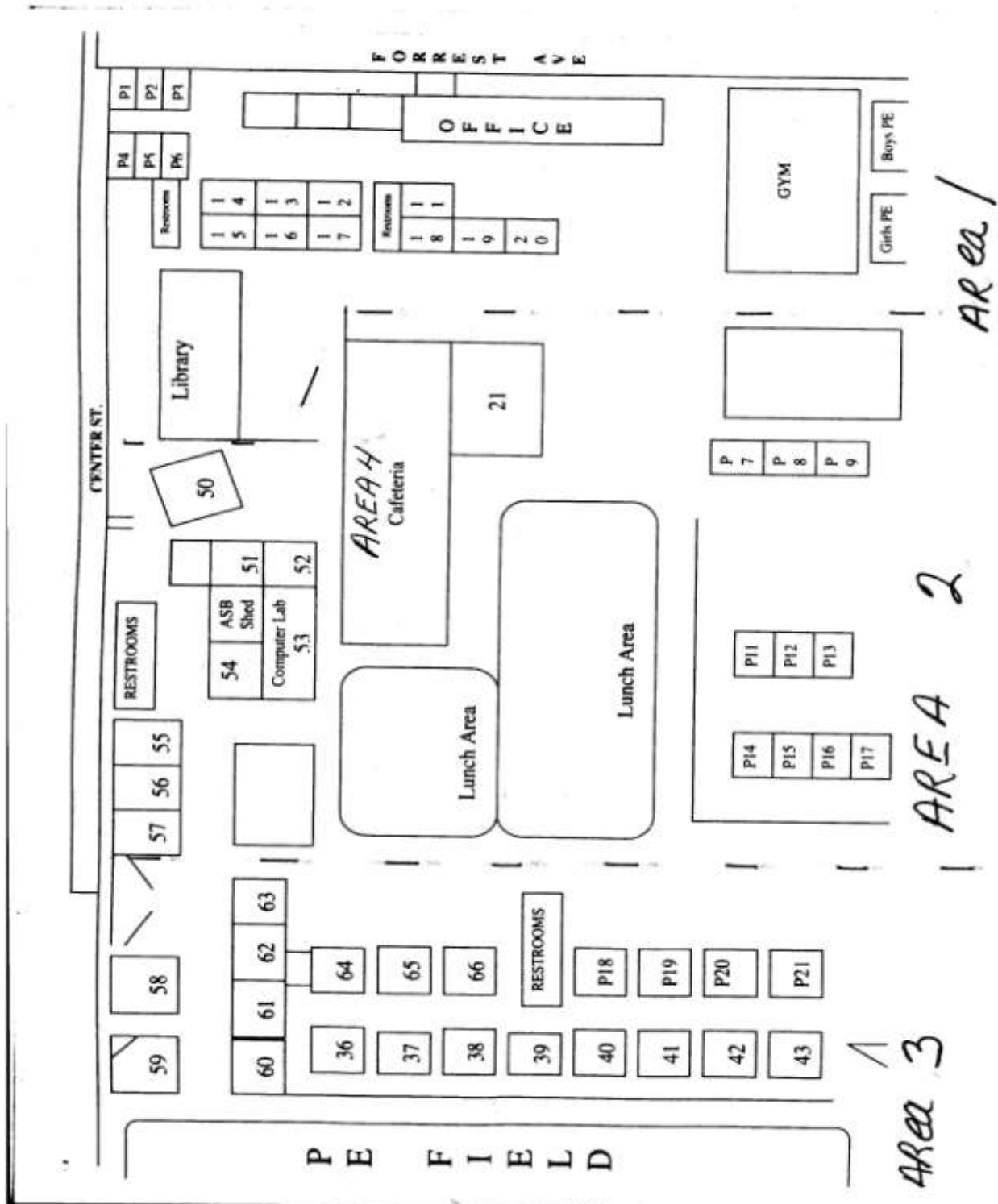
Dress Code

DRESS CODE 2011 - 2012

The following is the dress code for students at University Preparatory for the 2011-12 school year. In disputed instances an administrator will make the final decision. All uniform skirts, skorts, ties and polo shirts must be purchased at Scrub-N-Up (University Prep will have some supplies in the office). All clothing is to be clean and in good condition. The dress code applies to all students as long as they are on school grounds, on school transportation (to or from school), and/or at school sponsored activities. These standards will be enforced! **"NO ALTERATIONS ARE TO BE MADE TO THE UNIFORMS."**

