

# Arroyo Pacific Academy

Elementary, Middle and High School College Preparatory



## SELF-STUDY REPORT

325 North Santa Anita Avenue, Arcadia, California 91006-2878



April 16 - 19, 2023

ACS WASC Focus on Learning, 2019 Edition

Collaborative Workers Critical Thinkers Lifelong Learners Responsible Citizens

## TABLE OF CONTENTS

Preface	2
Chapter I: Progress Report	3
Chapter II: Student/Community Profile and Supporting Data and Findings	9
Chapter III: Self-Study Findings	
A: Organization for Student Learning	31
B: Curriculum, Instruction, and Assessment	49
C: Support for Student Personal and Academic Growth	72
D: Resource Management and Development	81
Chapter IV: Summary of Identified Major Student Learner Needs	88
Chapter V: Schoolwide Action Plan	89
Appendices	Digital Library

## Preface

The Focus on Learning self-study process and preparations for the April 2022 visit followed the guidelines outlined in the Focus on Learning Accreditation Manual, 2019 WASC Edition. The Accreditation Status was extended from April through June 30, 2023. Arroyo Pacific Academy has been involved in an ongoing self-evaluation process prior to and since the Mid-Cycle Progress Report and onsite Visit in November 2019 as we remain committed to continuous school improvement. Our teaching and learning community focuses on educating elementary school, middle school and high school students as Collaborative Workers, Critical Thinkers, Lifelong Learners, and Responsible Citizens.

The school adapted procedures and policies to address the significant public health concerns associated with the COVID-19 crisis. The Focus on Learning 2019 Edition was electronically distributed to all administration, faculty, and staff for study and review. During the global pandemic to adequately accomplish the self-study process, the governing authority, administration, faculty, and staff were invited to participate in virtual 2019 ACS WASC FOL Self-Study Training for Private Schools in November 2020. Stakeholders were invited to participate in Focus on Learning surveys during the 2020-2021, 2021-2022 and Fall 2022 academic years. Google Docs, Horde emails, Jupiter messages were the electronic methods of communication to draft the self-study report. In April 2021, due to the disruption caused by the coronavirus outbreak and spread, the school's accreditation visit was moved by ACS WASC to the 2022 - 2023 academic year. There has been limited success in bringing Chinese parents and host parents together due to their English proficiency and work responsibilities. Students and parents participated in the report via surveys in order to provide real feedback on student and parent needs and concerns. During the 2021-2022 academic year, administration, faculty and staff participated in WASC Focus on Learning meetings, conversations, completing Categories A, B, C and D Criteria Prompt Worksheets to gather input and responses to the criteria prompts as a committee of the whole. On campus Focus Groups were formed and held meetings during Fall 2022 to review a draft of the self study and provide input to the prompts.

Our process was focused on collaboration and collective responsibility as we reflected on our school's current reality and helped develop our school's future through the Schoolwide Action Plan. The participation of all stakeholders demonstrates an ongoing and comprehensive commitment to improve student achievement and the realization for all students to achieve the Schoolwide Learner Outcomes.

Our objective has been to examine the progress the school has made since the last full accreditation in 2016 with particular attention to the years since our 2019 Mid-Cycle Report and Visit, and to then develop a plan for continued academic achievement for all students. As part of the process, each teacher collected and organized the course evidence to document student learning and achievement of the Schoolwide Learner Outcomes. Students completed self-evaluations with reflection to document their progress and achievement of the Schoolwide Learner Outcomes. Parents, host parents, and agents are informed of their student's achievement with the Schoolwide Learner Outcomes with each Progress Report and Report Card.

All stakeholders were invited to provide feedback on our Focus on Learning process so that we could most effectively and accurately incorporate the perspectives and interests of all stakeholders. After all information and data was analyzed, the Leadership Team reviewed growth needs, stakeholder comments, and began to organize the needs into the Schoolwide Action Plan components. After extensive and lengthy discussion of the growth needs presented by the Focus Groups, 4 major Action Plan themes emerged which reflect the Schoolwide Learner Outcomes and address the 2 Critical Learner Needs. The Leadership Team outlined the sub-components, responsibilities, assessment measures, a timeline, and a communication of progress section for each action plan component. The Schoolwide Action Plan was finalized and approved by the governing authority, administration, faculty, and staff. It was presented to all stakeholders and all stakeholders arrived at consensus of the plan which is included in this self-study report. Arroyo Pacific Academy is proud of its legacy while looking forward to achieving even greater accomplishments in the future.

### **Focus on Learning Leadership Team**

Janice Yen+	Focus Group A Chair	Leo Sheridan	Focus Group C Chair
Robert Nguyen	Focus Group B Chair	Philip Clarke	Focus Group D Chair
Martha Millspaugh	Registrar		
Robert S. Walley	Self-Study Coordinator		

### **Administration**

Philip Clarke	Governing Authority, Chief Executive Officer, President, Principal
Robert S. Walley	Assistant Principal, Dean of Studies, Director of Professional Development, Services for Students with Disabilities Coordinator, SEVIS PDSO
Janice Yen+	Lower School Director: Grades 1 - 5
Robert Nguyen	Director of Admissions, Marketing & Scheduling, SEVIS DSO
Leslie Yen	Director of STEPS After School Program

### **Faculty and Staff 2022-2023**

David Ascencio	High School Faculty
Melanie Chan	Elementary, Middle & High School Faculty, Volleyball Coach, Clubs Moderator
Helen Chiang	STEPS Staff
Philip Clarke	High School Faculty
Steve Creason	Elementary, Middle & High School Faculty, Basketball Coach, Director of Music
K.C. Deagon	Principal's Assistant, Attendance, Homestay Coordinator, AP Coordinator
Kelsie Fellows	High School Faculty
Nichole Gilbert	Elementary School Faculty
Marilyn Hsu	Elementary & Middle School Faculty
Rachel Lau	Elementary School Faculty
Kathy Lee	Bookkeeper
Meiling Lin	High School Faculty
Juan Magana	Custodial Services
Martha Millspaugh	Registrar, Parent Service Hour Coordinator, Graduation Coordinator
Edgar Morales*	Elementary, Middle & High School Faculty
Robert Nguyen	High School Faculty, Director of Admissions, Marketing & Scheduling
Rebecca Ramirez*+	Elementary & Middle School Faculty
Anahit Shekikyan*+	High School Faculty
Leo Sheridan	Elementary, Middle & High School Faculty, ASB Moderator
Robert S. Walley	High School Faculty
Sunny Wang	STEPS Staff
Esther Xu	Elementary & Middle School Faculty
Janice Yen+	High School Faculty
Olivia Zhang	STEPS Staff

\* Renaissance Academy Employee 2021-2022 + Renaissance Academy Employee 2022-2023

### **Chapter I: Progress Report**

Over the past 6 years, Arroyo Pacific Academy has seen significant schoolwide changes, developments, and improvements in areas such as new administration, new personnel, new programs, new courses, new curriculum, curriculum changes, and major improvements in facilities with new construction of a unified campus. During the time since our last accreditation process with the 2016 Focus on Learning Report and Visit, the noteworthy changes have enhanced and expanded our teaching and learning community. The administration, faculty, and staff deliberately continued to address and develop all areas of growth as analysis, discussion, and educational research deemed necessary. The administration and faculty work collaboratively, as a committee of the whole, to carefully implement the Schoolwide Action Plan and the Schoolwide Critical Areas for Follow-Up with particular attention to the years since our 2019 Mid-Cycle Report and Visit.

The significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit are:

- new unified campus conducive to student learning and growth as of May 2018
- new administration as of June 2018
- partnership with STEPS Inc. as of June 2019
- transition/succession plan for the future of the school as of September 2019
- reestablishment of the Middle School Program for the 2019 - 2020 academic year
- nationwide travel ban from China as of January 2020 due to the COVID-19 global pandemic. The CDC had China at its highest of three warning levels: Avoid Non-Essential Travel which contributed to continued lower enrollment in the International Student Program
- international agents informed the Director of Admissions that parents and students are not comfortable with enrolling in an American school due to the government's response to COVID-19 along with Anti-Asian racism fed by right-wing media and the Trump White House which contributed to continued lower enrollment in the International Student Program
- inability of admission staff to visit schools and open house presentations due to COVID-19 which contributed to continued domestic lower enrollment as of Spring 2020
- master schedule revised with no Study Hall as of March 2020 due to the school being closed due to COVID-19
- reduction in force for faculty and staff, reduction in working hours and benefits due to continued lower enrollment in May 2020
- transition to virtual teaching and assessment, suspension of athletics, field trips, performing arts, study hall, and student activities due to COVID-19 beginning in March 2020
- procedural changes approved by the Student and Exchange Visitor Program for international students out of the country to continue their education through virtual teaching and assessment due to COVID-19 beginning in March 2020
- research, creation and implementation of our COVID-19 Safety Protocols, Commitment, Response & Control Plan as of July 2020
- research, creation and implementation of the Guidelines for Students During Virtual Instruction as of August 2020
- research and creation the Elementary School Program during the 2020-2021 academic year, on March 21, 2022 WASC approved the substantive change to add grades K-5
- research, creation and implementation of our Return to Campus Plan for Spring Quarter II as of March 15, 2021
- campus reopened for full-time in-person instruction with daily Study Hall on April 1, 2021. On May 27, 2021, with 8 seniors present and 5 seniors in China, we held a Graduation Ceremony in the Dining Hall. All attendees followed our COVID-19 Safety Protocols
- establishment of the Elementary School Program for the 2021 - 2022 academic year
- a joint operating agreement with Renaissance Academy, a separate school, established in August 2021 and continues through the 2022 - 2023 academic year

### **Implementation of the Schoolwide Action Plan**

Immediately after receiving the final version of the 2016 Visiting Committee Report, the school community began implementing and realizing the revised Schoolwide Action Plan that addressed the Visiting Committee comments, 3 recommendations, the Impediment to School Improvement, and the Additional Critical Areas provided by the Visiting Committee. The school community is and has been committed to the rigorous and collaborative processes needed to carry out an ambitious and comprehensive plan for ongoing school improvement. As detailed in the 2019 Mid-Cycle Visiting Committee Report:

- *The governing board and administration have made a concerted effort to continue to work on the action plan in a collaborative manner with the entire school staff and other stakeholders. The administration is charged with monitoring the action plan with input from the staff.*
- *The Visiting Committee found that APA's academic program was progressing in a positive manner in order to address the needs of the current students.*
- *The Visiting Committee evaluated and found the school completed all of the recommendations from the last visit. In summary, the school has begun innovations in systematizing data collection, adding new course options, and adding more rigor to their instruction and curriculum.*

Arroyo Pacific Academy achieved success in implementing the Schoolwide Action Plan, and satisfying the Critical Areas for Follow-Up by achieving improvement in the specific areas. All original Critical Areas for Follow-Up were added and addressed in the revised Schoolwide Action Plan. The Impediment to School Improvement has been researched, addressed, and overcome as verified by the 2019 Mid-Cycle Visiting Committee Report as stated: *The Visiting Committee evaluated and found the school completed all of the recommendations from the last visit. In summary, the school has begun innovations in systematizing data collection, adding new course options and adding more rigor to their instruction and curriculum.*

### **Schoolwide Critical Areas for Follow-Up Addressed**

#### **1. Develop a plan to support the homestay program as it expands.**

A plan to support the homestay program has been completed and procedures are in place with our Homestay Coordinator who implements policies and procedures while maintaining regular communication with host parents. As reported in the 2019 Mid-Cycle Visiting Committee Report: *The VC agrees that this Critical Area has been completed. Guidelines have been put into place according to homestay programs and their host families. The VC reviewed all of the documents and agrees that this has been completed.*

#### **2. Review the AP Program with respect to the number of course offerings and criteria for student enrollment.**

A review of the Advanced Placement Program with respect to the number of course offerings and criteria for student enrollment has been completed. As reported in the 2019 Mid-Cycle Visiting Committee Report: *The VC agrees with the school that this area has been completed. According to the administration APA will continue to review AP courses annually to ensure that the school is meeting the needs of the students and their interests.*

#### **3. Engage the parent body in the school in a more intentional way, especially parents based abroad.**

The engagement of our parents, host parents, and parents abroad in a more intentional way has been improved and completed. We encourage parents and host parents to be active participants in their student's education; Jupiter, the Learning Management System allows all parents/agents to monitor their student's attendance, assignments, grades, missing assignments and contact teachers by utilizing the Parent Portal. As reported in the 2019 Mid-Cycle Visiting Committee Report: *This area has also been completed with a much more streamlined approach and many more parent meetings both in person and virtual for international students.*

#### **4. Continue with the ongoing discussion on how to expand Board membership as the school grows to enhance the reach of the governing body into the local community of Arcadia and the educational community of the greater Los Angeles region.**

Philip Clarke, the Governing Authority, President, Principal has completed discussions on how to expand the Board of Regents membership in light of the new school ownership in 3-5 years. The advisory board has been expanded to include representatives of local business and educational sectors of the area. The school has in place high-performing administrative support to execute an orderly transition. As reported in the 2019 Mid-Cycle Visiting Committee Report: *With the succession plan in place and new school ownership taking place in 3-5 years, the Board has been able to be expanded to include STEPS and other community members in order to bring new ideas to the Board and how the school might expand.*

#### **5. Increase community outreach e.g. Rotary Club, Chamber of Commerce etc.**

Increasing community outreach has been completed. As reported in the 2019 Mid-Cycle Visiting Committee Report: *APA has been on the forefront of expanding its outreach since the last visit and the VC agrees although this has been done, this is an area that not only APA needs to continue to work on, but so do other smaller private schools. APA has formed partnerships with the Arcadia Rotary Club, STEPS, The Arcadia Chamber of Commerce, and many organized festivals in Arcadia throughout the year.*

#### **6. Implement CPR and First Aid training for all employees and install AEDs on both campuses in clearly marked locations.**

Five faculty and staff members are trained in CPR and in First Aid. As reported in the 2019 Mid-Cycle

Visiting Committee Report: *After a careful review of California Assembly Bill No. 1719, Chapter 556 the school does not need to acquire an AED as it is a private school. The VC is satisfied with how the school completed this area.*

**7. Enhance existing and increase the frequency of anti-harassment training for all employees and implement a confidential reporting process for students to report bullying and/or harassment e.g. Anonymous Alerts or similar.**

Professional Development in Anti-Harassment and Bullying for all employees has been updated, increased, and completed to include online harassment and ZOOM bombing since the transition to virtual teaching and assessment due to COVID-19 since March 2020 by the Director of Professional Development. As reported in the 2019 Mid-Cycle Visiting Committee Report: *The entire school staff have gone through training and there are refresher courses given every year. New staff members are given the training prior to the start of their position.*

**8. Continue to strengthen the entire curriculum to support the school's position as a college preparatory institution by:**

**a. Enhance the English Learning experience for international students.**

The administration and faculty are dedicated to improve, revise, and strengthen the entire curriculum, co-curricular activities, and events to support Arroyo Pacific Academy's position as a college preparatory institution. The enhancement of the English Learning experience for international students has been completed. As reported in the 2019 Mid-Cycle Visiting Committee Report: *APA continues to review, revamp, and enhance all curriculum with a midyear review and end of the year review for all courses.*

**b. Develop a plan for student placement in classes in order that pacing is not negatively affected by language difficulties.**

A plan for student placement in all courses has been developed, implemented, and completed. The Dean of Studies, the Director of Scheduling and the faculty work together to ensure students are placed in the proper courses. As reported in the 2019 Mid-Cycle Visiting Committee Report: *APA continues to review, revamp, and enhance all curriculum with a midyear review and end of the year review for all courses.*

**9. Ensure that a thoughtful plan is in place to ensure student safety and maintenance of the curriculum while the Rolyn Plan is completed.**

The Arroyo Pacific Academy Specific Plan was accepted by the City of Arcadia and the administration developed, implemented, and completed a successful plan to ensure student safety and maintain the curriculum. As reported in the 2019 Mid-Cycle Visiting Committee Report: *Upon completion of the new building, safety plans were put into place and the City of Arcadia approved all plans before students began classes at the new building.*

**10. Increase the reach of APA into the immediate local community and the greater Los Angeles area to support community service and curriculum activities.**

The reach of the school into the immediate local community and the greater Los Angeles area to support community service and curricular activities has been completed. As reported in the 2019 Mid-Cycle Visiting Committee Report: *APA created a plan and position, Community Service Coordinator which has brought many more opportunities for students to not only assist different groups in the Arcadia area, but in the greater Los Angeles area as well.*

**11. Create space in the schedule for community time to encourage student interaction and sharing of cultural experiences.**

A weekly assembly for community time has been created, implemented, and completed to encourage student interaction and sharing of cultural experiences. As reported in the 2019 Mid-Cycle Visiting Committee Report: *All of the other critical areas were met and the VC is satisfied with the school's accomplishments in regards to the school's academic and administration growth.*

In relation to the Schoolwide Areas of Strength and Critical Areas for Follow-Up, the Visiting Committee also stated in the 2019 Mid-Cycle Visiting Committee Report: *APA's commitment to its mission and the caring attention given to students and parents by all staff will continue to focus on student achievement and one that continually embraces self-examination.*

## **Schoolwide Action Plan Refinements 2019-2022**

The administration, faculty, and staff demonstrate a commitment to a sound process for school improvement prior to and since the Mid-Cycle Report and Visit. We have improved instruction and maintained our fidelity to further enhance student learning as identified by the Critical Learner Needs.

### **Action Plan #1: Critical Learner Need #1**

**Address the varying learning abilities of each student, in order to cultivate each individual's growth to become a lifelong learner.**

This Action Plan and Critical Learner Need has been completed through numerous Department Meetings, Faculty Meetings, and Student Review Meetings. The administration, faculty, and staff provide a personal approach to education for our elementary school, middle school, and high school students. The school offers a broad range of programs and classes that are available for students of differing abilities, language proficiency, and post-graduation plans. The curriculum, built on the foundation of California State Standards, provides a challenging and relevant educational experience for students. The faculty addresses the varying learning abilities of each student in each course to cultivate the student's growth as a lifelong learner.

Teachers incorporate 21st-century skills in their lessons: communication, collaboration (SLO #1), critical thinking (SLO #2), and creativity. The high school curriculum was enhanced to include Advanced Robotics, AP Computer Science Principles, Computer Programming, Computer Science, Digital Audio I, Digital Audio II, and Introduction to Robotics. Keyboarding is taught to students in the 4th, 5th and 8th grade English classes.

The Middle School Curriculum addressed the learning needs of students by adding an accelerated mathematics curriculum in the 2020 - 2021 academic year. Selected students must have a strong foundation in math, be highly motivated, and have exceptional work habits.

The school has 66 approved U.C. a-g courses, thus allowing eligible students to meet or exceed the minimum a-g course requirements. The newest course for U.C. a-g approval is Journalism. The following courses are awaiting completion and/or final submission for U.C. approval: Band IV, and Introduction to Computer Programming. <https://hs-articulation.ucop.edu/agcourselist/institution/3773>

Summative External Assessments have been researched, developed and implemented by members of the faculty which include: end-of-unit tests, chapter tests, final projects, final performance based assessments, final portfolios, achievement tests, and standardized tests.

Students who are designated as Assisted Learning are given differentiated assignments, classworks, due dates, homework, and assessments to match a student's ability. Students with an Individual Educational Plan are given appropriate accommodations as approved from the IEP by the Services for Students with Disabilities Coordinator.

Our teachers maintain a commitment to high academic achievement as students make progress as a Lifelong Learner while addressing the varying learning abilities of each student through: authentic assessment, differentiated instruction, hand-on activities, oral and virtual presentations, and photographic essays to be able to assess a student's growth and achievement. Teachers collaborate at Student Review Meetings to discuss common students to create effective strategies for interventions. Students receive a robust educational experience from teachers who truly care about their personal development by fostering a mindset of discovery, growth, persistence, and resilience in all learners. We remain committed to our comprehensive academic programs that integrate learning while challenging and supporting all students according to their unique abilities, interests, and needs.

### **Action Plan #2: Critical Learner Need #2**

**Raise academic standards for all students.**

This Action Plan and Critical Learner Need has been completed. Since the Mid-Cycle Report and Visit, the number of international students who are not proficient in English has decreased. A higher standard of achievement, particularly English proficiency and critical thinking has been achieved through students completing ELD III, a U.C. a-g approved English course. With fewer students enrolled in ELD: Reading and Vocabulary and in ELD I, all teachers are able to provide greater one-on-one instruction to assist all students striving for higher achievement through the academic standards and the Schoolwide Learner



Outcomes.

The high school English Language Development curriculum has been expanded to include English 1, English 2, English 3, and English 4. These courses focus on critical reading and writing about literature. Gaining critical reading and writing skills benefits students across the curriculum in all classes. Students are enrolled in these courses based on their Lexile Scores and EDGE Test Results.

In May 2021, the English Language Development Program was expanded to include an ELD Assessment of 17 middle school students who were not born in the United States. The EDGE Placement Test for middle school students by Hampton-Brown assessed the student's decoding and reading level which determines the student's Lexile score. Beginning with the 2021 - 2022 academic year, some middle school students are enrolled in the ELD course based on their Lexile Scores and EDGE Test Results if the parents approved of the placement. In September 2022, 4 elementary school students are enrolled in the newest ELD course, Reach Higher, based on their Lexile Scores and EDGE Test Results if the parents approved of the placement.

With fewer international students who are not proficient in English enrolled, we have been successfully teaching our English Language Learners with the teacher in the English Language Development Program. Our ELD teacher is TESOL Certified. When enrollment increases with students who are not proficient in English, the administration may hire additional ELD qualified faculty with a M.A. in TESOL and teaching experience.

The school provides a personalized and balanced approach to education designed to engage students through a process of inquiry, exploration, and discovery through educational opportunities for all students. The school maintains approved U.C. a-g courses prioritizing the courses students need to ensure that they are college-prepared and career-ready by graduation day. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Schoolwide Learner Outcomes.

### **Action Plan #3: Internal Development**

#### **Continue Academic Counseling Program with the Naviance Platform**

This Action Plan has been completed. The School Counselor, Registrar, and the Dean of Studies completed professional development with the representative of the Hobsons Naviance Platform during the 2019-2020 academic year. Students can complete post-secondary planning through the online Naviance program. Through Naviance, students work with the College Advisor to create a roadmap for their postsecondary futures, utilizing supports such as vocational assessments, and data on potential careers of interest. In October 2020 the Registrar and the Director of Scheduling completed additional Naviance training. Students and parents now receive in-services and information to set-up and manage a student's Naviance account. The Registrar is happy to help students and parents in accessing and updating a student's account. The Assistant Principal has found the Naviance Platform to be very effective, important, and helpful for students and parents in their college and career planning.

### **Action Plan #4: External Communications**

This plan was implemented and completed by the Mid-Cycle Visit as noted in the Mid-Cycle Report and Visit and verified by the Visiting Committee.

### **Action Plan #5: Additional Areas by the Visiting Committee**

#### **Develop cultural competence to better serve culturally diverse students**

This Action Plan has been completed. The administration, faculty, and staff have maintained our commitment to expand knowledge about culture and cultural competence. We continued meaningful discussions and professional development to further develop cultural competence since 2016. The Principal and ASB Moderator formed a Cultural Competence Committee during the 2019-2020 academic year. Student leaders continued to lead weekly school assemblies to celebrate the diversity and commonalities of our school community. We continued to study the traditions and values of our community, seeking to understand through community engagement, intentionally building appreciation, respect, and trust within our teaching and learning community.

**Attract, nurture, and retain a diversified, talented, and motivated student body who will be enriched by the experience of learning in a community of students with academic and personal**

## standards.

This Action Plan has been completed. The school maintains a commitment to provide a personal approach to education for a diversified, talented, and motivated student body. Although the previous admission plan for diversifying and expanding student enrollment came to a sudden halt in 2018 with the Chinese trade war, tariffs, and other trade barriers on China. The COVID-19 global pandemic has had a significant impact on international and domestic admissions. The PDSO submitted Procedural Adaptations for F-1 Nonimmigrant Students with the Student and Exchange Visitor Program in the Department of Homeland Security to allow for virtual teaching. We have had to adapt to new admissions and marketing realities and overcome these challenges to survive and be around for the good days ahead when the global pandemic retreats. With the addition of the Elementary School Program and the Middle School Program we have welcomed talented and motivated students in grades K through 8. We foster a culture of caring, learning, and individual achievement.

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

### 1. Community

#### A. The History and Background of Arroyo Pacific Academy

Arroyo Pacific Academy is a private, independent, coeducational, college preparatory Elementary School, Middle School and High School located in Arcadia, Los Angeles County, California. It is approximately 17 miles northeast of Los Angeles, near the 210 Interstate Freeway. The school operates as a for-profit, proprietary institution dedicated to educating Collaborative Workers, Critical Thinkers, Lifelong Learners, and Responsible Citizens dedicated to academic attainment.



Founded in 1998 by Philip Clarke, Arroyo Pacific Learning Center was opened in Arcadia to meet the needs of local parents who felt their sons and daughters were not best served in the traditional large-scale school setting. The learning center served students from 6th through 12th grades. The parents felt their children would be better served in a smaller school environment where they would receive greater attention and a personalized program that fit particular learning needs unique to the student. Students of various backgrounds, from those focused on traditional college prep, to those with learning differences came together to form a learning community committed to individual achievement and academic growth. As the school grew, many students from local schools transferred into the school to take advantage of this unique teaching and learning community, finding academic success, emotional support, and personal growth they had not found previously. In 2001 the learning center applied for ACS WASC accreditation as a middle school and high school. In 2004, the school became fully accredited by the Western Association of Schools and Colleges.



The school outgrew its original building on Live Oak Avenue in Arcadia and moved to West Santa Clara Street in 2003, where it remained through 2017. In 2006 we graduated our last 8th grade class, and expanded the high school college preparatory program.

Since 2009 the school has been authorized by the U.S. Department of Homeland Security, U.S. Immigration, Customs Enforcement, and the Student and Exchange Visitor Program (SEVP) as a certified school and programs eligible to enroll F-1 international students by issuing Form I-20. These students enhanced the experiences of our local students by creating a school environment more closely matching the global nature of college and career communities as the world has become more interconnected.

During the 2012 - 2013 academic year, we celebrated our 15<sup>th</sup> Anniversary with an expansion of facilities, faculty, and curricular programs with the construction of The Clarke Center. The Clarke Center is where students study, perform, and work in all genres of theater, dance, music, visual arts, and multimedia arts. Programs and classroom experiences, along with dedicated spaces for band, orchestra, choir, small ensembles, dance, and stage performances, focus on the development of intellectual and critical abilities to empower young artists of all disciplines. Our faculty and staff provide a unique means of student expression that capture their passions and emotions as collaborative workers, critical thinkers,



and lifelong learners. The Clarke Center also has a fitness center, sound studio, MacLab, and a media production studio.

The school constructed 2 new buildings along with The Clarke Center so that on May 5, 2018, the academy dedicated its new unified campus in celebration of the school's 20th Anniversary. The school maintains its commitment to provide a personal approach to education. The campus buildings house 11 additional classrooms, 3 computer labs, 4 science labs, a dining hall with kitchen, and administrative offices. The campus provides an ideal environment for teaching and learning. The school can accommodate 250 students. It is big enough to have multiple streams of students and academic programs, both during the day, the evening, and over the weekend.

The Mid-Cycle Report combined with a Substantive Change Visit for the reestablishment of the Middle School occurred on November 18, 2019. After a careful study of financial and demographic data, student enrollment trends, and with consultation, a joint operating agreement with Renaissance Academy was established in August 2021. While a single administrative team has responsibility for both schools, each retains its name, Private School Affidavit, ACS WASC Accreditation, and SEVP authorization.

In October 2021, the school submitted a Substantive Change to WASC for the establishment of the Elementary School Program. At that time, the student body consisted of 13 elementary school students, 25 middle school students and 38 high school students. The total enrollment was 76 students in grades one through twelve. WASC approved the establishment of the Elementary School Program on March 21, 2022.

We are a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging which is intentional, embedded, and sustained. The administration, faculty, and staff are dedicated to meeting the needs of a diverse population of domestic, international, English Language Learners, and students with learning disabilities. Each one of our students regardless of his/her specific need is offered an academic program tailored for their ability level, their educational plan, and their post-graduation plan.

### **Community Served by Arroyo Pacific Academy**

Arroyo Pacific Academy provides an educational opportunity primarily to families living in the City of Arcadia and in the San Gabriel Valley. The Foothill Gold Line Station is one and a half blocks away from the school. Arcadia is a larger medium-sized city with 14 constituent neighborhoods. It is an upper-middle class community. Arcadia home prices are not only among the most expensive in California, but Arcadia real estate also consistently ranks among the most expensive in America. As of May 2021, according to Zillow.com, the typical home value of homes in Arcadia is \$1,173,241. This value is seasonally adjusted and only includes the middle price tier of homes. Arcadia home values have gone up 13% over the past year.

The City of Arcadia had a population of 56,624 as of July 1, 2022. Arcadia is a decidedly white-collar city. Overall, Arcadia is a city of professionals, sales and office workers, and managers. It is around 17 miles from downtown Los Angeles in the San Gabriel Valley. Arcadia ranks in the upper quartile for Population Density when compared to the other cities, towns and Census Designated Places (CDPs) in California. Arcadia, CA Data & Demographics (As of July 1, 2022). Total Population 56,624 (100%), Population in Households 55,910 (98.7%), Population in Families 49,366 (87.2%), Median Household Income \$112,110, Average Household Income \$155,921, Per Capita Income \$53,43, Total Households 19,391, Family Households 14,834.

### **B. Family and Community Trends**

Arroyo Pacific Academy is a neighborhood school. Many students live in Arcadia. Most of our families live in the cities throughout the San Gabriel Valley along the Foothill Freeway: Alhambra, Altadena, Arcadia, Azusa, Baldwin Park, Bradbury, Covina, Duarte, El Monte, Glendora, La Canada Flintridge, Monrovia, Montebello, Monterey Park, Pasadena, Rosemead, San Gabriel, San Marino, Sierra Madre, South El Monte, South San Gabriel, Temple City, and West Covina. Families also live outside of the San Gabriel Valley: Irvine, La Verne, Montebello, and Upland.

The Digital Library contains a table that summarizes the distribution of where our students reside.

## **Family Living Arrangements**

The Digital Library contains a table that summarizes the student living arrangements for the 5 years.

### **C. Parent/Community Organizations**

Parents and host parents benefit from a strong family-oriented community. Prior to the school closing due to COVID-19 in April 2020, parents would volunteer to support curricular and co-curricular programs. The socio-economic make-up of the parent and host parent population is as diverse as the cities in which they live and the countries from which they come.

The school has always had the full appreciation and support of our parents. The Parents Association offers an opportunity for parents and host parents to:

- Promote and facilitate open communication within the school community and to support the school's Mission, Philosophy and the Schoolwide Learner Outcomes.
- Promote the general welfare of the students with emphasis on intellectual, artistic, cultural, physical, social and moral development.
- Promote the maintenance of positive and productive interpersonal relationships among administration, alumnae, alumni, faculty, host parents, parents, staff, students, teachers, and the Arroyo Pacific Foundation.

Parent and host parent involvement is achieved through the Arroyo Pacific Foundation's events, Jupiter communications, Parents Association Meetings, and service opportunities. We believe it is important for all parents and host parents to be part of their student's educational experience. Each domestic family upon acceptance is expected to participate in the Parents Association, the Parent Pledge Program through the Arroyo Pacific Foundation, and participate in the Parent Service Hours Program. Arroyo Pacific Foundation events and Parent Service Hours opportunities were suspended due to COVID-19 and the Omicron variant during the 2021-2022 academic year and re-established for the 2022-2023 academic year.

### **Parent Service Hours Program**

Prior to the school closing due to COVID-19, domestic parents are expected to provide support services to the school and are given a choice of serving either 15 hours of service hours or buying them out at a rate of \$20 per hour for a total of \$300. Parents may also complete a combination of serving hours and paying for hours.

Between the years of 2016-2019 we enjoyed a growth in parent participation through meeting attendance and volunteer opportunities. During the 2016-2017 academic year, Martha Millspaugh was appointed the Parent Service Hour Coordinator and acts as liaison for parent hours and keeps track of all hours served. An emphasis was placed on growing our parent participation and while our population was stable, we enjoyed tremendous growth. She provides a personal approach with increased communication to parents and host parents. Volunteer hours on school events increased significantly.

In the 2018-2019 academic year, a parent donated a Halloween Pizza Party for the faculty and staff and at the end of the year, all parents came together for an Appreciation Luncheon for the faculty and staff. In addition, parents and host parents donate treats for the faculty and staff such as cookies, donuts, fruit, and pastries.

In the Fall of 2019 parents and host parents contributed Halloween snacks and provided a Christmas luncheon for the faculty and staff.

Prior to the COVID-19 pandemic, throughout the years, the school had steadily encouraged parent participation from our domestic parents, our international parents, and our host parents. We were fortunate to have parents that are not under obligation, but choose to serve hours anyway and participate. In the past, it was a generous and grateful community.

In 2022-2023, elementary parents assisted in working the Scholastic Book Fair and parents provided a lunch buffet to celebrate Chinese New Year, Year of the Rabbit.

### **Communication with Parents, Host Parents and Agents**

Administrators, faculty, and staff communicate regularly through Jupiter, our Learning Management System, Gradebook, and Student Information System, through Horde Webmail, and through WeChat for

parents in China. The Registrar regularly updates the Jupiter settings for all the contacts to ensure parents, host parents, and agents receive alerts, information, and news through Jupiter.

Beginning in Summer School 2019 with the Progress Report, Jupiter has the capability to translate all information and messages into languages other than English. This improvement in communication for students, parents, and agents outside of the United States allows for their full participation and full involvement with the school. It provides real-time communication and contact with administration, faculty, and staff concerning attendance, classwork, discipline, messages, grades, homework, parent alerts, and the School Calendar so that everyone stays informed and involved in their student's education on a daily basis. However, Jupiter Ed. makes use of Google translation and we have found this is not helpful for the Chinese language but works well for the Spanish language.

Beginning in the 2019-2020 academic year, the school has several Chinese language speakers on the faculty and staff who translate school announcements, forms, letters, and newsletters for our Chinese students, parents, and agents abroad to ensure that all important communications are translated properly.

Beginning in the 2021-2022 academic year, Jupiter has the capability to alert the student and both mother and father whenever a student has a grade of D or lower in a class each Friday. Also, with the Fall Quarter I Progress Report, all elementary and middle school students received an Academic Planner to write down their daily homework assignments. Each day a parent signature is required and the teacher checks for the signature the following day. Parents are welcome to write a teacher a note. If a parent does not sign the planner, the Lower School Director contacts the parent/host parent. This extra communication is in addition to a teacher's class academic alerts in Jupiter, our Learning Management System.

#### **Arroyo Pacific Academy Alumni Association**

The Alumni Association consists of alumni of the school and these graduates help foster an ongoing relationship between graduates and the school. This organization encourages active participation in school and community events after graduation. Our Alumni Association promotes and encourages a positive image of the school. The social gatherings prior to COVID-19 are well attended and these events have rekindled friendships.

#### **D. Community Foundation Programs**

Financial support for the school beyond student tuition and fees is made possible through the Arroyo Pacific Foundation's events. The foundation is a 501(c) (3) non-profit organization that provides a vehicle for tax-exempt donations used to provide financial aid and scholarships. Annual giving within the foundation includes the Parent Pledge Program.

For the 2017 - 2018 academic year, the foundation hosted a fundraising Gala in the new Dining Hall to honor Ms. Mimi Mycroft, alumni parent and retiring Foundation Director. We had many faculty, staff and parents donate items, volunteer their time, and purchase items for a good cause. In April 2020, the foundation prepared under the leadership of Ms. Martha Millsbaugh, a fundraising Gala, "Once Upon A Time" to celebrate the reestablishment of the Middle School and to honor and dedicate the evening to our STEPS friends, Leslie and Janice Yen. Unfortunately, this event was postponed due to the COVID-19 pandemic. During the 2020-2021 and the 2021-2022 academic years due to COVID-19, we were not able to have on-campus events. Businesses, alumni, and alumni parents throughout the community have previously contributed, participated, and sponsored our Gala events over the years.

#### **E. School Business Relationships**

The school has no relationships with outside agencies that carry mandates. We receive no NCLB funds or Title II funds. The school enjoys a positive working relationship with the City of Arcadia and the Arcadia Rotary Club. Local businesses support the mission of the school by donating to and underwriting the Arroyo Pacific Foundation Galas. We have been good neighbors to our Catholic and public school counterparts, most notably in the way we offer to them our Summer School courses, the STEPS After School Program, and the West Coast Shoto Kan Karate Association on our campus in The Clarke Center. In 2020, the Little Sunshine Foundation hosted their Gala event in the Dining Hall. In the Spring of 2021, following COVID protocols, the Performing Arts Theatre was made available to Journey House, a service-based Pasadena organization for former foster youth who filmed and recorded selections of their production, *Rise Up Like Star Light* for a virtual premiere hybrid format. The school works with local restaurants who provide lunches Monday through Thursday. We have partnered with the Catalina

Environmental Leadership Program, an overnight outdoor education program where students learn about environmental conservation, develop team building skills, and leadership skills.

## **2. ACS WASC Accreditation History**

Self-Study	April 16-19, 2023
Substantive Change Report	October 1, 2021: Elementary School Established
Accreditation Status Extended	April 2022 through June 30, 2023
Mid-Cycle Report with 1-Day Visit	November 18, 2019
Combined Substantive Change Visit	November 18, 2019: Middle School Reestablished
Substantive Change Visit	July 11, 2018: New Unified Campus
Self-Study	April 18-20, 2016
Mid-Cycle Report with 1-Day Visit	April 11, 2013
Self-Study	March 8-10, 2010
Mid-Cycle Report with 1-Day Visit	April 24, 2007
Self-Study	March 15-17, 2004
Candidate Report	May 23, 2003: Middle School and High School
Initial Visit	November 19, 2001

## **3. School Purpose**

Based upon our Mission Statement, our Philosophy, and our Schoolwide Learner Outcomes, we help our students to develop the knowledge and skills to communicate, calculate, create, research, and reason. We encourage our students to build a foundation of responsibility, respect, cooperation, and sensitivity to the needs and contributions of others. We recognize that the process of thoughtful choice and growth can best occur in a nurturing environment, one in which students schooled in a shared body of knowledge come to possess a lifelong passion for learning. To begin each academic year, the administration, faculty and staff review the Mission, Philosophy, and the Schoolwide Learner Outcomes. We are in agreement that these goals are current, consistent, relevant, and important for our local and global students.

### **Mission Statement**

Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging.

### **Statement of Philosophy**

Priority is given to success in academic achievement. Academic programs are offered to elementary school, middle school, and high school students to match ability levels and English language proficiency.

### **Schoolwide Learner Outcomes**

Recognizing the value and uniqueness of each student as a person with artistic, emotional, imaginative, intellectual, physical, religious, and social potential, the teachers endeavor to lead the students to seek the fullest development of their talents and concentrates on intellectual and academic potential.

Arroyo Pacific Academy provides a distinctive educational program and a special place for students to learn, grow, and prepare for life. We address our students' unique needs including English Language Learning, as well as individual learning styles. Students demonstrate the intellectual curiosity and academic skills needed for success in elementary school, middle school, high school, college, and adult life as we expect the graduate of Arroyo Pacific Academy to be:

#### **Collaborative workers** who...

- Demonstrate respect and sensitivity to diversity of ideas, interests and skills of others.
- Employ effective leadership and group skills.
- Work effectively with others.

#### **Critical thinkers** who...

- Complete an academic program that complements an individual's learning needs.
- Demonstrate critical thinking, analysis, and evaluation skills to solve problems.
- Demonstrate competency in reading, writing, and mathematics demonstrated by achievement

that meets relevant standards.

#### **Lifelong learners who...**

- Adapt to a changing world by understanding individual learning styles.
- Communicate effectively, orally and in writing, across various media, by meeting school standards.
- Set goals, establishes priorities, and hone decision-making skills.
- Respect diversity, learn and work effectively in a multicultural setting.

#### **Responsible citizens who...**

- Demonstrate civic responsibility and participates academically and co-curricularly, and in community service learning projects.
- Respect and appreciate the uniqueness of self and others.
- Understand connections between choices and consequences by taking responsibility for his/her actions.

#### **School Program Data**

Arroyo Pacific Academy Elementary School, Middle School, and High School offer a comprehensive college preparatory academic program and other programs for students preparing for alternatives to college that provides each student the means to fulfill the Schoolwide Learner Outcomes. The administration and faculty work collaboratively to ensure that each student receives a foundation based on mastery of course content through direct instruction, assessment, and support. The administration, faculty, and staff prepare an Orientation Program to begin the academic year so that students know and understand the expectations for student involvement and success. The Director of Admissions and the Registrar prepare Orientation Sessions as new students join the school community throughout the academic year.

The school offers the following onsite educational opportunities which demonstrate the Arroyo Pacific Advantage:

#### **The After School Program**

The school is committed to supporting academic success and completion. In one of the strongest examples of the school's resources being aligned with its Mission, Philosophy, and Schoolwide Learner Outcomes is this educational support program. Our dedicated faculty offers complimentary, one-on-one student success coaching, assistance with assignments, re-teaching, and re-testing Monday through Thursday from 2:45 to 3:45pm. This program was suspended due to COVID-19 and the school being closed. It was re-established for the 2022-2023 academic year.

#### **The Assisted Learning Program**

This program is designed to respond to the needs of students who learn differently or who can benefit from reasonable accommodations to support academic progress. The documentation submitted for this program is to be current, written within the past three years, and specifically demonstrates the presence of a learning issue which the Services for Students with Disabilities Coordinator reviews and determines what accommodations will be provided. Students with disabilities have equal access to the curriculum. A Triennial IEP is held every 3 years for students with a current IEP. As of Fall 2022, no students are in this program.

#### **The College Preparatory Curriculum**

The college prep curriculum is designed for students seeking preparation for higher education through courses that increase student engagement and academic rigor. Courses in this program are best-suited for students seeking to attend four-year universities. In the State of California, the University of California a-g entrance requirements are seen as the highest standard for college readiness. Presently, the school has 66 approved U.C. a-g courses giving our students rigorous learning opportunities. We encourage teachers to challenge students to ensure a rigorous curriculum that will support Advanced Placement success. This program serves all high school students.

#### **The Elementary School Curriculum**

The elementary school curriculum established for the 2020-2021 academic year is designed to establish



challenging grade-level expectations and specific objectives to be achieved per subject. The faculty is encouraged and committed to teach to the multiple intelligences of their students as they find unique and creative ways to engage them in the learning process and foster the desire in them to delve deeper into the subject matter or find new areas of interest. We complement our academic instruction with a focus on developing every child's potential through social, emotional, and personal character education to help each student become articulate and respectful.

### **The English Language Development Program**

International and domestic students who are English Language Learners are enrolled in the English Language Development (ELD) courses as part of their overall academic program to build English language proficiency, academic content knowledge, and academic skills. ELD methodology recognizes that language modalities of speaking, listening, reading, and writing develop interdependently and, therefore, should be integrated to promote overall skill development. This program serves approximately 27% of the student population in the elementary school, middle school and high school programs.

### **The General High School Curriculum**

The general high school curriculum is designed for students seeking academic development commensurate with the standards for a high school diploma in the State of California. Courses in this program may be best-suited for students seeking two-year college, vocational, language schools, or career-oriented options upon graduation.

### **The Gifted Student Extension Program**

Gifted students enrolled at a local middle school, online school, or who are home-schooled, may apply to take advantage of the high school's individual courses, including Advanced Placement courses. This educational opportunity is granted only to students who have support from their parents and current school. The Digital Library contains a table that summarizes the percentage of the student population enrolled during the 2015-2022 academic years.

### **The Middle School Curriculum**

The expansion of the educational program was realized with the reestablishment of the Middle School for grades 6, 7 and 8 beginning in 2019-2020. Middle School courses are designed to assure success through middle school and into high school, with college as a clearly defined and achievable expectation. The school follows the guidelines of the California State Frameworks and the Content Standards adopted by the California State Board of Education. The curriculum may be custom-designed to meet each student's individual ability, English proficiency, and educational needs. Since the 2019 Mid-Cycle Visit, the Middle School enrollment has increased from 11 students to 37 (336%).

### **The Premier Scholar Program**

Qualified students may apply to enroll in Advanced Placement (AP) courses. The offering of AP classes is driven by the needs of our students. Students are eligible for the Premier Scholar Program with faculty recommendations and meeting prerequisites which are the requirements for student acceptance into the program.

During the 2019-2020 academic year, the following 8 Advanced Placement courses or exams were offered: Calculus AB, Chemistry, Chinese Language & Culture, Environmental Science, Microeconomics, Statistics, US Government & US History. This program served approximately 25% of the student population.

During the 2020 - 2021 academic year, the following 15 Advanced Placement courses or exams were offered: Biology, Calculus BC, Chinese Language and Culture, Comparative Government and Politics, Computer Science A (online), English Language and Composition, Macroeconomics, Microeconomics, Physics 1, Physics 2, Physics C: Electricity and Magnetism, Physics C: Mechanics, Psychology, Statistics, and United States Government and Politics. This program served approximately 29% of the student population.

During the 2021-2022 academic year, the following 8 Advanced Placement courses or exams were offered: Biology, Calculus BC, Chemistry, Chinese Language and Culture, Psychology, U.S. Government and Politics, Macroeconomics and World History-Modern. This program served approximately 43% of the student population.



During the 2022-2023 academic year, the following 7 Advanced Placement courses are offered: Calculus BC, Chemistry, Chinese Language, Computer Science Principles, English Language & Composition, Statistics, and U.S. Government & Politics. This program serves approximately 27% of the student population.

### **The STEPS After School Program**

The STEPS After School Program became part of Arroyo Pacific Academy in June 2019. The program offers a unique approach to education with a flexible curriculum in core subjects at all grade levels (K-12), modified according to students' needs. Students from local schools and some of our students are provided guidance with homework after school from 3:15 to 6:15pm and on Saturdays. Due to COVID-19 with Arcadia schools being closed there has been a substantial decline in enrollment for after school services. Currently, 70 (66%) Arroyo Pacific Academy students are registered in this program.

### **The Summer School Program**

The school offers summer school for credit recovery and Advanced Placement course preparation in the core subject areas and selected enrichment classes for our students and students from local schools.

### **Online Instruction**

Following a suggestion from the 2016 Visiting Committee, over the years we have allowed a few students wishing to take an Advanced Placement course beyond those offered at school to take online courses. Not all of these students were successful with online instruction as verified by not earning passing scores. We have found that the amount of self-discipline needed for students to succeed in these college-level online courses is very high and some students struggle with independent study.

A few students have remediated courses online at a parent's request from National University Virtual High School and Stratford Online High School. We are now more selective in approving students to enroll in online Advanced Placement courses. During the 2020-2021 academic year, a senior enrolled in A.P. Computer Science through the online University of Nebraska High School. The Director of Scheduling was the teacher of record for the course. This student scored a "5" on the exam.

Due to the COVID-19 global pandemic, the school was approved by The Student and Exchange Visitor Program (SEVP) to teach international students in their home country virtually as we taught domestic students because the school was closed. All faculty members received Professional Development for virtual instruction and utilized Jupiter Ed which is our Learning Management System (LMS) and Student Information System (SIS) for students in the Elementary, Middle, and in High School. The Digital Library contains a list of online resources for virtual instruction.

### **The Arroyo Pacific Advantage**

The Elementary School, Middle School, and High School follow the guidelines of the California Content Standards and the Common Core State Standards. High School Courses are certified by the University of California, the College Board, the AP Course Audit, the National Collegiate Athletic Association, and the Student and Exchange Visitor Program. Through the curriculum, the administration and faculty pay particular attention to the various learning styles, abilities, and English proficiency needs of all students.

Prior to COVID-19 with the school being closed, we provided a daily Study Hall for high school students with academic advising. Study Hall returned on April 1, 2021 with the campus reopening. Student placement in a particular level course of study e.g. Accelerated Math, Advanced Placement, College Preparatory or the General High School curriculum, is based on the student's aptitude, assessment, and performance in the various disciplines and the recommendations of teachers. While the curriculum is parallel, in that each level of the course has similar goals and objectives, the level of instruction varies by methodology, degree of difficulty, and volume of information presented. We offer a learning environment that is supportive, encouraging, and culturally responsive.

This advantage is a reality for all students enrolled in the Elementary School, Middle School, and in the High School which includes academic advising, alternative methods of assessment, authentic assessment, daily Study Hall for high school students, differentiated instruction, 8-week learning modules, intervention planning, portfolio assessment, re-teaching, re-testing, smaller class size, and free tutoring in Study Hall and in the After School Program.

### **Demographic Data**

## **1. Enrollment**

### **1.A Grade Level and Enrollment History**

Arroyo Pacific Academy welcomes students in grades 1 through 12 of any race, gender, religion, color, racial or ethnic origin. Because we have an open enrollment policy to admit students throughout the year, the enrollment numbers sometimes increase as the academic year proceeds. The school maintains a commitment to small class sizes, with 15 students maximum per class. At the time of the previous Self-Study and Visit in 2019-2020, the student teacher ratio was approximately 7:1. Currently, the student-teacher ratio remains approximately 8:1.

The Digital Library contains a table that summarizes the **enrollment history by grade level** since the 2015-2016 Self-Study and Visit.

Since the 2015 - 2016 Self-Study and Visit, the decline in enrollment created a significant revenue loss which resulted in a reduction in faculty and staff, discontinuation of some programs, and fewer course offerings which resulted in hard choices needing to be made. Due to a declining enrollment, the Governing Authority and the Business Manager adjusted the school's operating and capital budgets beginning in 2017. Consequently, there has been an elimination of pay raises, reduction in all employee salaries, and a reduction in the full payment for health insurance at that time as the school paid one half of the insurance and the employee paid the other half.

Enrollment projections continue to fall short. Beginning the 2020 - 2021 academic year, another reduction of faculty and staff occurred along with the reduction of employee working hours to part time employment and discontinuation of faculty and staff benefits due to continued lower enrollment.

With the reestablishment of the Middle School, establishment of the Elementary School, new marketing materials, and outreach once schools reopen after the COVID-19 pandemic, we anticipate a growth in enrollment for the Elementary School, Middle School and the High School. A new Marketing Plan Proposal was presented to the administration in April 2021. We are maintaining our commitment to offer courses, programs, and support services for all of the students we serve.

We are poised to educate new students to their highest potentials in an encouraging, friendly, and safe environment. Our hallmarks are a personal approach to education, effective and enthusiastic teachers, small classes, and a commitment by all faculty and staff to educate Collaborative Workers, Critical Thinkers, Lifelong Learners, and Responsible Citizens.

Beginning in August 2021, the administration, faculty, staff, and students from Renaissance Academy, Pasadena joined our teaching and learning community. We provided an educational opportunity to their domestic and international students so that they would not have to forfeit their education at the last minute. The impact on student learning has been that Renaissance students are enrolled in U.C. approved courses and in Advanced Placement courses. Our school culture has expanded with greater diversity in the classrooms where students study, experiment, perform, and socialize in the daily reality that every student is unique.

### **1.B Gender**

The Digital Library contains a table that summarizes the **enrollment history by gender** since the previous full self-study and visit.

### **1.C Ethnicity or Nationality**

The Digital Library contains a table that summarizes the **enrollment history** since the previous full self-study and visit categorized **by ethnic composition**.

Our international students have been drawn from Brazil, China, Germany, Hong Kong, Jordan, Saudi Arabia, Italy, Mexico, Taiwan, Thailand, and Vietnam. Each student's educational goals, chosen paths to a high school diploma or high school experience, and post-graduation plans are varied. The school addresses each student's educational plan for college, university or alternatives to college for:

- students seeking preparation for higher education in the United States and world wide
- students seeking academic development commensurate with the standards for a high school diploma
- students seeking to build English language proficiency, academic content knowledge, and

- academic skills
- students and parents seeking a safe place to learn
- students and parents seeking an American private school educational experience

#### **1.D Predominate Primary Languages Other Than English**

The Digital Library contains a table that summarizes the **Predominant Primary Language Other Than English** as of 2015-2016, 2020-2021 and Fall 2022 as reported on the Student Demographics Survey.

98% of our students live in homes that speak more than one language. Chinese is the primary language spoken other than English by our domestic and international students.

#### **1.E Special Needs and Other Focused Programs**

The Digital Library contains a table that summarizes the **enrollment history of the Assisted Learning Program** since the previous full self-study and visit.

The Digital Library contains a table that summarizes the **enrollment history of the Premier Scholar Program** since the previous full self-study and visit.

The Digital Library contains a table that summarizes the **enrollment history of the College and Career Program** since the previous full self-study and visit. The curriculum was discontinued in the 2020-2021 academic year due lack of student interest.

### **2. Numbers of English Language Learners**

The Digital Library contains tables that summarizes the **enrollment history of the English Language Learners in the English Language Development Program** since the previous full self-study and visit. For 2022, 16 (27%) of high school students, 7 (28%) of middle school students, and 10 (44%) of elementary school students are enrolled in ELD.

#### **Elementary School ELD Program**

The school will be purchasing the curriculum, resources, and assessments as part of Action Plan #3: English Language Development Program Improvements.

The Digital Library contains tables that summarizes the **enrollment history of the English Language Development Program by Grade Level** since the previous full self-study and visit.

The Digital Library contains a table summarizing the students who **Moved Out of the English Language Development Program** since the previous full self-study and visit. The number of students passing out of the ELD Program completely is mostly a function of English Language Learners not having sufficient time in the program to be able to accomplish moving out. Most international students attend the school for 2.6 years rather than 4 years.

The Digital Library contains a table that shows the successful efforts of our ELD teachers as ELD students **Move Up 1, 2 or 3 ELD Levels**.

#### **The Graduating Classes of 2016 through 2018 Statistical Snapshot**

The following information helps us better represent the academic success of Arroyo Pacific Academy. The Statistical Snapshot provides important facts with the following salient points for all three graduating classes combined.

- 23 of 136 (17%) spent all 4 years at APA.
- 113 of 136 (83%) transferred to us from other schools.
- The average length of enrollment was 2.3 years.
- For those who transferred to us, they averaged 1.9 schools prior to APA.
- 80 of 136 (59%) had Ds/Fs from other schools and/or were missing credits upon entrance.
- 81 of 136 (60%) had learning, social, behavioral, or medical issues which impacted their education.
- 29 of 136 (21%) repeated a grade level
- 49 of 136 (36%) had to repeat courses they took at APA.
- 42 of 136 (31%) completed all UC courses.
- 97 of 109 (89%) international students were required to take English Language Development courses.

- 80 of 118 (68%) who reported pursuing college right after graduation gained admittance to four-year colleges/universities.

#### **The Graduating Class of 2019 Statistical Snapshot**

- 6 of 38 (16%) spent all 4 years at APA.
- 32 of 38 (84%) transferred to us from other schools.
- The average length of enrollment was 2.6 years.
- For those who transferred to us, they averaged 1.7 schools prior to APA.
- 17 of 38 (45%) had Ds/Fs from other schools and/or were missing credits upon entrance.
- 7 of 38 (18%) had learning, social, behavioral, or medical issues which impacted their education.
- 7 of 38 (18%) repeated a grade level.
- 12 of 38 (32%) had to repeat courses they took at APA.
- 18 of 38 (47%) completed all UC courses.
- 25 of 38 (66%) international students were required to take English Language Development courses.
- 21 of 38 (55%) who reported pursuing college right after graduation gained admittance to four-year colleges/universities.

As reported in the 2019 Mid-Cycle Visiting Committee Report: *Although the above numbers for some may not be as high as expected for the amount of students with special needs, ELD students and students with other needs, the percentages are higher than expected. The VC agreed that the school is doing their job to get students back on track and students shared with the VC that they receive a lot of counseling and advice as students especially on what to do after high school.*

#### **The Graduating Class of 2020 Statistical Snapshot**

- 4 of 28 (14%) spent all 4 years at APA.
- 25 of 28 (89%) transferred to us from other schools.
- The average length of enrollment was 2.4 years.
- For those who transferred to us, they averaged 1.5 schools prior to APA.
- 13 of 28 (29%) had Ds/Fs from other schools and/or were missing credits upon entrance.
- 8 of 28 (?%) had learning, social, behavioral, or medical issues which impacted their education.
- 7 of 28 (25%) repeated a grade level.
- 6 of 28 (21%) had to repeat courses they took at APA.
- 10 of 28 (36%) completed all UC courses.
- 24 of 28 (86%) international students were required to take English Language Development courses.
- 16 of 28 (57%) who reported pursuing college right after graduation gained admittance to four-year colleges/universities.

#### **The Graduating Class of 2021 Statistical Snapshot**

- 3 of 13 (23%) spent all 4 years at APA.
- 10 of 13 (77%) transferred to us from other schools.
- The average length of enrollment was 3.12 years.
- For those who transferred to us, they averaged 1.7 schools prior to APA.
- 5 of 13 (38%) had Ds/Fs from other schools and/or were missing credits upon entrance.
- 5 of 13 (38%) had learning, social, behavioral, or medical issues which impacted their education.
- 2 of 13 (15%) repeated a grade level.
- 4 of 13 (31%) had to repeat courses they took at APA.
- 7 of 13 (54%) completed all UC courses.
- 5 of 13 (38%) international students were required to take English Language Development courses.
- 9 of 13 (69%) who reported pursuing college right after graduation gained admittance to four-year colleges/universities.

#### **The Graduating Class of 2022 Statistical Snapshot**

- 1 of 10 (10%) spent all 4 years at APA.
- 9 of 10 (90%) transferred to us from other schools.
- The average length of enrollment was 2.3 years.

- For those who transferred to us, 6 students were in 1 school and 3 students were in 2 schools prior to APA.
- 7 of 10 (70%) had Ds/Fs from other schools and/or were missing credits upon entrance.
- 3 of 10 (30%) had learning, social, behavioral, or medical issues which impacted their education.
- 2 of 10 (20%) repeated a grade level.
- 4 of 10 (40%) had to repeat courses they took at APA.
- 3 of 10 (30%) international students were required to take English Language Development courses.
- 5 of 10 (50%) who reported pursuing college right after graduation gained admittance to four-year colleges/universities.

The Statistical Snapshots indicate that the administration, faculty, and staff have been successfully educating, mentoring, supporting, and working with a truly challenging and transient population of students. Students come to Arroyo Pacific Academy for a variety of reasons which includes:

- |  |                        |                                     |
|--|------------------------|-------------------------------------|
| • a safe place to learn                | • communications       | • attention                         |
| • a second chance for academic success | • clubs and activities | • quarter schedule                  |
| • academic support                     | • daily schedule       | • referral by medical professionals |
| • Advanced Placement classes           | • emotional health     | • scheduling accommodations         |
| • agent and parent                     | • free tutoring        | • yearly calendar                   |
|  | • good teachers        |                                     |
|  | • individualized       |                                     |

Students and parents have a variety of expectations for high school achievement and for academic attainment which correspond to their post-graduation plans. Students experience academic success through the school's curriculum, programs, and support services. We remain committed to being a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging for each student, regardless of the amount of time they are enrolled with us.

We are proud of our graduates and their achievements: academically, behaviorally, emotionally, personally, and socially. We have had great success with groups of students, and individuals with significant challenges who may not have been in our teaching and learning community for a very long time. Elementary and middle school parents have a variety of expectations for high school preparation and academic attainment. Students come to the school for a variety of reasons which includes dissatisfaction with local schools, the smaller class sizes, and the extra support that teachers provide to all students.

### **3. Attendance**

#### **3.A Mobility or Transient Rate**

The school has established open enrollment policies. The school accepts students on a space available basis throughout the academic year. The school accepts transfer students in grades 1 through 12. Some high school students are significantly behind in credits. The administration and faculty provides students with a personal approach and a beneficial setting to help them be successful in school and regain confidence as a lifelong learner.

Domestic students transfer from the school to other schools for reasons such as finances, moving to other areas, and being readmitted to their public or private school based on their improved academic performance at this school. International students transfer to other schools for reasons such as returning home at a parent's request or enrolling in boarding, christian or military schools. The Digital Library contains a table that summarizes the **Enrollment history**.

#### **Mobility and Attrition**

There is minimal attrition and mobility in the elementary and middle schools usually due to family relocation. Because of our international student intake mostly in the 11th and 12th grades, along with open enrollment for lower grades for domestic students, we have a population that changes as the school year progresses and from year to year. Our high school transfer students attend the school for an average of 2.6 years and that is mainly due to the number of international students in the upper grades. There is very little mobility out of the school. On average, 2-3 students move out each year due to family relocation or voluntary transfer to another school. There is a natural attrition of 8th grade students of

about 4 or so who transfer to other private or public high schools. Some of this is for financial reasons and others had planned this transition upon entering the school.

### **3.B Average Daily Rate of Attendance**

Attendance procedures are in place and clearly stated in the *School Handbook*. Each day the administration conducts a review of attendance patterns and an intervention may be required. Parents are appreciative of this care and attention to help students maintain academic achievement. Since the 2015-2016 Self-Study and Visit, attendance has remained consistent and improved. The school has a 97% attendance rate, with an average of 3 students absent per day. The attendance rates are consistently high as evidenced by the table in the Digital Library.

### **4. Parent Education Level**

The typical domestic parent remains well-educated as evidenced by the table in the Digital Library.

### **5. Safety Conditions, Cleanliness, and Adequacy of school Facilities**

Arroyo Pacific Academy is located in a safe neighborhood near the Arcadia Downtown District which provides specialty retail, restaurant, and entertainment establishments. The main entrance to the campus is on North Santa Anita Avenue. The main entrance to The Clarke Center is on Roylan Place at the end of a cul-de-sac in a business neighborhood. We are very near to the heart of an eclectic, family-friendly city. The school enjoys a positive relationship with our neighbors and local businesses.

Buildings A and B have a security camera system installed. The Arcadia Police Department is just 2 minutes away from the school, approximately 0.66 miles. The Arcadia Fire Department is just 2 minutes away, approximately 0.56 miles.

The school has had an Emergency Operations Plan since 2006. In 2015 the school contracted with On Scene Emergency Management Solutions of Southern California to update the plan. During the 2020-2021 academic year, the plan was updated. In response to the global COVID-19 pandemic, the school researched, created, and implemented the COVID-19 Safety Protocols, Containment, Response and Control Plan as of July 2020.

The school conducts Emergency Preparedness Drills for Earthquake and Fire each semester and participates in The Great California ShakeOut which is an annual opportunity to practice how to be safer during an earthquake. The school keeps Emergency Survival Kits for all students, faculty, and staff.

Each building on campus has fire and alarm systems in place. Buildings B and The Clarke Center have security systems in place. Safety is a regular topic at meetings. Faculty and staff are encouraged to bring up any safety concerns. They may also call the reception desk for immediate concerns or the police in an emergency.

Since 2019 we have on staff a person who keeps the campus clean.

The campus and facilities on 1.694 acres are adequate for quality teaching and learning in the Elementary School, Middle School, and High School. The 3 buildings meet the Federal Americans with Disability Act standards to fulfill the needs of students and parents with disabilities.

- **The Gateway Structure:** Building A which fronts North Santa Anita Avenue has 8 classrooms, a computer room, student and faculty restrooms and a storage room. Pedestrians gain access to the second story by use of two stairwells and an elevator. The building is approximately 6,800 square feet.
- **The Central Building:** Building B has 2 reception areas, 3 classrooms, 4 science classrooms/labs with a science prep room, college and career office, resource library, dining hall with a kitchen, 8 offices, student and faculty restrooms and storage rooms. The building is approximately 16,600 square feet.
- **The Clarke Center** has a reception area, 4 offices, Art Studio, Computer Editing Center, Master Control Room, Production Studio, Fitness Center, Dance Studio, Sound Studio, Technology Center, Music Suite, Performing Arts Theatre, student and faculty restrooms and a storage/green room. The building is 16,000 square feet.

### **6. Administration, Faculty and Staff**

#### **Administration, Faculty and Staff Demographics**

Arroyo Pacific Academy has chosen and developed a faculty and staff that exemplify dedication, teamwork, professionalism with a clear focus on teaching, learning, and the success of students. These qualities are what distinguish our faculty and staff as a fundamental building block of our school community. We demonstrate our commitment to the school's Philosophy, Mission, and the Schoolwide Learner Outcomes.

### **Administrative Structures**

Beginning in June 2018 a new Administrative Structure for Arroyo Pacific Academy was determined by the Governing Authority. The school's evolving organizational structure and leadership provides continued systemic changes to the direction necessary to enhance program offerings, improve student retention, and grow the student population for both domestic and international students.

- Philip Clarke, Governing Authority, Chief Executive Officer, President, Principal
- Robert S. Walley, Assistant Principal, Dean of Studies, Self-Study Coordinator, Director of Professional Development, Service for Students with Disabilities Coordinator, Student & Exchange Visitor Program PDSO, Vice President of Arroyo Pacific Inc.
- Robert Nguyen, Director of Marketing, Director of Scheduling, Director of Admissions, SEVIS DSO, Vice President of Arroyo Pacific Inc.

The STEPS Program Administration began in June 2019 with

- Leslie Yen, CEO of STEPS Operations, Vice President of Arroyo Pacific Inc.
- Janice Yen, Director of STEP Coordination, Vice President of Arroyo Pacific Inc.

Beginning in May 2020 the Administrative Structure for the school was determined by the Governing Authority. The daily administration of the school is conducted by

- Philip Clarke
- Robert S. Walley

Beginning in August 2021 a joint operating agreement was determined by the Governing Authority and established with \*Renaissance Academy. The educational partnership is advantageous to all students. The daily administration of the school is conducted by

- Philip Clarke
- Robert S. Walley
- Sandra Staffer\*, Upper School Director, Renaissance Academy Principal
- Janice Yen, Lower School Director

Beginning in August 2022 the Administrative Structure for the school was determined by the Governing Authority. The daily administration of the school is conducted by

- Philip Clarke
- Robert S. Walley
- Janice Yen+, Lower School Director, Renaissance Academy Principal
- Robert Nguyen, Director of Scheduling and Director of Admissions
- Leslie Yen, Director of STEPS Program

The administration, faculty, and staff are devoted to our students and are eager to provide them with the skills and experiences necessary to meet the rigors and demands of Elementary School, Middle School, High School and higher education locally, nationally, and world-wide. The faculty and staff has increased with the reestablishment of the Middle School and the Elementary School. Our enthusiastic and dedicated faculty and staff understand that taking an interest in each student's academic performance, character development, culture, and educational goals reflects an attention to the whole person coming from different cities, countries, and provinces, both locally and internationally.

The administration has chosen and developed a faculty and staff that exemplify dedication, teamwork, and professionalism with a clear focus on teaching, learning and the success of students. The faculty members are enthusiastic teachers dedicated to their students, active learners, and creative artists passionate about their disciplines. This is the Arroyo Pacific distinct educational advantage.

### **6.A Certified and Classified Staff**

#### **Employee History**

The Digital Library contains a table that summarizes the **Employee History**.

In August 2021, the administration, faculty, staff, and students from Renaissance Academy joined our teaching and learning community. We welcomed 1 administrator, 8 faculty and staff members (not included in our data) who had to vacate the public school property that the school was leasing in Pasadena. As of August 2022 we collaborate with 1 administrator, 2 faculty members and 1 staff member.

### **Qualifications**

The Digital Library contains a table that summarizes the **Qualifications of the administration, faculty and staff**.

The administration, faculty and staff have been **awarded degrees from the institutions** listed in the Digital Library.

The administration, faculty and staff hold **membership in the organizations** listed in the Digital Library.

### **6.B Percent of Teachers Instructing Outside Credentialed Areas**

There are 4 teachers teaching some subjects outside of their degree/credentialed areas for the 2022-2023 academic year who are teaching the following courses:

- English 7
- English II
- Math 8
- P.E. 1,2,3,4,5,6
- Science 6,7,8
- Speech
- US History
- World History I,I

2 of these teachers are in the High School Program and 2 are in the Elementary and Middle School Programs where a general education (not specialized by subject ) degree may be most useful. Teachers are hired based on their broad knowledge and experience of multiple subject areas and love of learning in general. Teaching assignments in the high school are made to maintain or advance the Master Schedule. The percentage of teachers partially instructing outside deegred/credentialed areas is 9.3%.

### **6.C Number with advanced Degrees**

The Digital Library contains a table that summarizes the employees who have earned advanced degrees. Presently, within the faculty and staff there are 9 who have a Masters Degree, 2 are in the process of a Masters Degree, 1 has a JD, and 5 have a California Teaching Credential.

### **6. D Total Numbers of Years in Education**

The Digital Library contains tables that summarizes the administration, faculty and staff total number of years in education and years of service to the school.

### **6.E Gender**

The Digital Library contains a table that summarizes the gender of the administration, faculty and staff.

### **6.F Ethnicity or Nationality**

The Digital Library contains a table that summarizes the Ethnicity or Nationality of the administration, faculty and staff.

### **6.G Attendance Rates of Teachers**

The school does not track the attendance rate of teachers. Administrators and/or teachers substitute when a teacher does not come to work. Teacher absenteeism is not an issue due to faculty and staff members' commitment to the students.

### **6.H Number and Assignments of Teaching Assistants or Paraprofessionals**

The school does not employ teaching assistants. During the 2019-2020 academic year, to provide for more educational opportunities for all students and in order to utilize The Clarke Center more fully, the school partnered with 2 independent contractors to offer our students and local students after school and weekend classes. Enique Services: Creative Writing and Drama Workshops and SEEDS Tech Studio: Coding and Robotics Workshops. These after school workshops were suspended due to the COVID-19 pandemic and not renewed when the school reopened.

## **7. Professional Development Programs/Activities and Numbers Participating**



The Director of Professional Development is responsible for the professional development of the faculty and staff. He works with all teachers in providing administrative support with curriculum, assessment, and instruction. He provides feedback to the faculty for curriculum planning, strategies on classroom management, teaching techniques, and student assessment based on classroom observations and in light of his 41 years of experience and expertise.

Previous to the global pandemic Professional Development Meetings were held regularly with full attendance by the faculty as they move along the path to excellence by being reflective educators and lifelong learners. Some Professional Development Meetings are for both the faculty and the staff. Beginning in March 2020 with the COVID Pandemic, professional development content and resources were sent electronically to the administration, faculty, and staff in the elementary school, middle school, and high school. In person Professional Development began again with the 2021-2022 academic year. The Digital Library contains a table that summarizes the topics and numbers participating in Professional Development.

## **8. Content of Staff Development and Numbers Participating**

The content of the Professional Development is a variety of topics essential to helping teachers improve their expertise, knowledge of the subjects they teach, and the way they teach. Professional Development both on campus and off campus offers teachers skills to use the material in their classrooms and provide an ongoing opportunity to build knowledge. The impact on student learning is positive. Teachers appreciate new information and collaborate in best practices. The Digital Library contains a table that summarizes the topics and numbers participating in Professional Development.

## **9. Student Participation in Co-Curricular Activities**

Since the 2019 Mid-Cycle Report and Visit, we have continued to develop student life learning enrichment through co-curricular programs for our students to achieve the Schoolwide Learner Outcomes. Previous to the global pandemic the range of involvement in co-curricular activities varies based upon student commitment, dedication, and interest each year. Students are more focused on activities they wish to pursue individually. Thanks to the dedication and commitment of the faculty, we offer student life learning enrichment through activities, events, and programs. The impact on student learning is very positive by providing opportunities for students to apply their knowledge and skills, develop new abilities and interests, and strengthen their social and organizational skills. See Category C for details.

### **Community Service Learning**

Community Service Learning is a requirement at the school with at least 10 hours of direct service per academic year as a Responsible Citizen that a majority of the students complete. As a Lifelong Learner and a Responsible Citizen, community service learning reinforces each of the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Previous to the global pandemic the benefits of a community service experience for high school students are well known and include not only significant contributions to the community, but personal growth rewards that cannot be achieved in other ways. Since the 2019 Mid-Cycle Report and Visit, our students have participated in community service activities and events previous to the global pandemic and last year as evidenced in the list in the Digital Library.

### **Experiential Learning**

Previous to the global pandemic and a few opportunities this year, students experience learning outside the classroom which is a component of the educational program as listed in the Digital Library.

## **10. School Financial Support**

### **10A. Expenditures Per Pupil**

The school receives financial support from Arroyo Pacific Inc., a proprietary corporation. The school allocates adequate resources to ensure the Mission, Philosophy, and Schoolwide Learner Outcomes. As a proprietary school it operates as a business with tuition, fees, and donations providing the funds for operations. As a private and independent school, we do not receive subsidies or financial support from the Arcadia Unified School District. The Digital Library contains a table that summarizes the Expenditures Per Pupil.

## **Families Using Financial Assistance**

The Governing Authority/Principal maintains a commitment to private education. He provides an educational opportunity to local families from varied backgrounds, even those facing financial hardships by offering scholarships and financial aid. The majority of the domestic students come from middle class families. For some parents it is a sacrifice to send their student to a private school. Financial assistance is provided to students in the form of financial aid and scholarships. Tuition remission is provided to children of school employees. The Digital Library contains a table that summarizes Families Using Financial Assistance.

### **10B. Monies From Other Funding Sources**

The school receives income from the STEPS After School Program, Renaissance Academy Inc., Enique Services, Tech Studio, and the West Coast ShotoKan Karate Association. In order to meet the budget gap between revenue from tuition and expenses, the Arroyo Pacific Foundation and the Parent Pledge Program provide an annual distribution of support.

The Arroyo Pacific Foundation is a Domestic Nonprofit, located in Arcadia. It was formed on May 21, 2002. The organization is described in section 501(c)(3). The foundation is where donations are accepted and maintained for the purposes intended. The foundation's funds are used for financial aid and scholarships only and backstop any potential shortfall in tuition or fee payments throughout the academic year.

### **Student Performance Data**

The school as a private school does not use state standardized testing. Instead the school utilizes several measures to track student achievement and growth. Students accepted into the school are not selected on the basis of academic aptitude. The school in the past made use of the ASPIRE, PSAT/NMSQT, SAT, AP, and EDGE assessments to measure, in part, student achievement. We have always believed that all standardized test scores are a "snapshot" of how students perform at a given point in the academic year, keeping in mind the diverse educational needs of each student, and the transient reality of the student body.

### **Testing**

#### **The ASPIRE Test Results**

As reported in the 2019 Mid-Cycle Progress Report, we now make use of each department's semester examination results in English, Mathematics, and Science to assess student learning and achievement in the standards-based U.C. approved curriculum and in the standards-based EDGE curriculum for English Language Learners.

#### **English Language Development Program**

Our English Language Learners use National Geographic's EDGE program, INSIDE program and the Reach Higher program. It contains a series of textbooks of increasing difficulty focused on preparing students for Common Core standards with engaging and relevant topics such as socioemotional health and living in a multicultural, technological society. The textbooks come with online resources for teachers and students including audio recordings, practice books, and grammar support through their website at myngconnect.com. Several readers, including stories rewritten in reduced Lexile scores, supplement the main text.

The EDGE program comprises four different levels: ELD R&V (EDGE R&V) is for students who have little to no English skills. They learn pronunciation and high frequency words. ELD I (EDGE Fundamentals) is for students who understand and produce limited English and can identify some concrete details during unmodified instruction. ELD II (EDGE A) is for students able to meet communication and learning demands with increased accuracy. They can identify more concrete details and some major abstract concepts during unmodified instruction. ELD III (EDGE B) is for students who can combine elements in the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. This course is U.C. a-g approved.

Newly enrolled local and international students are assessed via the EDGE/INSIDE/Reach Higher placement exams and reevaluated biannually through their respective Reading and Language Gains assessments. The program aligns with the LAUSD learning program for English Language Learners.

Reading Gains Tests are taken at the end of the fall semester and Language Gains Tests are taken at the end of the Spring Semester to evaluate student progress and move students up or down in levels for the following semester's courses.

### **The EDGE Test Results**

The Digital Library contains a table that summarizes the EDGE Test results of our ELD students. The last column indicates the numbers of students that have completed and tested out of the ELD Program. Tables do not include the number of international students that tested out of the ELD Program at the time of placement. Due to COVID-19 policies prohibiting in person meetings, no gains tests were taken in the Summer of 2020 or the Spring of 2021. A gains test was administered in May of 2021. Students whose English showed substantive improvement moved up as assessed by the Gains tests. Students may also repeat levels or move downward depending on their learning needs. A year-round ELD curriculum produced the best test results.

### **Middle School ELD Placement Test Results**

From Fall 2019 through Fall of 2020, the school did not have the assessments from INSIDE for placements of middle school students. The school issued its own English Placement Tests. The Digital Library contains a table that summarizes **APA English Placement Test Results**.

### **Middle School ELD INSIDE Program and Placement Test Results**

Our INSIDE program comprises four different levels: ELD R&V (INSIDE R&V) is for students who have little to no English skills. They learn pronunciation and high frequency words. ELD 1 (INSIDE Fundamentals) is for students who understand and produce limited English. They learn vocabulary sight words and explore basic grammatical concepts. ELD 2 (INSIDE A) are for students able to meet communication and learning demands with increased accuracy. They read longer segments of writing and work with more complex grammar concepts. ELD 3 (INSIDE B) are for students who can combine elements in the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. The Digital Library contains a table that summarizes the

### **ELD INSIDE Placement Test Results**

#### **Elementary ELD Placement Test Results**

At this time, the school did not have the assessments from Reach Higher for placements of elementary school students. The school issues its own English Placement Tests. The Digital Library contains a table that summarizes the **APA ELD Placement Test Results**.

#### **Elementary ELD Reach Higher, Program and Placement Test Results**

This companion program to EDGE and INSIDE focuses on developing oral language skills, grammar, language function skills, academic vocabulary and reading comprehension, and writing through 5 levels.

As with INSIDE and EDGE, the curriculum features online resources for teachers and students including audio recordings and other language support through their website.

Students retest at the end of the academic year to assess placement for the upcoming academic year. Many of our younger domestic students are tested and have been placed in ELD. These students are from homes where English is not their primary language. The Digital Library contains a table that summarizes the elementary school **ELD Reach Higher Placement Test Results**.

### **The PSAT/NMSQT Test Results**

The PSAT/NMSQT no longer provides data on a National Composite or California Composite. The Digital Library contains a chart identifying the **PSAT/NMSQT Mean Test Scores for Fall 2021 and Fall 2022**. The scores have increased to above the national average. Some EBRW scores are lower than average because of international students' struggle with English but the results are still commendable. One student had a very low math comprehension. We will use these scores to place students in appropriate classes for 12<sup>th</sup> grade in the 2023-2024 academic year.

### **The SAT Results 2022**

The school has had a marked decrease in students taking the SAT since both the California State University and the University of California systems no longer considers SAT or ACT test scores when

making admissions decisions or awarding scholarships. We no longer track students' scores. In 2022 a total of 12 students took the SAT and of those 3 students took the test more than once.

### **The AP Results from 2018-2022**

Two thirds of our students have taken one or more AP courses (average 3.74) and pass at least one with a score of 3.0. Score averages vary by subject with the highest scores (over 4.0) being Calculus BC, Chinese Language and Culture, and Macroeconomics. Some 10<sup>th</sup> grade students took AP Biology with a respectable average score of 3.75. AP Psychology and AP Statistics have good passing scores (3.25). AP English Language and Composition (3.25) was respectable given the international students enrolled in that class. Some individually gifted students achieve the highest score of 5 in specific subjects like Physics 1 and 2 as well as Physics: Electricity and Magnetism, and Physics: Mechanics. Over the past 5 years we have seen great improvement in our passing percentages. We use teacher recommendations based on classroom performance as well as standardized test scores to counsel students into suitable AP classes. The Digital Library contains a table that summarizes **AP Results by Subject 2018 through 2022**.

### **The High School Placement Test Results**

The High School Placement Test (HSPT) is a comprehensive placement test for 8th grade students. In Spring 2021, the test was administered to 6 out of 7 of our 8th grade students. A student was not tested due to limited English proficiency. In Spring 2022 12 students were tested. In Spring 2023 13 students were tested. The Digital Library contains a table that summarizes the **High School Placement Test Results** with the percentage of students at each performance level.

Tests results indicate the need to address low performing students' achievement as detailed in Action Plan #4 to Improve teachers' knowledge and skills in order to facilitate individual and schoolwide improvements for the purpose of increasing student achievement.

### **Interpreted Student Achievement Data**

The enrollment as documented in this self-study creates challenges to implementing long term increases in student achievement. Our small student body size contributes to increased effects of each student's achievement on national testing results. The mobility rates, coupled with the limited sources from which the school draws high school students, influence the long-term effect of measures taken to improve achievement of all students and demand increased flexibility and creativity on the part of the administration and faculty to meet the academic needs of all students.

All standardized test results are only one indicator of the students' overall academic achievement. The administration uses standardized test results to identify students' relative academic strengths and weaknesses, design curriculum, and plan for instruction. The Dean of Studies uses the results to evaluate curriculum in order to set instructional priorities and plan for curriculum development. The school anticipates future testing availability for students through the Renaissance Star Assessments as stated in the Schoolwide Action Plan#1, Critical Learner Need #1. The Renaissance STAR Test for students in grades 1-10 was piloted during the Fall 2022 semester.

### **The Schoolwide Action Plan aligns with the Critical Learner Needs**

#### **Action Pan #1: Critical Learner Need #1**

Objective: Increase the use of formative diagnostic testing in Reading and Mathematics

Rational: To improve an understanding of student progress and provide more support for low performing students by utilizing Renaissance STAR Assessments at least 3 times a year to help determine student mastery of academic standards.

#### **Action Plan #2: Critical Learner Need #2**

Objective: Improve technology for better instruction, learning, and assessment

Rational: To keep pace with advancement of technology in all areas of instruction and assessment

### **Grade Point Average**

Arroyo Pacific Academy aims to facilitate the academic success of all students so that they can meet graduation requirements and be fully prepared for the rigor of college. Teachers continue to work on improving their practice and optimizing student outcomes to increase data-driven, student-centered

instruction and academic interventions. The **Yearly Mean GPA** range for domestic and international students is for the indicated year on the chart in the Digital Library.

The charts in the Digital Library indicate the **Cumulative GPA by Grade Level** disaggregated by domestic and international students.

The chart in the Digital Library identifies the Semester **GPA range categorized by High School English Language Learners Yearly Mean GPA**. The **Yearly Mean GPA** range for English Language Learners is from 3.22 to 3.54.

### **The Honor Roll**

The Honor Roll is based on the student's Grade Point Average at the conclusion of the Fall Semester and the Spring Semester. First Honors is achieved with a GPA of 3.50 to 4.00 and Second Honors is achieved with a GPA of 3.00 to 3.49. Over 5 years, each semester, an average of 68.4% of the students appear on the Honor Roll. The table in the Digital Library indicates the **percentage of each class on the Honor Roll**.

### **Schoolwide Learner Outcomes**

Using data generated in the Community Profile, the perception documentation, examined student work, and observations all of which strongly supports students making progress in achieving the Schoolwide Learner Outcomes. In this self-study we focus on the valuable and educational quality of being a Responsible Citizen.

#### **Responsible citizens who...**

- Demonstrate civic responsibility and participates academically and co-curricularly, and in community service learning projects.
- Respect and appreciate the uniqueness of self and others.
- Understand connections between choices and consequences by taking responsibility for his/her actions.

We have found that students have taken their academic responsibilities both in school and at home more seriously as seen in the Honor Roll and GPA data. Many of our students strive to be on the Honor Roll. Students are more involved in the co-curricular activities and events organized by the ASB. Student leaders have demonstrated responsibility in their planning, organization and follow through with co-curricular activities and events. During the past two years, ASB has received a lot of support for the food and toy drives. Students as responsible citizens recycle their plastic bottles and ASB has begun this year to compost leftover food. Two clubs contribute to the community through service learning. There are two "Mentor Clubs" that have tutors teach students online for free (around the world) or in person for local students from local schools which is part of the STEPS After School Program. The SoulCare Club gives free musical performances to local hospitals. Students collaborate both inside and outside of the classroom. Students are welcoming, friendly and supportive. Students are made aware of and are exposed to different cultures and learning styles through the educational opportunities at school. Students have a good understanding as they consider their options in response to the academic, attendance, and character formation expectations. Students are responsible as they utilize Jupiter to keep current with their assignments and grades in classes and respond to teachers' comments on their assignments.

### **Examination of Perceptual Data**

Student survey results and conversations illustrate positive comments and appreciation for the educational opportunities offered at the school. Students report either they strongly agree or agree that they: feel welcome and appreciated, receiving the quality education they expected, teachers are available to discuss their progress, and a learning environment and program which is suited to their academic and social needs.

Parent survey results and conversations illustrate positive comments and appreciation for the educational opportunities offered at the school. Parents report either they strongly agree or agree that: their son/daughter could not learn equally well at any school, a learning environment and program which is suited to their son/daughter's academic and social needs, their son/daughter feels welcome and appreciated, and their son/daughter is receiving the quality education they expected.

Faculty and staff survey results illustrate positive comments of either strongly agree or agree with the

prompts in the WASC Criteria for Categories A: Organization for Student Learning, B: Curriculum and Instruction, C: Support for Student Personal and Academic Growth, and D: Resource Management and Development.

An overall perception of the school is that it is a much needed private and independent college preparatory for students who require a personal approach to education that helps students achieve academic and personal success. The community perceives the school as a better fit for students who would not achieve as well at larger private or public schools as we have a flexible curriculum with academic programs in a supportive learning environment.

### **Findings, Noting Trends, Irregular Patterns or Anomalies**

The longitudinal and disaggregated data over the past six years show positive trends in meeting the enrollment needs due to the reduction in the Chinese market and the pandemic. The use of PPP and SBA funds to cover reductions in income also show a good response to the challenges of tuition income during this exceptional time. The school has weathered this difficult period with balanced budgets. The academic progress of our students is noted even with testing-challenged students because of the very personal education they receive and the additional support given by teachers through tutoring and daily Study Hall supervision.

Because the school has expanded from High School only to include Middle School and Elementary School, the averages and percentages of results in the data are not strictly comparable to previous years but the trends show progress in all areas. We include data by grade level so we can disaggregate the data for specific grade levels and plan appropriate responses as time goes by.

The universal use since our last WASC visit of our Jupiter Learning Management System has allowed us to closely monitor the individual and class level academic progress of our students. This allows for immediate remediation when needed. The patterns in our data reflect this new concentration of information about student progress and our responses to the data (teacher academic advisors, parent contact, tutoring assignments, grade reviews). Jupiter also allows direct contact with parents about behavioral or attendance patterns that emerge. Timely intervention has proven to solve most issues.

### **Brief Summaries**

- **Implications of Data**

Based on the findings in Chapter II, it is clear from the performance and perceptual data that the school offers students a safe and clean learning environment where they have many academic and co-curricular opportunities to prepare them for post-graduation plans. The data demonstrates that many students are excelling in core classes and receiving help, support, and encouragement from faculty and staff when they are not. For a small school we are very proud of the amount of U.C. “a-g” approved courses along with the variety of Advanced Placement courses which challenge students to reach rigorous expectations.

- **Critical Learner Needs**

#### **Action Plan #1: Critical Learner Need #1**

Objective: Increase the use of formative diagnostic testing in Reading and Mathematics

Rational: To improve an understanding of student progress and provide more support for low performing students by utilizing Renaissance STAR Assessments at least 3 times a year to help determine student mastery of academic standards.

#### **Action Plan #2: Critical Learner Need #2**

Objective: Improve technology for better instruction, learning, and assessment

Rational: To keep pace with advancement of technology in all areas of instruction and assessment

- **Important Questions**

1. As many of our students prepare to work and go to school outside of APA, how can we better prepare and motivate them to stand up against any racism and discrimination that they may face?
2. Given our diverse student body, how can we better prepare them for future social and cultural clashes and challenges after high school?

3. Given the fact that we have started our Spanish program for middle school students this year, is there a possibility that we can offer Spanish two quarters in a row instead of skipping a quarter?
4. How can we find resources to help students with learning needs who are not in the Assisted Learning Program succeed in the classroom?
5. How can we get our ELD students more engaged in class and co-curricular activities?
5. How can we help students reach their potential, their goals, and their aspirations for their future?
6. How can we include K-3 students in clubs so they can be more involved in the school community?
7. How can we increase cultural/community participation with students?
8. How can we provide additional help and assistance to the students who come from unsupportive households or from homes where there is very little support towards their academic goals?
9. How can we teach students how to use different technological resources given that not every student has access to a computer at home?
10. What better support programs can we offer to struggling students or how can we improve the extra support programs we already have?
11. When will we resume Career Day?
12. With COVID-19 restrictions lifted/relaxed, how does the school plan to create schoolwide community and fellowship between students and grade levels especially since many elementary and middle school students joined at the start of the pandemic?

### Chapter III: Self-Study Findings

#### Category A: Organization for Student Learning

##### A1. School Purpose Criterion

###### Beliefs and Philosophy

**A1.1. Indicator:** The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

**A1.1. Prompt:** *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
<p><b>Mission Statement:</b> Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging.</p> <p><b>Statement of Philosophy:</b> recognizing the value and uniqueness of each student as a person with artistic, emotional, imaginative, intellectual, physical, religious, and social potential, the teacher endeavors to lead the students to seek the fullest development of his or her talents, concentrating on intellectual and academic potential.</p> <p><b>Expected Schoolwide Learner Outcomes (SLO):</b> Collaborative Workers, Critical Thinkers, Lifelong Learners, Responsible Citizens</p> <p>The written purpose is in direct alignment with the Mission, Philosophy and SLO which are clearly articulated and displayed on the school's website, in the Faculty &amp; Staff Handbook, and in the School Handbook. These statements challenge us to respond to each student and adapt our educational programs to suit each group of students: international and domestic, very bright students, and students who struggle academically. The Mission and Philosophy of the school reflect our values and the constituency served as we provide a personal approach to education.</p>	<p>Mission Statement</p> <p>Statement of Philosophy</p> <p>Expected Schoolwide Learner Outcomes</p> <p>SLO Posters in Classrooms/Offices</p> <p>School Website: <a href="http://www.arroyopacific.org">www.arroyopacific.org</a></p> <p>Faculty &amp; Staff Handbook</p> <p>School Handbook</p> <p>Director of Scheduling: Flexible class scheduling to support individual needs</p>

###### Purpose, Schoolwide Learner Outcomes, and Profile Data

**A1.2. Indicator:** The student/community profile data has impacted the development of the school's vision and mission and schoolwide learning outcomes.

**A1.2. Prompt:** *Evaluate the degree to which the development of the school's vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>The development of the school's Mission, Philosophy and Schoolwide Learner Outcomes have not been impacted by pertinent student/community profile data as they reflect the core values of our teaching and learning community. The school has gone from mostly a domestic population to an international population back to mostly a domestic population with international roots. We constantly review our students to identify strengths and competencies. Teachers adapt the curriculum to suit student needs such as English Language Learners. The ELD Program has been expanded for elementary and middle school students. The middle school Language Arts curriculum has added a reading appreciation</p>	<p>Faculty Meeting Discussions</p> <p>Student Review Meetings</p> <p>Creation of the Elementary School Program</p> <p>ELD Program &amp; Curriculum for Elementary &amp; Middle School students</p> <p>Middle School updated in-class guided reading and independent</p>



<p>and comprehension component to address a learning need. The faculty is aware and implements the following global competencies and 21st century skills within the curriculum: collaboration (SLO #1), computer programming, creativity, critical thinking (SLO #2), data interpretation, oral and written communication, personal expression, problem solving, research, self-discipline (SLO #4), valuing differences, and wellness. Current educational research is gained from membership in the Association for Supervision and Curriculum Development (ASCD) which is shared with the faculty by the Dean of Studies.</p>	<p>reading lists Dean of Studies ASCD Membership</p>
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**Involvement of All**

**A1.3. Indicator:** The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and schoolwide learner outcomes.

**A1.3. Prompt:** *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

Findings	Supporting Evidence
<p>The school has a sound and effective process for involving representatives of the entire school community: weekly Faculty and Staff Meetings, Student Review Meetings, and weekly Administrative Team Meetings. Students write a SLO self evaluation essay every quarter which is signed by a parent to ensure that each student is making progress achieving the SLO. The entire school community from administration to teachers and from students to teachers work together to help reinforce the school's Mission, Philosophy and SLO. Teachers provide comments on each student's SLO performance on Progress Reports and Report Cards that are sent home to parents every quarter.</p>	<p>Faculty &amp; Staff Meeting Discussions Student Review Meeting Discussions Administrative Team Meeting Discussions SLO Self Assessment Essay Teacher comments on Progress Reports and Summative Report Cards Student and Parent Surveys</p>

**Consistency of Purpose, Schoolwide Learner Outcomes, and Program**

**A1.4. Indicator:** There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

**A1.4. Prompt:** *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent.*

Findings	Supporting Evidence
<p>The school's Mission, Philosophy, Schoolwide Learner Outcomes, and program are consistent and intentional. The administration and faculty work together to help students achieve their goals and parents provide their feedback in conversations with teachers and administrators. The development and expansion of curriculum, high performance on AP exams, student participation in cocurricular activities, and student success in post-secondary programs demonstrate that the school's programs reflect the SLO and the consistency of the school's purpose. Each teacher includes the SLO into lesson plans and curriculum discussions. The school supports athletics, academic, and arts programs to support various needs of students to realize the school's Mission, Philosophy, and SLO.</p>	<p>See A1.1 Evidence: Mission Statement Statement of Philosophy Expected Schoolwide Learner Outcomes Academic Bulletin/Curriculum Guides See Community Profile Digital Library:  <ul style="list-style-type: none"> <li>Advanced Placement Scores</li> </ul> Teacher Lesson Plans</p>

	<p>See A1.3 Evidence:</p> <ul style="list-style-type: none"> <li>● SLO Self Assessment Essay</li> <li>● Teacher comments on Progress Reports and Summative Report Cards</li> </ul> <p>ASB Activities List College/University Acceptance List 2020-2022</p>
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**Communication about Vision, Mission, and Schoolwide Learner Outcomes**

**A1.5. Indicator:** The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

**A1.5. Prompt:** *Examine the effectiveness of the means to publicize the purpose and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

Findings	Supporting Evidence
<p>We are very diligent about publishing our Mission Statement, Statement of Philosophy and Schoolwide Learner Outcomes in many ways which are effective. These are contained in the School Handbook posted online. In the beginning of the year, students and parents are required to sign a Statement of Receipt upon reading the School Handbook. The Mission Statement, Statement of Philosophy and SLO are on the school’s website, on bulletin boards, on admissions materials, and in the Faculty and Staff Handbook. Monthly Principal Newsletters make frequent references to our mission and programs which are translated as needed. Conversations with parents reveal the effectiveness of mission expectations.</p>	<p>See A1.1 Evidence:</p> <ul style="list-style-type: none"> <li>● Posters in Classrooms/Offices</li> <li>● School Website: <a href="http://www.arroyopacific.org">www.arroyopacific.org</a></li> <li>● Faculty &amp; Staff Handbook</li> <li>● School Handbook</li> </ul> <p>Signed Statement of Receipt Bulletin Boards Director of Admissions: Admission Materials</p>

**Regular Review/Revision**

**A1.6. Indicator:** The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global trends/conditions.

**A1.6. Prompt:** *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local/global trends/conditions.*

Findings	Supporting Evidence
<p>The school is effective in a regular review process of the Mission Statement, Philosophy, Schoolwide Learner Outcomes based on current and future learner needs. The Mission and Philosophy have been articulated by the Governing Authority. The SLO have been formulated and revised by the administration and faculty. The faculty and staff implement the Mission, Philosophy and SLO. The school has an effective process for regular review/revision of the school purpose and the SLO at the start of each academic year. Current and future learner needs and other local/global trends/conditions are discussed throughout the academic year, specifically at Student Review Meetings. Schedule changes and needed support in a student's instructional program are discussed at Student Review Meetings. Teachers informally discuss student learner needs regularly. The core beliefs gave focused attention to re-establish the Middle School and establish the Elementary School programs for both domestic and international students. The challenges of remote learning during COVID also demanded processes of review and discernment to address learner needs.</p>	<p>SLO #4 revised: actions have consequences  Faculty &amp; Staff Meeting Discussions  Student Review Meeting Discussions  D/F/INC List  Professional Development List  New Elementary School Curriculum  Middle School Curriculum  Zoom Classes Expectations</p>

**A2. Governance Criterion**

**Clear Policies and Procedures**

**A2.1. Indicator:** There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

**A2.1. Prompt:** *Evaluate the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.*

Findings	Supporting Evidence
<p>The K-12 school is a private, independent, coeducational, college preparatory owned by Philip Clarke who is the Governing Authority. The specific duties of the Governing Authority are in the Faculty and Staff Handbook and the Organizational Chart. As a proprietary school there is not a selection process. The Principal and Assistant Principal oversee the policies and procedures of the school. The Governing authority is also the Chief Executive Officer and the Chief Operating Officer of the school. The faculty and staff understand the duties of the Governing Authority.</p>	<p>Governing Authority: Business License  See A2.1 Evidence:  <ul style="list-style-type: none"> <li>Faculty &amp; Staff Handbook: Job Titles and Responsibilities</li> </ul> Organizational Chart</p>

**Pretraining of Potential Board Members**

**A2.2. Indicator:** Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

**A2.2. Prompt:** *Evaluate the effectiveness of the training that is offered to prospective or new school board members.*

Findings	Supporting Evidence
<p>The Governing Authority established an advisory Board of Regents. The effective training of board members is hands-on, individualized, and ongoing in conversations and at meetings as the owner has fifty years of experience in private school education as a teacher, assistant principal, principal, and president. Board members receive</p>	<p>Governing Authority  School Handbook:  <a href="https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf">https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf</a></p>

the School Handbook and the Faculty & Staff Handbook.	Faculty & Staff Handbook
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### Relationship of Policies

**A2.3. Indicator:** The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

**A2.3. Prompt:** *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
The Governing Authority's policies adequately support the Mission Statement and Statement of Philosophy which are clear and realized through the Schoolwide Learner Outcomes.	See A1.1 Evidence: <ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Statement of Philosophy</li> <li>• Expected Schoolwide Learner Outcomes</li> </ul>

### A2.3. Additional Online Instruction Prompt: Prompt:

Findings	Supporting Evidence
N/A	

### Involvement of Governing Authority

**A2.4. Indicator:** The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

**A2.4. Prompt:** *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The process for the involvement of the board in the review and refinement of the school's Mission Statement, Statement of Philosophy and Schoolwide Learner Outcomes is effective. The board participates in reviews and has input to the statements before they are publicized.	See A1.1 Evidence: <ul style="list-style-type: none"> <li>• Mission Statement</li> <li>• Statement of Philosophy</li> <li>• Expected Schoolwide Learner Outcomes</li> </ul>

### School Community Understanding

**A2.5. Indicator:** The school community understands the governing authority's role.

**A2.5. Prompt:** *To what degree does the school community understand the governing authority's role?*

Findings	Supporting Evidence
The school community very well understands the role of the Governing Authority as stated in the Faculty and Staff Handbook and the Organizational Chart in addition to his participation at Faculty Meetings and Student Review Meetings.	See A2.1 Evidence: <ul style="list-style-type: none"> <li>• Faculty &amp; Staff Handbook: Job Titles and Responsibilities</li> <li>• Organizational Chart</li> </ul>

### Relationship to Professional Staff

**A2.6. Indicator:** There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

**A2.6. Prompt:** *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
There is clear understanding about the relationship between the Governing Authority and the responsibilities of the professional staff. The administration, faculty and staff communicate regularly through weekly meetings, Jupiter messages, emails, and conversations. The understanding is achieved by the Governing Authority maintaining an open door policy and welcomes everyone to express questions, concerns, suggestions, and challenges.	Faculty and Staff Meeting Discussions See A2.1 Evidence: <ul style="list-style-type: none"> <li>• Faculty &amp; Staff Handbook: Job Titles and Responsibilities</li> <li>• Organizational Chart</li> </ul>

### Board Evaluation/Monitoring Procedures

**A2.7. Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

**A2.7. Prompt:** *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school programs and operations, and fiscal health of the school.*

Findings	Supporting Evidence
The evaluation and monitoring procedures by the Governing Authority are clear and consistently communicated. The Governing Authority is both the principal and a teacher who is fully aware of student academic performance, school programs, operations, and finances. He attends Faculty Meetings, Student Review Meetings, Professional Development Meetings, and leads the weekly Administrative Team Meetings.	D/F/INC List Jupiter Gradebooks Student Progress Reports Student Summative Reports

### Complaint and Conflict Resolution Procedures

**A2.8. Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

**A2.8. Prompt:** *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.*

Findings	Supporting Evidence
The school has very clear and effective policies for complaint and conflict resolution procedures as stated in the Faculty & Staff Handbook: "Grievance Procedures" and in the School Handbook: "Communication with the School." Parents sign a Statement of Receipt for their understanding and agreement with all policies, rules and procedures in the School Handbook. There is a great deal of trust between the parents, faculty, staff, the Governing Authority, and the school's administration.	Faculty & Staff Handbook p. 25 School Handbook p. 19 <a href="https://www.arroyopacific.org/_files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf">https://www.arroyopacific.org/_files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf</a>

### Evaluation Procedures

**A2.9. Indicator:** The governing authority carries out clearly defined evaluation procedures.

**A2.9. Prompt:** *Comment on the clarity of the evaluation procedures carried out by the governing authority.*

Findings	Supporting Evidence
The Governing Authority has the administration carry out clearly defined evaluation procedures. The Assistant Principal has all teachers complete a self-assessment at the conclusion of Fall	Teacher Self-Assessment Performance Report Teacher Summative Performance

Quarter I. A process of formal and informal teacher observation and evaluation by administration is in place which includes peer observation.	Report Snapshots of Student Engagement Teacher Job Description
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### Evaluation of Governing Authority

**A2.10. Indicator:** There is a process for evaluating the governing authority.

**A2.10. Prompt:** *Review and assess the process for evaluating the governing authority.*

Findings	Supporting Evidence
The school is a proprietary, for-profit school owned by the Governing Authority. It does not have a process for evaluating the Governing Authority.	See A2.1 Evidence: <ul style="list-style-type: none"> <li>• Business License</li> </ul>

### Defined Responsibilities, Practices, etc.

**A3.1. Indicator:** The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A3.1. Prompt:** *Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The school has clearly written and essential policies, rules and procedures as stated in the Faculty & Staff Handbook which define responsibilities, operational practices, decision-making processes, and relationships of administration, faculty and staff in addition to the School Handbook. These handbooks are clear and easily understandable by the administration, faculty and staff. Employees sign the Offer of Employment and their Job Descriptions indicating their understanding and agreement to follow the practices defined therein.	See A2.1 Evidence: <ul style="list-style-type: none"> <li>• Faculty &amp; Staff Handbook: Job Titles and Responsibilities</li> <li>• Organizational Chart</li> </ul> Offer of Employment

### Existing Structures

**A3.2. Indicator:** The school has existing structures for internal communication, planning and resolving differences.

**A3.2. Prompt:** *How effective are the existing structures for internal communication, planning and resolving differences?*

Findings	Supporting Evidence
The school has very effective structures for internal communication, planning and resolving differences. Collaboration among the faculty and staff and with the administration is strong and facilitated through frequent methods of communication in conversations, Emails, Jupiter messages, and meetings. Differences are resolved by dialogue and analysis of differences for the betterment of the entire community.	RoundCube Email Log Jupiter Message Log Faculty & Staff Meeting Discussions Administrative Team Meeting Discussions

### Involvement of Staff

**A3.3. Indicator:** The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

**A3.3. Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?*

Findings	Supporting Evidence
<p>The school has very effective processes and procedures for involving faculty and staff in shared responsibility, actions, and accountability to support student learning. Collaboration with shared responsibility is regular and ongoing because of the dedication of the faculty and staff. The school's commitment to student learning is supported by Academic Advising, After School Program, College Advising, Faculty Meetings, Professional Development Meetings, Student Review Meetings, Study Hall, and through parent-teacher communications.</p>	<p>See A2.7 Evidence:</p> <ul style="list-style-type: none"> <li>● D/F/INC List</li> <li>● Jupiter Gradebooks</li> <li>● Student Progress Reports</li> <li>● Student Summative Reports</li> </ul>

**Evaluation of Existing Processes**

**A3.4. 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.

**A3.4. 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
<p>The administration and faculty regularly reviews policies, rules and procedures to focus on successful student learning. At the start of each academic year the faculty and staff review new or revised policies and expectations for successful student learning. The Dean of Studies regularly reviews and evaluates student grades and comments from the teachers at Progress Report and Summative Report Card time. Student Review Meetings have proved to be beneficial in support of students. This collaboration leads to successful teaching and learning with best practices for each student.</p>	<p>August Faculty &amp; Staff Meeting Jupiter Progress Report and Summative Report Grade Review</p>

**4. Staff Criterion**

**Employment Policies/Practices**

**A4.1. Indicator:** The school has clear employment policies/practices related to qualification requirements of staff.

**A4.1. Prompt:** *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>The school has very clear employment policies/practices related to the qualification requirements of faculty and staff. All employees must be in support of the Mission and Philosophy of the school in providing a personal approach to education. Candidates complete an employment package which includes resume, references and transcripts. Either a Bachelor of Arts (BA) or the Bachelor of Science (BS) undergraduate degree is the minimum requirement. Candidates receive fingerprint clearance from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Some candidates are also asked to do a teaching demo lesson. Candidates are interviewed by the Assistant</p>	<p>Employment Package</p>

Principal/Dean of Studies who seeks to establish a good fit between the candidate's professional goals and the Mission and Philosophy. He makes a recommendation to the administration.	
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### Qualifications of Staff

**A4.2. Indicator:** The school reviews all information regarding staff background, training, and preparation.

**A4.2. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
The procedures to ensure all faculty and staff members based on their background, training, and preparation are qualified for their responsibilities is sound and very effective for maintaining quality teaching and learning. The procedures to ensure that all faculty are properly screened and trained is very effective. See A4.1 for specific details.	Personnel Files

### Maximum Use of Staff Expertise

**A4.3. Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**A4.3. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
The process to hire new personnel, orient, and train them is effective. The process to assign faculty members is effective as we recruit for specific positions so a candidate's teaching assignment is established when hired. Appropriate orientation begins in August for all employees and professional development continues throughout the academic year. New teachers receive training on Jupiter, our Learning Management System, in addition to school policies and procedures. The Registrar provides one-on-one tutorials for first time teachers when progress reports and summative grades are due and any other Jupiter queries they may have. The school utilizes peer mentoring with teachers who have previous experience to support new teachers.	August Faculty & Staff Meeting Jupiter Training Videos Personal Training Sessions with the Dean of Studies or the Registrar Peer Mentoring

### Defining and Understanding Practices/Relationships

**A4.4. 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.

**A4.4. Prompt:** *Evaluate the administrator and faculty written policies, charts, pacing guides, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The school has very clear administrator, faculty and staff written expectations, an organizational chart, and handbooks that define	See A2.1 Evidence:



<p>policies, rules, procedures, roles, interaction of leadership and staff, and responsibilities. The handbooks and policies are very effective in providing guidance to both teachers and administrators. The administration, faculty and staff have a clear understanding of each other's responsibilities and dialogue frequently. The administration, faculty and staff have a clear understanding of the professional expectations in the written policies, charts, and handbooks.</p>	<ul style="list-style-type: none"> <li>● Faculty &amp; Staff Handbook: Job Titles and Responsibilities</li> <li>● Organizational Chart</li> </ul>
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**Staff Actions/Accountability to Support Learning**

**A4.5. Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**A4.5. Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning?*

Findings	Supporting Evidence
<p>The school has very effective processes and procedures for involving faculty and staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Administration, faculty and staff participated in monthly Faculty and Staff Meetings, Student Review Meetings, and complete reflections on Professional Development Meetings. Faculty and staff are dedicated to enhancing and supporting student learning to realize our Mission, Philosophy and Schoolwide Learner Outcomes. Continual efforts are expended to assess student competence and progress in all programs as documented on the Honor Roll. Student learning is supported by all faculty members through collaboration and the use of the most effective teaching strategies and practices to promote student achievement. Dialogue among teachers and administration is used to evaluate curriculum development and address student learning needs. Faculty input is very important in supporting our students in both developing programs and academics but also co-curricular support. The school has a 100% graduation rate which demonstrates successful student learning. See A3.3 for details.</p>	<p>See A2.7 Evidence:</p> <ul style="list-style-type: none"> <li>● D/F/INC List</li> <li>● Jupiter Gradebooks</li> <li>● Student Progress Reports</li> <li>● Student Summative Reports</li> </ul> <p>Honor Roll G.P.A. List English Language Development Improvement Results After School Program Clubs List</p>

**A4.5. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
N/A	

**Support of Professional Development**

**A4.6. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

**A4.6. Prompt:** *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

Findings	Supporting Evidence

<p>The school provides effective, monthly, and ongoing Professional Development to facilitate all students achieving the academic standards and the Schoolwide Learner Outcomes provided by the Director of Professional Development. The administration is supportive of faculty who want to seek Professional Development opportunities outside of school. Fiscal resources are provided in accordance with budgetary procedures.</p>	<p>The Director of Professional Development Professional Development List Director of Professional Development ASCD Membership</p>
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### Supervision and Evaluation

**A4.7. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff

**A4.7. Prompt:** *How effective are the school's supervision and evaluation procedures in order to promote professional growth of staff in all areas such as their technological training?*

Findings	Supporting Evidence
<p>The school implements effective and supportive supervision and evaluation procedures to promote professional growth of teachers. The school provides both formal and informal mentoring, supervision, and evaluation procedures. Administrators informally visit classes with continuous feedback provided. Faculty and staff complete a form, Reflecting on the Professional Development Experience after each PD session. Technological training is provided and individualization is on-going as needed. Prior to the school being closed due to COVID-19, before the distant learning semester began, teachers received information regarding effective technology usage in the classroom. Faculty members participate in Student Review Meetings twice each quarter where the administration offers suggestions to address individual teacher needs to support their professional growth.</p>	<p>Administration and Faculty Conferences Reflecting on the Professional Development Experience form See A2.9 Evidence:</p> <ul style="list-style-type: none"> <li>● Teacher Self-Assessment Performance Report</li> <li>● Teacher Summative Performance Report</li> </ul> <p>See A4.3 Evidence:</p> <ul style="list-style-type: none"> <li>● Personal Training Sessions with the Dean of Studies or Registrar</li> </ul> <p>See A4.6 Evidence:</p> <ul style="list-style-type: none"> <li>● The Director of Professional Development</li> <li>● Professional Development List</li> <li>● Director of Professional Development ASCD Membership</li> </ul>

**A4.7. Additional Online Instruction Prompt:** *How effective are the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
N/A	

### Measurable Effect of Professional Development

**A4.8. Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**A4.8. Prompt:** *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>Anecdotal evidence suggests that there is a measurable effect of Professional Development on student performance through teacher and administrator observations and conversations of effective teaching techniques. No empirical data has been collected, but the positive impact of Professional Development on student learning is evident in the teacher's ability to deliver the curriculum and the student's ability to demonstrate competent mastery of course content. Because of Professional Development, teachers have been able to integrate new technology and teaching approaches into their classroom, thus ensuring continuous successful student learning despite the interruption of the COVID-19 outbreak.</p>	<p>Teacher Comments  See A4.4 Evidence:</p> <ul style="list-style-type: none"> <li>● Reflecting on the Professional Development Experience form</li> </ul> <p>See A4.5 Evidence:</p> <ul style="list-style-type: none"> <li>● Honor Roll</li> <li>● G.P.A. List</li> <li>● English Language Development Improvement Results</li> </ul> <p>See A4.6</p>

## 5. School Environment Criterion

### Caring, Concern, High Expectations

**A5.1. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

**A5.1. 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
<p>The school intentionally demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning to the fullest extent possible. Over the years, domestic and international students of varying ethnic, cultural, religious, ability levels, and social-economic backgrounds are welcomed, educated, and supported. Students are tested, scheduled, and monitored in a way that promotes high expectations based on their ability levels. Teachers foster learning by promoting support, kindness, knowledge, and creating an environment in which students can thrive and feel safe. Students are provided opportunities to participate in activities, arts, athletics and clubs. These opportunities encourage community building, applying academic abilities in real-world settings, critical thinking, and cooperative learning.</p>	<p>See A1.1  The International Student Program  The Assisted Learning Program  The After School Program  Academic Advising  Study Hall  School Testing  Student Schedules  Honor Roll &amp; GPA Improvement Awards  Graduation Awards  ASB Clubs List</p>

### Student Self-Esteem

**A5.2. Indicator:** The school fosters student self-esteem through high expectations for each student and recognition of successes.

**A5.2. Prompt:** *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Findings	Supporting Evidence
<p>The school fosters student self-esteem in a variety of very effective ways. The school believes students have the ability to learn and achieve in a comprehensive course of study with high academic and performance expectations. The curriculum is designed to be flexible and allow for student growth and movement to a higher level of competency when a student is ready. The Accelerated</p>	<p>Advanced Mathematics Requirements  Honor Roll Certificate  GPA Improvement Certificate</p>

<p>Mathematics Curriculum for middle school students and the Advanced Placement curriculum for high school students challenge students with high expectations. The school offers many opportunities for student leadership and responsibility that foster self-esteem and provides recognition of successes at Honor Roll Assemblies and receiving Graduation Awards. Student self-esteem is fostered as students have been helped to succeed and build self-esteem in the Associated Student Body activities, academic assemblies, clubs, and events. Students build self-esteem enhancing their communication skills and confidence through concert performances and performing arts productions.</p>	<p>ELD Completion Certificate  Graduation Awards  Teacher Comments on Progress Reports and Summative Reports  Teacher/Student Conversations  ASB and Clubs Roster</p>
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**Mutual Respect and Communication**

**A5.3. Indicator:** Mutual respect and effective communication among and between staff, students, and parents is evident.

**A5.3. Prompt:** *What evidence supports mutual respect and effective communication among and between staff, students, and parents?*

Findings	Supporting Evidence
<p>Strategies are in place so that learner needs can be met. Mutual respect and effective communication is indicated by the mere fact that K-12 parents continue to enroll their student(s) in the school. There is a culture of respect and friendliness to all students, parents, faculty and staff that provides a learning environment that is reassuring and helpful. We pride ourselves on having a congenial teaching and learning community that promotes respect and open communication. Efforts at communicating effectively have included weekly Faculty and Staff Meetings, weekly Administrative Team Meetings, twice monthly Professional Development Meetings, Principal's Monthly Newsletters, and regular Jupiter messages among and between faculty, staff, students, and parents. All parents and students have access to student's assignments, grades, attendance and discipline alerts in real-time in Jupiter, our Learning Management System. In addition, elementary and middle school students write their assignments in a student agenda and the parent is required to sign the agenda each evening. We communicate with students and parents each Friday with a Jupiter academic alert if a student is achieving a D or F grade in any class. The administration has an open door policy that encourages students, parents, faculty and staff to come to them with questions, concerns, and for discussion about issues. The school provides a professional environment that responds to questions and/or concerns effectively and in a timely manner.</p>	<p>Administration open door policy with faculty, staff, students and parents  Faculty &amp; Staff Meeting Discussions and Peer Conversations  Parent-Teacher Conferences as needed  Student Agenda: Grades 4-8  Jupiter LMS:  <a href="https://www.jupitred.com/">https://www.jupitred.com/</a></p>

**Teacher Support and Encouragement**

**A5.4. Indicator:** There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

**A5.4. Prompt:** *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Findings	Supporting Evidence
<p>The level of support and encouragement for teachers by administration is very effective. Teachers are encouraged to use</p>	<p>Faculty Meeting Discussions</p>

<p>innovative approaches to enhance student learning. Collaborative projects, personalized learning, and peer tutoring/mentoring are often assigned in class and in Study Hall to promote peer feedback, communication, and cooperative learning. The administration fully supports and encourages teachers to use innovative ways to reach students and provides the needed resources.</p>	<p>Professional Development List Integration of technology across the curriculum</p>
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**Safe, Clean, and Orderly Environment**

**A5.5. Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

**A5.5. Prompt:** *Comment on your analysis of the effectiveness 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 including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Safety is a top priority at the school. Is it of utmost importance that students are safe, feel safe, nurtured, and included. The policies and procedures currently in place are very effective at creating a safe and supportive environment. The policies in the School Handbook, Section V, pages 28-40 contain the Character Formation Expectations to facilitate an orderly place that nurtures learning. The custodial service cleans all rooms nightly. Restrooms are checked for cleanliness frequently. A landscaping service keeps the grounds in good repair and appearance. Students move from place to place in a safe, orderly manner. Safety precautions are built into the facilities and rules for operating equipment in the Science labs, Arts Performing spaces, and the Fitness Room are in place. Fire and earthquake drills are practiced every year to ensure that the entire school community is prepared for natural disasters. The school has contracted with PMH LABORATORY, INC. and conducted COVID-19 testing twice a week during the outbreak now relaxed to once a week during the slow down of COVID to ensure student, faculty and staff health. We have installed alcohol wipes and hand sanitizer in every classroom and office. COVID protocols are in place and are implemented based upon the weekly test results. The internet safety policy in the School Handbook, page 19: Computer Use, Google Drive, Privacy and Printing is implemented.</p>	<p>Cleaning Service School Handbook <a href="https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf">https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf</a> Earthquake and Fire Drills COVID Coordinator Covid Testing and Protocols Personal Protective Equipment Fingerprint/background clearance for all employees</p>

**A6. Reporting Student Progress Criterion**

**Reporting Student Progress**

**A6.1. Indicator:** There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students and parents) about student achievement of the academic standards and the schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>The processes that inform stakeholders about student achievement of the academic standards and Schoolwide Learner Outcomes is very effective. Members on the advisory Board of Regents are administrators and teachers in the school who are knowledgeable about student progress toward achieving the academic standards and the Schoolwide Learner Outcomes. There are comprehensive</p>	<p>D/F/INComplete List Faculty Meeting Discussions Student Review Meeting Discussions</p>

<p>practices in place for communicating to each parent about their student progress toward achieving the academic standards and the Schoolwide Learner Outcomes. Middle and high school students complete a SLO self-evaluation essay each quarter and the parent/guardian is required to sign the cover page of this assignment for a particular class. Teachers regularly report progress about student achievement of academic standards and the SLO attainment in each Progress Report and Summative Report Card. Student Review Meetings and informal conversations afford the administration and the faculty many opportunities to discuss and evaluate ongoing student progress, areas of strength, and weakness to be addressed before grades are issued. Grades are accessible to the teacher, student, and parent at any time in Jupiter LMS. Student progress is systematically and regularly monitored by the Dean of Studies. The Registrar publishes a D/F/INComplete/No Grade List weekly for the administration and faculty. If a student is on this list they may not participate in any ASB or school activities until the grade has improved.</p>	<p>See A5.2:</p> <ul style="list-style-type: none"> <li>● Honor Roll Certificate</li> <li>● GPA Improvement Certificate</li> <li>● ELD Completion Certificate</li> <li>● Graduation Awards</li> <li>● Teacher Comments on Progress Reports and Summative Reports</li> </ul>
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### Monitoring of Student Growth

**A6.2. Indicator:** The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

**A6.2. Prompt:** *Evaluate and comment on the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The system used to monitor student's progress toward meeting the academic standards and Schoolwide Learner Outcomes is very efficient and effective. Middle school and high school students have an Academic Advisor to assist and monitor their academic progress. Student Review Meetings, the After School Program, the Assisted Learning Program, weekly D/F/INComplete List, and Jupiter LMS are important components to realize a personal approach to education for our students. The Dean of Studies monitors grades during the week and reviews the teachers' grades and comments for the Progress Reports and Summative Report Cards. He consults with teachers as necessary.</p>	<p>See A6.1 Evidence See A5.3 Evidence</p>

### Modifications Based on Assessment Results

**A6.3. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**A6.3. Prompt:** *Provide examples of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
<p>The school has procedures in place to make changes in the school program based on placement assessment results, ELD assessments, and observations. The English Language Development Curriculum has been implemented in the Middle School in 2021 and in 2022 in the elementary school based on English placement tests at the time of acceptance. In middle school,</p>	<p>Elementary ELD Program: Reach Higher <a href="https://eltnql.com/search/productOverview.do?N=200+4294918606&amp;Ntk=NGLJP_EPI&amp;Ntt=reach+higher 1263513042118941550320190403050500306&amp;Ntx=mode+matchallpartial&amp;homePage=false&amp;noSingleAndSeriesR">https://eltnql.com/search/productOverview.do?N=200+4294918606&amp;Ntk=NGLJP_EPI&amp;Ntt=reach+higher 1263513042118941550320190403050500306&amp;Ntx=mode+matchallpartial&amp;homePage=false&amp;noSingleAndSeriesR</a></p>

<p>an Accelerated Mathematics Curriculum was implemented in the Mathematics Department in 2021. In 2021 the middle school English curriculum was improved with an additional reading list for students to improve vocabulary and reading comprehension as determined by class assessments. Professional Development meetings are driven by the needs of the faculty to better serve the students after evaluating assessment data, observations, and progress toward achieving academic standards and the SLO. Financial resources have always been made available to improve the curriculum and teaching materials demonstrating a results-driven continuous process.</p>	<p><a href="#">esults=false</a>  Middle ELD Program: Inside  <a href="https://ngl.cengage.com/search/productOverview.do?Ntt=72508127346862441621620057622042879&amp;N=201+4294918395&amp;Ntk=PEPI&amp;Ntx=mode+matchallpartial&amp;homePage=false">https://ngl.cengage.com/search/productOverview.do?Ntt=72508127346862441621620057622042879&amp;N=201+4294918395&amp;Ntk=PEPI&amp;Ntx=mode+matchallpartial&amp;homePage=false</a>  Advanced Mathematics Requirements  See A4.6 Evidence</p>
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**A6.3. Additional Online Instruction Prompt:** *Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
N/A	

## 7. School Improvement Process Criterion

### Broad-based and Collaborative

**A7.1. Indicator:** The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

**A7.1. Prompt:** *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
<p>The school utilizes various activities to facilitate effective and broad-based planning such as regular Faculty and Staff Meetings, Administrative Team Meetings, and surveys. Additional opportunities exist through meetings and informal discussions. Parents feel their concerns are heard because the administration seeks to meet their students' needs. Students have an opportunity to share their opinions, comments, and desires for the school. They have a good rapport with the administration and faculty.</p>	<p>Administrators and Faculty Meetings and Observations  Surveys  Student Course Selection Form</p>

### School Plan Correlated to Student Learning

**A7.2. Indicator:** The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

**A7.2. Prompt:** *How does the school ensure that the analyses of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impacts the development, implementation and monitoring of the plan?*

Findings	Supporting Evidence
<p>The school has the ability to address the identified Critical Learner Needs. Through a personalized education approach, we are able to learn and understand each student's needs. The administration, faculty and staff are committed to the Schoolwide Action Plan for continuous improvement as our students achieve the Schoolwide Learner Outcomes. The analysis of student achievement along with observations helped to identify the Critical Learner Needs correlated</p>	<p>Schoolwide Action Plan  Administrative Team Meeting Discussions  Faculty &amp; Staff Meeting Discussions</p>

<p>to the SLO.</p> <p><b>Action Pan #1: Critical Learner Need #1</b></p> <p>Objective: Increase the use of formative diagnostic testing in Reading and Mathematics</p> <p><b>Action Plan #2: Critical Learner Need #2</b></p> <p>Objective: Improve technology for better instruction, learning and assessment</p> <p>The action plan is implemented and monitored through a variety of administrative and faculty meetings. The degree of student achievement of SLO and academic standards determines refinement of the action plan. Common assessments, grade level collaboration, and data analysis provide a basis for identifying and refining the Critical Learner Needs.</p>	
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**Systems Alignment**

**A7.3. Indicator:** Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

**A7.3. Prompt:** *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

Findings	Supporting Evidence
<p>The systems alignment of efforts to advance Schoolwide Action Plan goals can be seen in several ways. The administration over the past six years has maintained a full commitment to ongoing school improvement: curriculum expansion, elementary curriculum established, professional development to gain expertise in effective traditional and distance-learning teaching techniques, teacher observations have focused on addressing student learner needs, collaboration between administration and faculty, and strategic planning which included a joint operating agreement with Renaissance Academy. Systems alignment for the purpose of ongoing school improvement is very effective.</p>	<p>Professional Development List Administrative Observations Administration Team Meeting Discussions</p>

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**A7.4. Indicator:** There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.

**A7.4. Prompt:** *Examine and evaluate the degree to which the allocation of time/fiscal/ personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
<p>The allocation of time/fiscal/personnel/material resources is effective in supporting the implementation, monitoring, and accomplishment of the Schoolwide Action Plan. The school has an annual budget that ensures that the school can accomplish its action plan. The school has a process for monitoring the accomplishment of its action plan that involves regular administrative and faculty meetings with guidance from the Self-Study Coordinator.</p>	<p>School Budget, Category D The Self-Study Coordinator Administrative Team Meetings Faculty &amp; Staff Meeting Discussions ACS WASC Self-Study Trainings</p>



## **ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the critical learner needs)**

The Mission, Philosophy and Schoolwide Learner Outcomes are in direct alignment with the constituency served. The administration, faculty and staff are caring and competent who are responsive to needs and concerns raised by students and parents. The administration and faculty take action to address the identified student needs and the Critical Learner Needs resulting in focus attention at Student Review Meetings, Professional Development, and increased school wide assessments. Students are the foundation of the school and every effort is made to address and to meet their needs academically, socially, and emotionally every day. The school is effective or very effective across all criteria for Category A: Organization for Student Learning.

### **Prioritize the areas of strength and growth for Category A.**

#### **Category A: Organization for Student Learning: Areas of Strength**

1. The school's clear Mission, Philosophy and Schoolwide Learner Outcomes are evident on campus and embraced by the school community.
2. Administration, faculty and staff are well-prepared to be effective in supporting student success.
3. The school has a well-equipped, safe campus with a support structure to provide for a mission driven school environment, staffed with caring adults.
4. Professional development opportunities provide faculty with training in how to deliver the curriculum as well as providing strategies to develop successful practices in the classrooms.
5. Teachers and administration work together to ensure they are effective and provide support in meeting student needs and Critical Learner Needs.
6. Faculty and staff members are committed to the school and its students characterized by caring, professionalism, respect, trust, and high expectations for each student.

#### **Category A: Organization for Student Learning: Areas of Growth**

1. Enhance teacher mentoring for beginning teachers to provide a better sense of what the curriculum entails, cooperative learning strategies, and learning goals across the curriculum.
2. Provide further Professional Development and resources for the elementary and middle school teachers to include methodology for the English Language Development Curriculum and the English Language Learners in response to their learning needs.

**Category B: Curriculum, Instruction and Assessment**

**B1. What Students Learn Criterion**

**Current Educational Research and Thinking**

**B1.1. Indicator:** The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/ community issues and the needs of all students.

**B1.1. Prompt:** *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
<p>The school is effective in the use of current educational research that provides meaningful instructional programming for students. The school has maintained since its establishment a later morning start time. We maintain a smaller class size which affords individual focus on each student and their learning needs in a student centered learning environment. Teachers build relationships that promote a safe and positive learning environment in which students are responsible, self-motivated, and self-evaluating. Teachers plan assignments and assessments in alignment with the California Content Standards, California Common Core Standards, College Board AP Standards, and the SLO. Since the founding of the school, teachers purposefully plan to adjust teaching practices and assessment to meet the needs of individual students and employ teaching strategies, techniques, and resources that meet the needs of the students.</p> <p>The faculty attend on campus and off campus Professional Development opportunities along with Professional Development emails/messages from the Director of Professional Development to stay current in educational research. Teachers who attend off campus sessions or online sessions share best practices with the faculty. Teachers utilize online curriculum resources to update their curriculum. Teachers share pedagogy informally and formally and adjust curriculum as needed to address the learning needs of the students. The curriculum is discussed and may be revised at Student Review Meetings as it relates to student learning needs. It is regularly reviewed by the Dean of Studies prior to publishing the Master Schedule.</p>	<p>See A4.6 Evidence:</p> <ul style="list-style-type: none"> <li>● Director of Professional Development ASCD Membership</li> <li>● Professional Development List</li> </ul>

**Academic Standards for Each Area**

**B1.2. Indicator:** The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

**B1.2. Prompt:** *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards and, if applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
<p>The school very effectively provides a comprehensive curriculum that’s articulated within and across grade levels for the improvement of programs, learning, and teaching methods. The</p>	<p><a href="https://hs-articulation.ucop.edu/agcourselist/institution/3773">https://hs-articulation.ucop.edu/agcourselist/institution/3773</a></p>

<p>school ensures that the curriculum in grades K-12 aligns with the California Curriculum Frameworks across disciplines and grade levels to ensure that the lessons are taught at the appropriate developmental stages. The high school courses align with the UC “a-g” requirements and Advanced Placement Program requirements by use of the selected textbooks, teaching materials, and course materials. The Mathematics and Science curriculum follows the Common Core Standards. The English Language Development Program for international students follows the Common Core Standards and the California English Language Arts Standards in the curriculum, texts, and assessments. Individual teachers articulate and define academic standards through the use of rubrics for projects, papers, and summative assignments. The curriculum and school is approved and certified by the Student and Exchange Visitor Program on behalf of the Department of Homeland Security for educating international students.</p>	<p><a href="https://apcourseaudit.inflexion.org/edger/school.php?a=MjQyMA==&amp;b=MA">https://apcourseaudit.inflexion.org/edger/school.php?a=MjQyMA==&amp;b=MA</a></p> <p><a href="https://studyinthestates.dhs.gov/certified-school/96882">https://studyinthestates.dhs.gov/certified-school/96882</a></p> <p>Academic Bulletin/Curriculum Guides</p>
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
N/A	

### Congruence

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

**B1.3. Prompt:** *Evaluate if there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The school continues to demonstrate congruence between concepts and skills taught, the academic standards from the California Curriculum Frameworks, the Advanced Placement Program requirements, and the Schoolwide Learner Outcomes. With the California Content Standards used for guidance, the school is able to create congruence between the concepts, skills, and academic standards. Teachers work together to share best practices informed by approved curriculum resources and teach skills that help students work to achieve the SLO. The Dean of Studies reviews Progress Reports and Summative Report Card grades and classroom observations provide a regular method of ensuring that there is congruence between concepts, skills, and SLO.</p>	<p>See B1.2 Evidence:</p> <ul style="list-style-type: none"> <li>Academic Bulletin/Curriculum Guides</li> </ul> <p>Lesson Plans Student Work</p>

### Student Work — Engagement in Learning

**B1.4. 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 schoolwide learner outcomes.

**B1.4. Prompt:** *Evaluate to what extent 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 addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
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<p>Student work, grades, classroom behaviors, and concerns are discussed at Student Review Meetings which helps to identify whether or not a student is demonstrating engagement in the standards-based curriculum. Teachers visit one another classrooms to observe and document Snapshots of Student Engagement. Classroom visits by administration reveal students are engaged in learning and assignments that are based on curricular standards and the SLO.</p>	<p>Student Work Learning Snapshots SLO Self-Evaluation Essays</p>
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**Accessibility of All Students to Curriculum**

**B1.5. Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

**B1.5. Prompt:** *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students through the various courses/program offered, e.g., online instruction? What did you learn from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for special needs students.*

Findings	Supporting Evidence
<p>We have learned all students have access to a rigorous, relevant, and coherent curriculum. Students are served equitably through a variety of programs which address the needs of different students and their educational goals in the After School Program, Assisted Learning Program, College Preparatory Curriculum, Elementary School Curriculum, English Language Development Curriculum, General High School Curriculum, Middle School Curriculum, and the Premier Scholar Program. Administration and faculty facilitates the students' goals and educational needs by encouraging them to try the most rigorous courses they are capable of handling and advising them of college prerequisites. We have learned from examining the demographics and situation of students throughout the class offerings that by having small classes allows us to differentiate and scaffold instruction to provide a personal approach to educate each student. Instructional practices consider students' strengths and areas for growth, learning styles, and educational needs. The school is very effective with the instructional practices and other activities which facilitate access and success for special needs students. The Assisted Learning Program, the After School Program, Study Hall, along with Academic Advisors and Student Review Meetings twice each quarter are effective and helpful in supporting students with special needs as well as the needs of all students.</p>	<p>Assisted Learning Program in the School Handbook, pp. 15-18: <a href="https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf">https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf</a> Academic Advisor Job Description Director of Scheduling: Individualized Student Schedules Modified Lesson Plans</p>

**B1.5. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses, if applicable.*

Findings	Supporting Evidence
N/A	

### Acceptable Student Achievement

**B1.6. Indicator:** The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

**B1.6. Prompt:** *What evidence demonstrates acceptable student achievement of the academic standards and the schoolwide learner outcomes through defined performance indicators?*

Findings	Supporting Evidence
<p>A variety of assessments indicate that students are making acceptable progress toward the attainment of academic competencies and the Schoolwide Learner Outcomes through defined performance indicators. These include class assignments, concert performances, homework assignments, monologue performances, notebook/portfolio evaluations, PowerPoint presentations, publisher prepared quizzes and tests, speech presentations, standardized tests, teacher prepared quizzes and tests, Visual Arts Portfolio Review, writing rubrics, and students' SLO Self Evaluation Essays.</p>	<p>Student Work            Teacher Observations            Parent Observations            Student Progress Reports            Summative Report Cards            AP Test Results in Community Profile Digital Library            See A4.5 Evidence:</p> <ul style="list-style-type: none"> <li>● Honor Roll</li> <li>● G.P.A. List</li> <li>● English Language Development Improvement Results</li> </ul> <p>SLO Self Evaluation Essay &amp; Rubric</p>

### Integration Among Disciplines

**B1.7. Indicator:** There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

**B1.7. Prompt:** *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.*

Findings	Supporting Evidence
<p>The school effectively integrates disciplines while maintaining curricular integrity in the elementary, middle and high school courses. The development of collaborative working and critical thinking are cross curricular learning expectations.</p> <p>K, 1st and 2nd grade students are taught by the same teacher who integrates Social Studies/Arts/Science projects into the English class. Examples include I Have a Dream Activity, Chinese New Year Word Search, and My Animal Research Report.</p> <p>4th grade students in Social Studies complete a Mission Project where they research and write a report about a mission.</p> <p>7th and 8th grade students are taught by the same teacher who integrates English/English Language Development into the Math 8 class through vocabulary and reading comprehension along with a Record/Practice Journal, vocabulary checks and reviews.</p> <p>Middle and high school students complete their SLO Self Evaluation Essay in a variety of disciplines across the curriculum utilizing writing rubrics. We implement writing across the curriculum. In Spanish classes the teacher integrates English grammar usage,</p>	<p>Teachers' Class Files</p>

<p>vocabulary, and culture so students have a complete knowledge and are invited to assimilate both languages by comparing both languages.</p> <p>High school students in Biology class demonstrate cell and DNA double helix content knowledge in Visual Arts assignments to construct or draw models of an animal or plant cells. In Digital Audio class, freshmen through seniors, the teacher integrates Science information concerning the anatomy of the human ear. In Performing Arts class juniors and seniors utilize technology to research actors, directors, producers, productions and demonstrate content knowledge in PowerPoints presentations. The Computer Science teacher integrates Physics as freshmen, sophomore and junior students work collaboratively on complex problems for future academic and career success.</p>	
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**Curricular Review, Revision, and Evaluation**

**B1.8. 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.

**B1.8. Prompt:** *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes for each program area and its impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Findings	Supporting Evidence
<p>The school is effective in the curriculum review and evaluation which is ongoing to ensure a challenging, coherent, and relevant curriculum for all students. The Dean of Studies leads an effective process which includes discussions with specific teachers on a case-by-case basis to ensure that students can best demonstrate ability and competent mastery of course content. Curriculum review is discussed at Faculty Meetings and for specific students at Student Review Meetings to ensure individual students' learning needs are addressed.</p> <p>The school has an effective process to assess and address curricular gaps and modify the curriculum to ensure that specific student needs are being met. At Student Review Meetings teachers identify curricular and student learning needs and discuss approaches and interventions. Teachers modify the curriculum according to students’ needs. A learning need is recognized with the identification of English Language Learners in the elementary program who will benefit from specific texts and assessments. The Lower School Director meets with teachers individually and in groups to discuss the breadth and depth of the curriculum to ensure high and rigorous standards and to see if changes need to be made to address specific student needs.</p> <p>Review of a student’s IEP approved accommodations and other support documentation provide additional opportunities for teachers to modify the curriculum in order to support students’ needs. These events occur as needed throughout the year for the benefit of the students.</p>	<p>Faculty Meeting Discussions</p> <p>Student Review Meeting Discussions</p> <p>Services for Students with Disabilities Coordinator</p>

## Collaborative Work

**B1.9. Indicator:** The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

**B1.9. Prompt:** *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

Findings	Supporting Evidence
<p>The school's curriculum review and evaluation is under the direction of the Dean of Studies. Teachers use various collaborative strategies effectively to examine curriculum design and student work and its effect on refining lessons, units, and/or courses. Examples of some strategies include:</p> <ul style="list-style-type: none"> <li>• Teachers share best practices and student achievement at Faculty and Student Review Meetings, and informally in conversations</li> <li>• The ELD Lead Teacher shares suggestions for the SLO Self Evaluation Essay prompts for middle and high school English Language Learners</li> <li>• The ELD Lead Teacher is a resource for all teachers and offers assistance in refining lessons</li> <li>• Teachers refine/modify lessons based upon shared ideas student observations, and experiences in regards to curriculum revisions and best teaching methods to address student needs</li> </ul>	<p>Faculty Meeting Discussions Student Review Meeting Discussions SLO Self Evaluation Essay Prompts</p>

## Policies — Rigorous, Relevant, Coherent Curriculum

**B1.10. Indicator:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

**B1.10. Prompt:** *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

Findings	Supporting Evidence
<p>The administration and faculty engage in cycles of inquiry and problem-solving that lead to improvements in its curriculum. The school is effective in a process where teachers regularly assess the curriculum based on school policies and adjust assignments and materials based on students' level for academic success. The College and Career curriculum and class was evaluated and discontinued after changes to entrance requirements for many colleges/universities had changed. All teachers implement the school's common course description which contains classroom policies, rules and procedures in addition to the Faculty &amp; Staff Handbook: Academic Policies and Procedures. The Dean of Studies regularly reports concerns and observations about the curriculum, grading, academic rigor and addresses those in faculty in-services and with individual teachers as needed.</p>	<p>Common Course Description Faculty &amp; Staff Handbook: pp. 37-40</p>

**B1.10. Additional Online Instruction Prompt:** *Determine the effectiveness of the school's policy for outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
N/A	

## Articulation and Follow-up Studies

**B1.11. Indicator:** The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

**B1.11. 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>The school does not have consistent enrollment from a single school or feeder schools. The Admissions Office does not have examples of articulation with local feeder schools. Parents based on word-of-mouth recommendations transfer their son or daughter from local schools into this school. The Registrar effectively and regularly communicates with many local schools.</p> <p>The school effectively communicates with local colleges/universities as we have college representatives visit campus and some also schedule webinars for our students. Although there is no formal alumni follow-up study, anecdotal evidence of verbal testimonies, campus visits, and cards from alumni and alumni parents provide very positive testimony as to the appreciation, effectiveness and satisfaction with the school curriculum, programs, and services. Some alumni maintain communications with the faculty and staff through social media platforms and feedback received is also positive. The College Advisor utilizes the Naviance platform's Alumni Tracker.</p>	<p>Alumni on <a href="https://www.facebook.com/arroyopacific/">https://www.facebook.com/arroyopacific/</a></p> <p>The Registrar's School Contact List</p> <p>The College Advisor</p>

## B2. How Students Learn Criterion

### Research-based Knowledge

**B2.1. Indicator:** The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

**B2.1. 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>Teachers stay current in instructional content taught and research-based instructional methodology. Teachers plan and implement teaching and learning experiences based on best practices and research-based knowledge informed by the school's Professional Development Meetings, their professional memberships, email/journal/periodical subscriptions, and collaboration with colleagues to share and gain knowledge.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• The elementary and middle school Music teacher attends music education clinics and visits previous teachers' classes to gain inspiration, new knowledge, and techniques to stay up-to-date.</li> <li>• The middle and high school Music teacher performs on outside projects with other professionals, writes music and</li> </ul>	<p>See A4.6 or B2.1 Evidence:</p> <ul style="list-style-type: none"> <li>• Professional Development List</li> </ul> <p>Teacher Discussions</p>



<p>has recorded a CD.</p> <ul style="list-style-type: none"> <li>• The middle and high school Spanish teacher, a native speaker raised in two different cultures makes use of a variety of methods. Students learn vocabulary through oral exercises and application. Students demonstrate progress through oral presentations and daily conversations to incorporate the grammar learned in class.</li> <li>• The Performing Arts teacher has directed elementary and high school plays to include college and adult cast members.</li> <li>• The A.P. Computer Science Principals and Computer Programming teacher is enrolled in a Data Science course and is in the Data Camp at California State University exploring different teaching strategies using online resources and books.</li> <li>• A Visual Arts teacher is a member of 2 art societies, listed as an educator with the LA Natural History Museum as well as being a working professional visual artist.</li> <li>• A high school Science teacher stays current with the latest discoveries in science through publications from the National Oceanic &amp; Atmospheric Administration, LA Natural History Museum, Nature Briefing, and National Geographic.</li> </ul> <p>Teachers ensure that students regardless of background and ability are actively involved in the learning that is based on the Schoolwide Learner Outcomes and academic standards as they deliver the curriculum and assess student achievement. In classrooms our students are engaged in collaboration, communication, creativity, and critical thinking. Teachers engage students with auditory, visual and kinesthetic methods of presentation and implement differentiated instruction according to individual students' level of ability. These techniques allow students to progress at their ability.</p>	
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**B2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
N/A	

**Planning Processes**

**B2.2. Indicator:** The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

**B2.2. Prompt:** *Comment on the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
The school carefully developed and supports a planning process implemented by the teachers with thoughtful use of formative assessment results to engage all students actively at a high level of learning consistent with the California Content Standards, Advanced Placement Standards, and the Schoolwide Learner	English Language Placement Tests English and Mathematics Pre-Assessments Formative Assessments: K-12

<p>Outcomes.</p> <p>Teachers review academic standards and SLO to plan lessons incorporating pre-assessments, formative assessments, observations, essential questions, quizzes, one-on-one activities, and in-class surveys to understand where students are starting from, identify areas that students need additional support, and to identify progress with the content standards.</p> <p>Textbook publisher quizzes/tests, teacher created quizzes/tests, classwork, homework, presentations, quizzes, teacher observations, in part are formative assessments. Results guide instructional decisions and adjustment of teaching strategies to meet the needs of students and/or the whole class. The results are used to monitor student progress, the pacing of the class, and to see if the curriculum, course load, and syllabus need to be revised.</p> <p>Teachers plan clear and measurable learning objectives with relevant instructional strategies to help students reach the learning and performance goals. Feedback from students helps teachers make adjustments to teaching strategies and improve curriculum, instruction, and assessments. Lesson plans are readily adjusted based on informative assessments made throughout the day to facilitate student engagement.</p> <p>Teachers know their students and their abilities. Differentiation of instruction, alternative methods of assessment, instructional scaffolding, and individual outreach supports English Language Learners in order to enhance learning and aid in the mastery of tasks and course content.</p>	<p>English, Math, Science, LOE, Social Studies</p>
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**Professional Collaboration**

**B2.3. Indicator:** Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

**B2.3. Prompt:** *Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Supporting Evidence
<p>Teachers and administrators strive to use various effective collaborative strategies to examine curricular design and student work to improve learning and teaching including demonstrating critical thinking, problem solving, knowledge, and application.</p> <p>Through Faculty Meetings conducted by the Dean of Studies, faculty collaborate on best teaching practices, departmental curriculum, student support, and academic planning/adjustments. Through Student Review Meetings conducted by the Dean of Studies, faculty collaborate on addressing student needs, offering successful teaching practices, modifying curriculum and assessments as necessary, and suggesting student interventions such as assigning a student to the After School Program. These collaborative meetings seek to brainstorm strategies for student success and facilitate improvement in student learning and teaching</p>	<p>Faculty Meeting Discussions Student Review Discussions</p>

<p>practices that support all students.</p> <p>To maintain a personal approach to education and to have students attain the learning purposes as collaborative workers, critical thinkers, lifelong learners and responsible citizens, the faculty is very effective with instructional approaches such as:</p> <ul style="list-style-type: none"> <li>● cooperative/collaborative learning activities for students to work together on a structured activity related to course content and develop social as well as academic abilities</li> <li>● creating alternative methods of assessment for a student to demonstrate understanding of course content</li> <li>● re-teaching course content in the After School Program so a student gains better understanding and confidence with the material</li> <li>● scaffolding instruction for English Language Learners to provide a supportive learning environment to learn and understand new material</li> </ul>	
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**Professional Development**

**B2.4. Indicator:** The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

**B2.4. Prompt:** *Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
<p>The school is very effective in providing ongoing Professional Development to enhance the curriculum and improve learning and teaching. Teachers report the Professional Development Meetings and resources are very good and helpful in implementing all kinds of professional resources improving the curriculum, learning, and teaching. They like to share and learn from their colleagues' experiences with different teaching styles, methods, and finding solutions to student issues. As a result, teachers report classrooms are student-centered, safe, clean and where students' individuality is respected and nurtured.</p> <p>The impact on the elementary school program is very beneficial as the program is only 2 years old and many of the teachers are new to teaching. Elementary teachers report that they stay current with best practices in education as the elementary program is growing and where core curriculum teaching begins.</p> <p>The impact on the middle school program which is 4 years old is very beneficial and important as many of the teachers are new to the school or are still learning the art of teaching. Middle school teachers report improving teaching and learning is accomplished through collaboration by sharing best practices, solving problems, and addressing individual student needs. A teacher reported that he sees a positive impact on his students from one quarter to the next quarter.</p> <p>The impact on the high school program which is celebrating the 25th anniversary is essential with changes to methods of instruction and assessment due to technology, methodologies, and the recent pandemic for helping teachers to adapt and improve their techniques. High school teachers report it is effective to address</p>	<p>See B2.1 Evidence:</p> <ul style="list-style-type: none"> <li>● Professional Development List</li> </ul>

<p>student needs, encourage collaboration, and make teachers more flexible.</p> <p>Teachers are encouraged to attend off-campus conferences which they are interested in attending and the school covers the registration cost. Teachers report the impact of Professional Development is that it makes the school culture stronger as teachers working together leads to a stronger sense of community. It helps teachers stay current with best practices and learn new teaching strategies and effective assessment practices. It is up to the teachers to utilize what has been presented.</p>	
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### Challenging and Varied Instructional Strategies

**B2.5. Indicator:** The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

**B2.5. Prompt:** *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge and application and the development of a wide range of technological skills.*

Findings	Supporting Evidence
<p>Teachers strengthen student understanding and achievement of the Schoolwide Learner Outcomes through the use of a variety of instructional strategies that effectively engage students at a high level of learning. Some of these strategies include book reports, choral instruction/performance, collaborative group work, computer presentations, debates, discussions, hands-on activities, improvisations, independent class work, instructional games, interactive lectures, internet research, Juno Pods, Jupiter LMS access, lab experiments, Language Other than English conversations, mock interviews, modeling, monologue performances, music instruction/performances, open-ended questions, oral presentations, oral reading, peer-reviews, physical fitness tests, PowerPoint presentations, public speaking, question/answer, reading logs, recitation, research projects, self-evaluation essays, surveys, theatre games, use of manipulatives, video and DVD presentations.</p> <p>Students are engaged in learning and demonstrate critical thinking, problem solving, knowledge, and application in all courses and specifically in the U.C. “a-g” courses and Advanced Placement courses.</p>	<p>Lesson Plans Student Work Snapshots of Student Engagement See B1.2 Evidence:</p> <ul style="list-style-type: none"> <li>● U.C. “a-g” Course List</li> <li>● A.P. Course List</li> </ul>

**B2.5. Additional Online Instruction Prompts:** *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction, and other student-teacher interaction opportunities.*

*Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
N/A	

### Technological Integration

**B2.6. Indicator:** Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

**B2.6. Prompt:** *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
<p>The school has integrated technology into all classrooms and offices. Classrooms are equipped with a computer/monitor and a television. 2 science labs have smart boards to allow teachers to make PowerPoint and other multimedia presentations by projecting film, text, and images from the internet. There are 3 computer labs for students and classes to use. Students take classes in The Clarke Center and gain technological skills in the Mac Lab, Sound Recording Booth, and in the Tech Booth to operate lights and sound for school productions.</p> <ul style="list-style-type: none"> <li>● K, 1st and 2nd grade students in Science and Social Studies classes experience interactive educational videos which include discussion questions, virtual field trips, and quizzes. In Social Studies they virtually experience a Fire Station Tour and visit an Animal Hospital.</li> <li>● 4th grade students in Science study endangered animals and create Google Slides with information about the animals while learning how to change the slide background and how to animate fonts.</li> <li>● 5th grade students in Science study invasive species and create Google Slides learning how to animate and input images on their slides.</li> <li>● 6th grade students complete Book Reports utilizing personal computers, tablets, and translators to read and analyze the book. 8th grade students learn typing skills in English class.</li> <li>● Freshmen and sophomores in World History I and II create PowerPoint and Google Slides presentations to demonstrate their knowledge and understanding of selected content.</li> <li>● Freshman, sophomores and juniors enrolled in the new A.P. Computer Science Principals course effectively find, evaluate, and use information from a variety of sources to make their one code to solve a given problem. Students utilize from The College Board, Open Source Computer Science Principles: Big Ideas in Programming along with Runestone Academy and Replit.com. Students now know programming languages such as Python, Java, JavaScript, C++ and a little machine learning.</li> <li>● In the new Computer Programming course freshman, sophomores and juniors understand how to use technology responsibly and ethically, including online safety and privacy. For data visualizations students use Miro, Canva and Tableau and for coding students use Replit.com and W3 Schools.</li> <li>● Freshmen through seniors learn in the Digital Audio course how to create in Pro Tools, a music software and other programs to broaden their sound palate and save their work in a variety of formats. Students also use a variety of apps on their mobile phones and any audio apps they may have</li> </ul>	<p>Jupiter Ed, LMS            Juno Pods            List of Technology Platforms and Applications</p>

<p>at home as the course stresses the importance of being able to work across a variety of platforms.</p> <ul style="list-style-type: none"> <li>• In A.P. Biology sophomores through seniors complete chapter tests and for many tests, students were required to use Juno Pods on Jupiter. This required students to be able to navigate the website and utilize the program in order to take the tests.</li> <li>• Performing Arts juniors and seniors research actors, directors, producers, and productions to create PowerPoint presentations which include inserted video clips to demonstrate course content.</li> <li>• Seniors in the Visual Arts course complete an Art Period Project requiring them to research museums online to find artists and artwork representative of major art periods and create a PowerPoint to present their research findings.</li> </ul> <p>All middle and high school students are taught to use Jupiter, LMS to access their grades, assignments, messages, and attendance. Students may submit homework, tests, videos, and essays without needing to switch apps. Some teachers accept assignments through a student's Google Docs account and some teachers post instructional videos on Jupiter or YouTube.</p> <p>Students are asked to create PowerPoint/Google Slides presentations for many courses to demonstrate mastery of course content. Many middle and high school students bring their personal device into a classroom to access a textbook, take notes, and complete assignments.</p> <p>Teachers have effectively integrated technology such as Google Docs, Google Slides, Juno Pods, Jupiter LMS, Microsoft PowerPoint, websites, and YouTube into their courses so that students develop technological skills.</p> <p>The school can improve technology on campus for better instruction, learning and assessment. This is the second Critical Learner Need as detailed in the Schoolwide Action Plan: to keep pace with advancement of technology in all areas of instruction and assessment. This plan will address our students as Collaborative Workers, Critical Thinkers, Lifelong Learns and Responsible Citizens.</p>	
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**Evidence of Results based upon Challenging Learning Experiences**

**B2.7. Indicator:** Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

**B2.7. Prompt:** *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
<p>Students demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills by completing in class assignments, homework assignments, quizzes, tests, semester exams, class projects, band concerts, chorus concerts, monologue performances. English Language Learners are at varied levels of these skills and they work with their teachers to improve.</p> <p>K, 1st and 2nd grades:</p>	<p>See B2.5 Evidence:</p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Student Work</li> </ul>

- Social Studies students created My Neighbor Maps. Students must identify, plan, and problem solve as they create their map, such as figuring out how to label various locations and how to orient the map. By creating the map, students apply their knowledge of the physical and social characteristics of their neighborhood.
- in English class students created My 2023 New Year's Resolutions. Students were encouraged to analyze their current abilities and reflect on what they want to work on this year and ways to achieve their goals. Setting and working towards goals helps students track their progress and apply knowledge and skills in practical ways.
- students in Art class completed Think Outside the Box Art activity which helps students think creatively to see if they can problem solve and find things they already know to finish a drawing.
- Science class students complete an Animal Adaptation Activity where they need to create their animal with the appropriate characteristics that would allow them to survive in a certain habitat. This activity encourages students to apply what they know about an animal adaptation and be creative.

4th and 5th grades:

- Students in Science create posters on specific course topics. They present their findings and answer classmates' questions on the topic presented.

4th, 5th and 6th grades:

- In Mathematics classes students are able to use many different strategies to solve the same problem. They understand there is always more than one way to solve a problem.

6th grade:

- English class students complete creative writing/opinions/sentence creations assignments where students not only apply the knowledge they've learned but also use their creativity and imagination to complete the assignments.

7th and 8th grades:

- Math students complete Chapter Tests. Students learn, practice, and study formulas throughout the lessons, apply the skills learned and use critical thinking to complete a test.
- Chorus class students research the history of a variety of musical genres and how they relate to that period of history. Also, they create tongue twisters and develop rhythm, melody, and harmony to create class vocal warm-ups.
- English class students use active reading strategies and annotate when reading texts. They apply visualization to reading, look up clarifying language, write to learn, and make connections with the text.

9th and 10th grades:

<ul style="list-style-type: none"> <li>• students in Geometry are encouraged to work collaboratively to solve complex multi-step equations.</li> </ul> <p>9th, 10th and 11th grades:</p> <ul style="list-style-type: none"> <li>• Computer Programming students complete Tableau Visualizations and Miro Visualizations in making dashboards to express their ideas. Also they are able to utilize their Python skills by solving coding challenges.</li> <li>• In Speech class students also debate and prepare a presentation to demonstrate the terms learned.</li> </ul> <p>9th, 10th, 11th and 12th grades:</p> <ul style="list-style-type: none"> <li>• Digital Audio students complete Sound Projects by recording a variety of sounds to incorporate and manipulate the sounds creating brief compiling listening experiences. Also, they complete a Christmas Project where given an extended Radio Play select portions to create a shorter sound piece that is new and interesting. Sophomores,</li> </ul> <p>10th, 11th, 12th grades:</p> <ul style="list-style-type: none"> <li>• Students in Speech also debate and create a presentation to demonstrate understanding of the terms learned in class.</li> <li>• Spanish II students before moving into a new topic, demonstrate correct grammar, verb tense, and vocabulary in paragraphs in the most effective way.</li> </ul> <p>11th and 12th grades:</p> <ul style="list-style-type: none"> <li>• Students in A.P. Biology complete official practice exams from The College Board. These are designed to make students utilize all of the knowledge they learned throughout the year to solve the problems and apply their skills to real world experiments.</li> <li>• Physics students learn how to calculate force with any situation.</li> <li>• Students in Performing Arts create believable characters to address an obstacle with believable emotions following the Stanislavski Method. They also demonstrate acceptance of self and others critiques, collaboration, listening, clear communication, and problem solving when performing improvisations, monologues, and theatre games.</li> </ul> <p>12th grade:</p> <ul style="list-style-type: none"> <li>• Physics students complete chapter review homework questions designed to challenge their critical thinking skills and test how well they understood the material presented.</li> </ul>	
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**B2.7. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending and conducting effective research.*

Findings	Supporting Evidence
N/A	

### Student Understanding of Learning Expectations

**B2.8. Indicator:** The students know the standards/expected performance levels for each area of study.

**B2.8. Prompt:** *Examine and evaluate the extent to which students know the standards/expected*



performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.

Findings	Supporting Evidence
<p>Teachers are effective in providing standards of expected performance levels in new areas of study through assignment descriptions, assignment examples, rubrics, class discussions, and meeting with their teachers. On the first day of each class, students are provided with the Course Description which is explained by the teacher. This document clearly states what is expected of students, the course goals, and the criteria required to achieve each grade.</p> <p>K, 1st and 2nd grade:</p> <ul style="list-style-type: none"> <li>• Students are given visual aids, verbal explanations, and examples of activities or projects. The teacher explains why the standards are relevant to their future.</li> </ul> <p>5th grade:</p> <ul style="list-style-type: none"> <li>• Students in Math begin each lesson with an essential question which the student will be able to answer at the end of each lesson.</li> <li>• In Social Studies students are told the standards and know the big idea before each Unit. For activities and projects done during a Unit, students will be given a rubric to know what is expected from them and how they will be evaluated.</li> </ul> <p>7th and 8th grades:</p> <ul style="list-style-type: none"> <li>• Students in Math need to demonstrate proficiency of the standard from beginning to end and practice the standard to demonstrate proficiency. The standard is explained and students are given verbal explanations and examples.</li> <li>• In Chorus the standards are reviewed online as a group followed by videos of classes performing pieces that display attainment of these standards for the students.</li> <li>•</li> </ul> <p>9th and 10th grades:</p> <ul style="list-style-type: none"> <li>• Students receive and review the Geometry Course Description which includes the topics covered at the start of the course.</li> <li>• In World History I and II students demonstrate reading comprehension with the teacher reviewing the previous section/chapter concepts before starting a new topic. They are to know how ancient history is connected to the present day.</li> </ul> <p>9th, 10th, 11th and 12th grades:</p> <ul style="list-style-type: none"> <li>• Students in Band I-IV review the standard as a group and watch videos of performers and major artists showing mastery of the standard.</li> </ul> <p>10th, 11th and 12th grades:</p> <ul style="list-style-type: none"> <li>• In A.P. Biology at the beginning of the course the teacher covers the material and topics required by The College Board that students will be expected to learn for the exam.</li> </ul> <p>11th and 12th grades:</p> <ul style="list-style-type: none"> <li>• Performing Arts students are given verbal explanations,</li> </ul>	<p>Course Descriptions Syllabi Rubrics</p>

demonstrations, and YouTube performance examples both by student actors and professional actors of the standard/skill to be learned and demonstrated.	
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**Student Perceptions**

**B2.9. Indicator:** Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

**B2.9. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>Student-teacher interactions are very effective and ongoing. Teachers are always available and ready to help students understand a performance expectation and/or an academic expectation based on the standards. Student feedback is regular, consistent, and successful. It is obtained most routinely through the questioning strategies solicited on a regular basis. Teachers are available for private meetings during break and after school, so students have the ability to meet and discuss their performance, experience, and expectations with their teachers. Some teachers have class discussions to gauge the students' understanding of the expected performance and their preparation. Teachers are transparent in sharing their expectations and students can communicate regularly with their teachers through in person conversations and in Jupiter messages. With small classes, teachers receive daily feedback on how well students are prepared and understand the expected level of performance based on the standards and the Schoolwide Learner Outcomes.</p> <p>Based on student feedback, teachers have reported what students expressed:</p> <ul style="list-style-type: none"> <li>• a good job actively listening to my students, providing positive reinforcement, individual attention, and creating a positive classroom culture</li> <li>• students enjoy coming to class after school to complete assignments and ask questions which demonstrates students have trust in my proficiency in the subject and they see me as a role model</li> <li>• being effective and making sure students know my expectations early on and I do my best to have each student experience success</li> <li>• students have always given me positive feedback on the ease with which they interact with me in asking questions both in and out of the classroom</li> <li>• students see me a their mentor which opens a better channel of communication</li> <li>• Students understand that they are expected to do their best. They need to be responsible citizens and be able to work in groups effectively.</li> </ul>	<p>Class Discussions  Student - Teacher Conversations  Parent - Administration Conversations  Alumni Feedback</p>

**Student Needs**

**B2.10 Indicator:** Teachers address student needs through the instructional approaches used.

**B2.10. Prompt:** *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
<p>Teachers understand each students' learning needs and provide the format of instruction most needed to address the variety of ways in which students learn. Teachers are able to address and meet student needs by being able to arrange the classes to accommodate the various learning styles, as well as introduce modifications to the program. Teachers may modify the curriculum to make it more or less challenging, use visual or teaching aids and technology, use more visual, oral, group or individual assignments, and use various methods of assessment. The Dean of Studies is also the Services for Students with Disabilities Coordinator who shares information at Faculty Meetings for students in the Assisted Learning Program such as a students' learning needs and the approved accommodations for class assignments and all testing.</p>	<p>Modified Lesson Plans Instructional Aids Graphic Organizers</p>

**Student Use of Resources**

**B2.11. Indicator:** Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources.

**B2.11. Prompt:** *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
<p>The school has been effective in engaging students with resources and educational experiences beyond textbooks including collaborative activities, community resources and technology (see B2.6). Students have experiences and participated in</p> <ul style="list-style-type: none"> <li>● Experiential Learning: Catalina Environmental Leadership Program, an overnight outdoor education program. Students learned about environmental conservation, developed team building skills, and leadership skills.</li> <li>● Community Service Learning: volunteering at the Union Station Adult Center, packing up holiday meal boxes for families in need.</li> <li>● Community Service Learning: volunteering at the Foothill Community Center participating in the National Carrier Food Drive by unloading, sorting, and packing food donations.</li> <li>● Community Service Learning: participating in Toys for Tots, a program run by the United States Marine Corps Reserve.</li> <li>● Field Trip: A.P. Biology students toured the Beckman Imaging Center at the California Institute of Technology.</li> <li>● Field Trip: A.P. Psychology students toured the John F. Kennedy Memorial Library at Cal State Los Angeles.</li> <li>● Field Trips: CK Fish World, Knotts Berry Farm, Los Angeles Zoo &amp; Botanical Gardens, San Gabriel Mission, Six Flags Magic Mountain, Supper Pets, and Westfield Santa Anita Mall.</li> <li>● Community Building Activities: bowling, camping, hiking on Mount Wilson Trail, ice skating, park days, and peer tutoring.</li> </ul>	<p>Research Assignments for Art History Teacher Observations See B2.6 Evidence:</p> <ul style="list-style-type: none"> <li>● Jupiter Ed, LMS</li> <li>● Juno Pods</li> <li>● List of Technology Platforms and Applications</li> </ul>

**B2.11. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
N/A	

**B3. How Assessment is Used Criterion**

**Appropriate Assessment Strategies**

**B3.1. Indicator:** The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

**B3.1. Prompt:** *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>The school uses appropriate assessment strategies to place new students in the appropriate English, English Language Development and Mathematics courses. Teachers' use of appropriate assessment strategies is frequent and integrated into the teaching and learning process. Teachers assessment strategies are very effective and useful. Some teachers use pre-assessments to determine prior knowledge. Forms of assessment include: chapter quizzes/tests, character analysis, class activities, class discussions, creative projects, gallery evaluations, improvisations, lab reports, MLA research reports, monologue/scene performances, Multimedia presentations, online assessments/activities, oral presentations, peer critiques, portfolio/notebook evaluations, review questions, self-assessments, semester examinations, short answer responses, SLO Self-Evaluation Essay, standardized tests/quizzes, textbook publisher quizzes/tests, teacher created quizzes/tests, theatre games, unit exams, vocabulary quizzes, and written essays. Results guide instructional decisions and adjustment of teaching strategies to meet the needs of students. Examinations are secured by the teachers or Dean of Studies and all classes are supervised by teachers at all times, so adequate proctoring when tests are given is ensured and test integrity is maintained.</p>	<p>Admission Placement Tests            ELD Placement Tests            ELD Mid Year Test            ELD End-of-Year Placement Test            Class Exams</p>

**Basis for Determination of Performance Levels**

**B3.2. Indicator:** The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**B3.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The school and the teachers are very effective and clear about expectations. Students know what they are asked to do and on what they are being evaluated. Teachers demonstrate, explain,</p>	<p>See B1.10 Evidence:            • Common Course Description            • Faculty &amp; Staff Handbook: pp.</p>

show examples and/or rubrics to communicate expectations of a given assignment. The student's grade is based on the quality of the academic work which reflects the student's growth and performance on the assigned work. The school has clear policies in all course descriptions concerning Student Evaluation and the Student Evaluation Criteria which indicate performance levels. Academic Advisors monitor students' assignments, progress, and performance through Jupiter Ed, LMS. Students with D and F grades and their performance levels are discussed at Student Review Meetings. The measurable impact is that there are fewer students on the D/F/INComplete List. The Dean of Studies regularly evaluates student grades to ensure students are meeting performance expectations. These supports strengthen the high achievement of all students.	37-40 D/F/INComplete Lists Student Review Discussions
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**B3.2. Additional Online Instruction Prompts:**

Findings	Supporting Evidence
N/A	

**Demonstration of Student Achievement**

**B3.3. Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**B3.3. Prompt:** *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The school is effective in assessing students' achievement of the standards and the SLO. Student work and assessments demonstrate not only students' understanding of course content and achievement of standards, but also of the SLO. These are reflected in students' grades on assignments, assessments, performances, projects and in the overall GPA.</p> <p>In the past, students in the Assisted Learning Program were evaluated following the approved accommodations as stated in the I.E.P. documentation on file which was shared with all teachers such as reduction in assignments, extended time, and alternative methods of assessment.</p>	<p>Student Work GPA Cumulative Report</p>

**B3.3. Additional Online Instruction Prompt:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
N/A	

**Correlation**

**B3.4. Indicator:** The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

**B3.4. Prompt:** *Comment on the correlation of assessment of schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.*

Findings	Supporting Evidence
<p>Teachers effectively correlate assessment to the SLO, academic standards, course competencies, and instructional approaches used. The teachers use the SLO and California State Standards for guidance in lesson planning, instruction, setting academic standards and student expectations. Teachers tailor instructional approaches to be the most effective at reaching a range of student needs including class discussions, collaborative learning, direct instruction, indirect instruction, problem-based learning, and video-based learning. The faculty are able to evaluate student performance and achievement reflected in assignments, test results, and in a student's SLO Self-Evaluation Essay.</p>	<p>SLO Posters</p>

**Modifications/Decisions based on Assessment Data**

**B3.5. Indicator:** Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

**B3.5. Prompt:** *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings	Supporting Evidence
<p>Assessment data is effectively used to make decisions about curriculum, instruction, professional development activities, and resource allocation. Students are assessed regularly, both formally and informally. Teachers modify and revise the curriculum and methods of instruction as a result of student assessment to respond to student learning needs. Student assessment data, like standardized test results and student performance, is correlated to student placement in appropriate level classes, methods of instruction, and class selection. Assessment data is helpful in selecting the topics for both on and off campus Professional Development opportunities. The administration discusses the curriculum, Professional Development, students' needs, as well as resource allocation. Assessment data guides the school to make resources available to personalize student academic support by maintaining low class size, excellent student-teacher ratio, maintaining Advanced Placement courses and the After School Program so that all students may receive a quality education.</p> <p>The school can improve in gathering and analyzing assessment data. This is Critical Learner Need #1 as detailed in the Schoolwide Action Plan #1: to increase the use of formative diagnostic testing in Reading and Mathematics. This plan will address our students as Critical Thinkers and Lifelong Learners.</p> <p>Based on the HSPT results, the school can improve instruction as detailed in Action Plan #4 to Improve teachers' knowledge and skills in order to facilitate individual and schoolwide improvements for the purpose of increasing student achievement.</p>	<p>Student Education Plans in Jupiter Ed, LMS</p> <p>Student Review Meeting Discussions</p> <p>See B2.1 Evidence:</p> <ul style="list-style-type: none"> <li>● Professional Development List</li> </ul>

**Student Feedback**

**B3.6. Indicator:** Student feedback is an important part of monitoring student progress over time based on

the schoolwide learner outcomes and the curricular objectives.

**B3.6. Prompt:** *To what extent is student feedback an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular standards?*

Findings	Supporting Evidence
<p>Student feedback is an important part of monitoring student progress based on the SLO and the curricular standards. Teachers regularly receive student feedback through class discussions, anonymous forms, and Jupiter Ed messages. Students have a good rapport and feel comfortable talking with their teachers, staff, academic advisors, and administrators. Based on student feedback, a student's schedule may be changed and/or course modifications may be made to best meet the learning needs of a student. Student feedback is processed and addressed via Jupiter messages, emails, phone calls, and face-to-face conversations.</p>	<p>Student Surveys Revised Lesson Plans</p>

**Teacher Monitoring**

**B3.7. Indicator:** Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives have been met.

**B3.7. Prompt:** *Evaluate the effectiveness of the teacher monitoring process over time and the use of student feedback as appropriate to determine whether academic standards have been met.*

Findings	Supporting Evidence
<p>Teachers are very effective in monitoring student progress frequently and over time, in using student feedback, and determining if academic standards have been met. Teachers review student progress and use the feedback along with assessment results to determine if course objectives are being met, and if not, what changes can be made to meet the learning objectives. Teachers are caring and flexible while maintaining the academic standards. Teachers address students' learning needs based on a review of students' grades which indicate a lack of understanding by re-teaching, using alternative methods of assessment, and offering assistance in Study Hall or in the After School Program.</p>	<p>Student Review Meeting Discussions</p>

## **ACS WASC Category B. Curriculum, Instruction, and Assessment: Summary, Strengths and Growth Needs**

### **Summary (including comments about the critical learner needs)**

The school correlates the areas of curriculum, instruction, assessment, and the Schoolwide Learner Outcomes to provide a challenging, coherent, and relevant educational experience for each student. The course of studies taught by the faculty consistently demonstrates our ability to educate domestic and international students with a variety of abilities, educational backgrounds, and high school or college plans. The existence of a strong curriculum, personalized instruction, and a variety of assessments has helped students achieve and experience academic success. The administration, faculty, and staff are very collaborative in recognizing and addressing each student's learning needs. The administration and faculty are dedicated to implementing a comprehensive and sequential documented curriculum, engaging students in the learning process, and assessing students in their progress achieving the Schoolwide Learner Outcomes, academic standards, and course competencies.

The administration and faculty have the ability to address the Critical Learner Needs:

1. Increase the use of formative diagnostic testing in Reading and Mathematics B3.5
2. Improve technology for better instruction, learning, and assessment B2.6

The school will continue its commitment to assessment driven modification of the curricular design. The administration will continue to provide the resources to ensure the curriculum, instruction, and assessments are meeting the needs of all students. The school will maintain its commitment to continual self-evaluation and improvement. It is effective or very effective across all criteria for Category B: Curriculum, Instruction, and Assessment.

**Prioritize the areas of strength and growth for Category B.**

### **Category B: Curriculum, Instruction, and Assessment: Areas of Strength**

1. Administrators, faculty, and staff are dedicated to the Mission, Philosophy, and Schoolwide Learner Outcomes of the school.
2. Teachers collaborate at formal and informal meetings to ensure a challenging, comprehensive, meaningful, relevant, and rigorous curriculum for all students and accommodate various levels of students ability.
3. A solid curriculum based on both the California State Standard and the University of California "a-g" requirements.
4. Teachers with small class sizes are able to deliver clear instructions to all students without overlooking any student and are able to accurately assess each student's strengths and weaknesses.
5. Teachers provide academic advising, mentoring, tutoring, and devote extra time to students to ensure academic and personal success on a regular basis.

### **Category B: Curriculum, Instruction, and Assessment: Areas of Growth**

1. Critical Learner Need #1 and Action Plan #1: Increase the use of formative diagnostic testing in Reading and Mathematics. B3.5
2. Critical Learner Need #2 and Action Plan #2: Improve technology for better instruction, learning and assessment. B2.6
3. Provide appropriate textbooks and testing materials for elementary and middle school English Language Learners. B1.8



4. Action Plan #4: Improve critical thinking skills across the Elementary and Middle School curriculum including focusing on reading and analyzing informational texts, developing scientific reasoning, analyzing and interpreting data in Mathematics, and applying historical knowledge to current events.
5. Schedule bi-weekly Elementary and Middle School Faculty Meetings to discuss selected student academic and behavioral concerns, ELD student issues, and to collaborate on interventions/solutions prior to the Mid-Term and Summative Student Review Meetings each quarter.
6. Improve cross curricular assignments and projects and help move towards STEM focused educational experiences.
7. Provide more oversight on teacher lesson plans for substitutes when teachers are absent to ensure that the assignments and material covered are rigorous and meaningful.
8. Continue to expand the in-class libraries of books for elementary and middle school classrooms.

**Category C: Support for Student Personal and Academic Growth**

**Support for Student Personal and Academic Growth Committee**

**Adequate Personalized Support**

**C1.1. Indicator:** The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

**C1.1. Prompt:** *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.*

Findings	Supporting Evidence
<p>The school provides a personal approach to education with the availability and adequacy of services to support students. The Principal's Assistant provides women's health advice, support and feminine products to students when needed. The school maintains on campus mandatory weekly student and teacher screenings for COVID-19 and influenza with PMH Laboratory, Inc. The 7th grade Science curriculum includes Sexual Health Education with a new text purchased for this academic year. The high school curriculum includes a Health &amp; Fitness course in addition to Physical Education.</p> <p>The school is well known for its personnel and services in providing academic assistance and intervention. Middle school students are assigned a Homeroom Teacher who provides academic assistance and support. Study Hall is scheduled daily for the majority of high school students. An Academic Advisor is assigned to high school students who review their academic status and plan intervention strategies to address academic progress and performance as needed.</p> <p>Academic support services including referral services to support students are readily available and adequate. The Services for Students with Disabilities Coordinator works with local schools assisting in developing an I.E.P. for students in the Assisted Learning Program. Professional outside referrals with private counselors, psychologists, and therapists to support individual student needs are utilized on an as-needed basis</p> <p>The school maintains a small class size which provides for the opportunity to meet individual student needs within the classroom</p>	<p>Academic Advisor Job Description  The After School Program  The STEPS After School Program  Weekly D/F/INComplete List  The College Advisor</p>

<p>and beyond as teachers and administrators have an ease of communication and trust with students. Teachers are available to provide extra academic assistance in The After School Program scheduled at 6th period. Students may be assigned by a teacher, parent, or the Dean of Studies. Students may seek help on their own and some students also attend the STEPS After School Program. Many elementary and middle school students attend STEPS to improve their English and Mathematics skills. Academic assistance is provided by high school students tutoring/mentoring elementary students.</p> <p>Student Review Meetings to address low achieving students are held at least twice per Quarter prior to the Mid-Term Report Card and the Summative Report Card. The Registrar sends out each Friday a D/F/INComplete list which alerts everyone which student is on this list. These students may not participate in any ASB or school activities until grades are improved.</p> <p>Faculty Meeting discussions include a variety of suggestions to foster student self-esteem, a personalized approach to learning, and connection to both the curricular and co-curricular learning opportunities which are provided by the faculty and staff.</p> <p>Academic assistance and intervention is provided in Summer School for course remediation and advancement. The Credit Recovery Program is for seniors who are behind in credits or need to remediate failing grades during the senior year so that they may graduate on time.</p> <p>The administration provides personal counseling to assist students when needed or will make a referral to outside professionals. The College Advisor works with juniors and seniors to support students gaining the information to make responsible and well informed decisions in the college application process. He arranges for college admissions representatives to visit campus and/or provide online webinars to address student questions during the selection and application process.</p>	
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**C1.1. Additional Online Instruction Prompt:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A	

**School Support Systems**

**C1.2. Indicator:** The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

**C1.2. Prompt:** *Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?*

Findings	Supporting Evidence
The school ensures that students have an abundance of support service options regarding assistance, intervention, and referral. The processes for assistance, intervention and referral of students to school and outside support services are very effective in providing students assistance and support.	Faculty Meeting Discussions Student Review Meeting Discussions Jupiter Referrals

<p>With Jupiter, LMS teachers and administrators can submit referrals online, track discipline, assign students to the After School Program, assign detention, and send alerts to parents and students for academic or discipline issues. Teachers may also log good student behavior and improved academic achievement.</p> <p>The Mission Statement is realized through the system of support services identified in C1.1 due the administration, faculty and staff ensuring that the school is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. The school coordinates a system of support services that is very effective. Evaluation of processes for intervention effectiveness may be seen in students' improved grades, happiness in attending school, and having a 100% graduation rate.</p>	
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**Strategies Used for Student Growth/Development**

**C1.3. 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.

**C1.3. Prompt:** *Evaluate the effectiveness of 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.*

Findings	Supporting Evidence
<p>The strategies used by the administration and faculty to develop personalized approaches to learning and alternative instruction options are very effective. The school is designed specifically to meet the needs of each student. The school is recognized for knowing our students and responding to their needs. The curriculum promotes inclusion of all students as we provide various academic programs based upon a student's individual learning needs and academic goals. Teachers and administrators are involved in supporting each student's achievement of the Schoolwide Learner Outcomes and making progress in the rigorous standards-based curriculum. Because of the low student-teacher ratio and small class sizes teachers personalize learning goals. Teachers provide differentiated instruction, traditional and alternative methods of assessment, and intervention planning. Teachers informally and formally collaborate to discuss student growth, and identify areas of support needed for individual students or groups of students. Teachers and administrators are able to monitor students and rapidly develop a plan of intervention when a student or group of students begins to struggle.</p>	<p>Mission Statement Statement of Philosophy Faculty Meeting Discussions Student Review Meeting Discussions Home Room, Middle School Study Hall, High School Academic Advisors The After School Program The STEPS After School Program Eight-Week Learning Modules Portfolio Assessment Re-Teaching Individual Tutoring</p>

**C1.3. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success*

Findings	Supporting Evidence
NA	

**Support Services and Learning**

**C1.4. 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.

**C1.4. Prompt:** *Evaluate the extent to which 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. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>Administrators and faculty collaboratively work to ensure that support services and programs have a direct relationship to student learning and achievement. The school maintains clear policies, procedures, processes, programs, services, and interventions that have a direct connection to student involvement in learning that are publicly recognized and greatly appreciated. Teachers provide support in a way that best meets the student's needs in the classroom, Study Hall, and in the After School Program. These include a recommendation for educational testing, a recommendation for tutoring, alternative methods of assessment, assigning students to the After School Program, differentiated instruction, modified lessons, one-on-one support, and small group instruction. Assessment is vital to providing learning experiences that meet the needs of all students, and identifying those students who need additional intervention and support. The wide variety of interventions provided allow the student to be successful. The administration and faculty are very effective in ensuring that support services and related activities have a direct connection to student involvement in learning.</p> <p>The processes used to identify under-performing or struggling students is very effective. The Registrar publishes a D/F/INComplete List each Friday identifying students who need additional support and remediation. Each Friday parents receive a Jupiter Alert if their student has a D or F grade in any class. Students cannot join school activities until they have improved their grades. Student Review Meetings are held at least twice each Quarter prior to the Mid-Term and Summative Report grades being finalized. Under performing and struggling students are discussed with intervention strategies being suggested to ensure student involvement in learning. Daily morning student drop off and afternoon pick-up acts as a de-facto parent-administrator/teacher conference for elementary and middle school students.</p> <p>The school will improve in identifying under-performing or struggling students through Action Pan #1: Critical Learner Need #1 by increasing the use of formative diagnostic testing in Reading and Mathematics. Testing results will guide the interventions to address the student learning needs.</p>	<p>Mission Statement Statement of Philosophy Admission Placement Tests Conditional Acceptance Letter Academic Advisors Academic Probation The After School Program Assisted Learning Program English Language Development Program Homeroom Teachers Jupiter Academic Alerts Parent-Teacher/Administrator Conferences Senior Credit Recovery Program The STEPS After School Program Student Review Meeting Discussions Summer School Requirements for D and F Summative Grades Transcript Evaluations Weekly D/F/INComplete List</p>

**C1.4. Additional Online Instruction Prompt:** *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
N/A	

### Co-Curricular Activities

**C1.5. Indicator:** School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

**C1.5. Prompt:** *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>The school is very effective with the availability and in linking curricular and co-curricular activities to the academic standards and Schoolwide Learner Outcomes. Curricular and co-curricular activities are available to all middle and high school students organized by the Associated Student Body (ASB). High school students campaign and are elected as ASB student government leaders. Middle school students can be class representatives for their grade levels. Students are encouraged to participate and grow as collaborative workers, critical thinkers, lifelong learners, and responsible citizens. Some after school or out of school activities have an additional cost such as bowling, camping, hiking, and ice skating. A variety of clubs, created and run by students, foster cooperation and diversity of activities both on and off-campus. By joining a sports team students gain skills as a collaborative worker and responsible citizen. Students cannot participate in school activities, events, or field trips if they have missing work or grades of D or F. The school offers volunteer activities and opportunities for community service such as food drives, planting trees, park clean-up, and Toys for Tots. Students can join in peer leadership, mentoring and tutoring. Bulletin boards and posters throughout the school keep students informed of any upcoming activities.</p> <p>The school's efforts are very effective and flexible in adding or revising programs in the best interest of the students. Student involvement and participation in curricular and co-curricular activities has substantially increased along with their infused positive campus energy since returning to school after it being closed due to COVID-19.</p>	<p>Director of Student Activities  ASB Meeting Discussions  ASB Clubs List  Athletic Teams/Clubs:  Basketball and Volleyball Teams  Soccer and Tennis clubs  Visual and Performing Arts:  Fall Concert  Christmas Concert  Brunch with the Band  Festival of the Arts  Field Trips:  California Science Center  Los Angeles Zoo  Long Beach Aquarium  See B2.11 Response &amp; Evidence</p>

**C1.5. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
N/A	

### Student Involvement in Curricular/Co-Curricular Activities

**C1.6. 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

**C1.6. 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
<p>Due to our small size, the Director of Student Activities is effective in monitoring student involvement in curricular and co-curricular activities. Through informal surveys and the club's sign-up activity students are able to express their level of interest and satisfaction</p>	<p>ASB Roll  ASB Club Enrollment</p>

<p>with curricular/co-curricular activities. The ASB has been very successful in each of their activities and charity drives over the past 2 years.</p> <p>The administration monitors student use of support services as tracked in Jupiter, LMS. Since the 2019 Mid-Cycle report and visit, there has been a marked decrease in students on the D/F/INComplete List and on Academic Probation. There is a noticeable decrease in the students being assigned to the After School Program and being required to attend Summer School or Senior Remediation.</p>	Summer School Enrollment
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**C1.6. Additional Online Instruction Prompt:** *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	

### Student Perceptions

**C1.7. 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.

**C1.7. Prompt:** *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>The administration, faculty and staff promote open dialogue and strong connections between teachers and students. Students have good relationships with teachers and staff and feel comfortable to talk about any issues. Based on interviewing and dialoguing with the student body, overall, student satisfaction with the support services provided is strong. Students shared in part that they appreciate access to the library/computer labs which provides an extra tool, can always ask a teacher to help, comfortable talking to staff members about issues, excellent individualized college counseling, help is easily accessible, individualized flexible scheduling, Jupiter communications with teachers, non-judgmental services, services are accessible, services are amazing, services are easy to find and effective, small A.P. classes with academic support, and teacher accessibility during and after school. In addition, during graduation speeches students are filled with gratitude and thank particular teachers and administrators who have assisted, mentored, and supported them throughout their time in the school.</p>	<p>Student-Teacher Discussions ASB Meeting Discussions Graduation Speeches</p>

## C2. Parent/Community Involvement Criterion

### Regular Parent Involvement

**C2.1. Indicator:** The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

**C2.1. 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 and/or online parents.*

Findings	Supporting Evidence
<p>The school is effective at ensuring the regular involvement of parents and families with the school through the strategies and processes. Parents are invited and encouraged to become active partners with the administration, faculty and staff in the teaching and learning process. Families are involved actively and passively both on campus and from home.</p> <p>The strategies and processes for the regular involvement of parents is effective and can be tailored to the needs of each family. Parents and students have interviews with admission staff before joining school. Parents have a close relationship with the administration as they can talk with them before, during or after school. Parents have access to Jupiter, LMS with a direct line of communication and daily information about their student's assignments, grades, attendance, and messages from teachers, staff and administrators. Face-to-face meetings with administration and faculty can be arranged via Jupiter. Parents also have opportunities for active participation in school events. Parents have donated snacks and drinks for holiday events and this winter, helped staff the school's 1st Book Fair.</p> <p>To ensure regular communication between the parents and the school, the Principal sends a Jupiter monthly newsletter and ASB sends regular messages about all activities, field trips, and events to all parents and students. The Principal's Assistant sends ongoing Jupiter messages to all parents to keep them informed and current with school information. The Registrar regularly sends all academic reports, immunization, and SEVIS verification notices to parents/host parents. The College Advisor sends juniors/seniors and their parents announcements about college information, admission reps visits on campus, financial assistance, scholarship opportunities, and community service opportunities.</p> <p>The school is highly effective in involving non-English speaking parents as we have administrators, faculty and staff who provide translation services as we have a multilingual administration, faculty and staff. Also, Jupiter translates information and messages into several languages for parents who can not speak English.</p>	<p>Jupiter, LMS Communications: Principal's Messages ASB Messages Principal's Assistant Messages Registrar Messages</p>

**Use of Community Resources**

**C2.2. Indicator:** The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

**C2.2. Prompt:** *How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>The school effectively uses community resources to support our students. We are fortunate to have private and school district therapists and counselors who are familiar with the Assisted Learning Program. The Services for Students with Disabilities Coordinator collaborates with local professionals to assist students in taking the PSAT/NMSQT, PSAT 10, SAT, or AP Exams with accommodations. The College Advisor maintains a partnership with Pasadena City College's Educational Advisor and other college admission advisors and provides juniors and seniors with guidance and information. The Director of Music maintains connections with professional musicians who join our band students as mentor</p>	<p>Services for Students with Disabilities Coordinator College Advisor Director of Music</p>

teachers. This support has been very beneficial to the learning process.	
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**Parent/Community and Student Achievement**

**C2.3. Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co- curricular program.

**C2.3. Prompt:** *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>The school is very effective and has adequate strategies in place to ensure that parents and the school community understand student achievement of the academic standards/SLO through the curricular/co-curricular program. The school clearly outlines Admissions, Academic, Attendance, Financial, Character Formation, and Personal Appearance Expectations in the online School Handbook. Students with parents/host parents are required to read the handbook and sign/return the Statement of Receipt to attest that they know and understand student achievement of the academic standards/SLO through the curricular/co-curricular program. Parents of students in grades 4 - 8 sign their student's Agendas each week to be aware of assignments and teacher comments. Middle and high school students have organized binders which are evaluated at least twice per quarter.</p> <p>Teachers refer to these standards during email and verbal communication, parent/teacher conferences, and on Progress and Summative Report Cards. Students, parents, host parents, and agents have access to Jupiter, LMS which allows them to view assignments, grades, comments, attendance and behavior records accessible online all year.</p> <p>Parents, host parents, and agents receive an academic alert each Friday if their student has a D or F in any class and the student may not participate in any co-curricular activities until the grade is improved. Progress