	Professional Dress Every Monday	Casual Dress Tuesday-Friday	PE Uniform Everyday
Females	<p>*White button down blouse</p> <p>*Tie, plaid crossover or male tie, purchase at Scrub-N-Up</p> <p>*Plaid skirt (at knee, no sweats allowed under skirts)</p> <p>*Solid Black, White or Gray Socks (at or above ankles), tights or leggings. <u>No lace / pattern tights or leggings.</u></p> <p>*Solid Black or White shoes</p> <p>Outerwear/Winterwear: SOLID school color: black, burgundy, gray and white (khaki is not a school color) cardigan, sweater. Sweat shirt, blazer jacket, coat or UP issued sweat shirts. NO LOGOS other than University Preparatory's. Half sweaters are not permitted</p>	<p>*Polo Shirt with school logo (white, burgundy or gray), purchase at Scrub-N-Up</p> <p>Solid Black, White or Gray Socks (at or above ankles), tights or leggings. <u>No lace / pattern tights or leggings.</u></p> <p>*Black Skort,(Cherokee brand may be purchased at Scrub N Up, must be the at knee, no sweats allowed under skirt) black or khaki slacks or plaid skirt allowed Tuesday-Friday</p> <p>*Black or brown professional leather belt.</p> <p>*All Black or White shoes</p> <p>*Solid black or Khaki slacks. Royal Park Brand, George (Walmart), Dockers, Merona (Target)</p> <p>Outerwear/Winterwear: SOLID school color: black, burgundy, gray and white (khaki is not a school color) cardigan, sweater. Sweat shirt, blazer jacket, coat or UP issued sweat shirts. NO LOGOS other than University Preparatory's. Half sweaters are not permitted</p>	<p>Both PE shirt and shorts are available through our school office. Students will be fitted for their uniforms by their PE teachers. Shirts must be tucked in at all times.</p> <p>Outerwear/Winterwear: According to the PE contract all students must wear the school winter PE uniform which can be purchased through the office.</p>
Males	<p>*White button down dress shirt</p> <p>*Tie, plaid male tie, purchase at Scrub-N-Up</p> <p>*Khaki or Black Slacks. Royal Park Brand, George (Walmart), Dockers, Merona (Target)</p> <p>*Solid black/brown professional belt</p> <p>*Solid Black or White socks (at or above ankle)</p> <p>*Solid Black or White shoes (with matching laces or black dress shoes)</p> <p>Outerwear/Winterwear: SOLID school color: black, burgundy, gray and white (khaki is not a school color) cardigan, sweater. Sweat shirt, blazer jacket, coat or UP issued sweat shirts. NO LOGOS other than University Preparatory's. Half sweaters are not permitted</p>	<p>*Polo Shirt with school logo (white, burgundy or gray), purchase at Scrub-N-Up</p> <p>*Solid black or Khaki shorts or slacks. Royal Park Brand, George (Walmart), Dockers, Merona (Target)</p> <p>*Black or brown professional leather belt</p> <p>*All Black or White shoes</p> <p>Outerwear/Winterwear: SOLID school color: black, burgundy, gray and white (khaki is not a school color) cardigan, sweater. Sweat shirt, blazer jacket, coat or UP issued sweat shirts. NO LOGOS other than University Preparatory's. Half sweaters are not permitted</p>	<p>Both PE shirt and shorts are available through our school office. Students will be fitted for their uniforms by their PE teachers. Shirts must be tucked in at all times.</p> <p>Outerwear/Winterwear: According to the PE contract all students must wear the school winter PE uniform which can be purchased through the office.</p>

Campus Map



WASC Focus Group Roster

WASC Focus Groups

A: School Organization: Vision & Purpose, Governance, Leadership & Staff, Resources	B: Curriculum	C: Instruction	D: Assessment & Accountability	E: School Culture: Support for Student Personal & Academic Growth
Faison, R. Harps, D. *Powell, A. Zimmerman, S. Huby, Maria Knoll, Connie Ordonez, Brian	*Wilkin, M. Gonzales, G. Kelly, L. Ordonez, V. Porter, S. Barr, F. Edge, T. Placentia, R. Garcia, T. Aeverman, Christina Widney, Joann Sooter, Jennifer Mendoza, Thomas	Elder, G. Williams, K. Panin, C. Bell, B. Martinez, A. Petersen, E. Franks, Peggy *Rand, K. Esteves, M. Harris, Kenan Hipps, D. Phillips, Melissa	Darling- Quevado, N. Abadilla, R. Martin, H. DeNike, R. O'Rane, M. *Colon, M. Page, D. Salazar, E. Wilson, W. Forgia, J. Martinez, Maria Huby, Sabrina	Warnett, Lisa By, T. Glasl, P. Lilliard, Samantha *Phillips, S. Zimmerman, J. Macias-Gomez, V. Norris, B. Jester, Scott Struebing, J. Ulrich, Veronica Wong, Kayla Zimmerman, Piper Struebing, Ethan Glasl, Nick

*Denotes
Group Leaders

9/2/11

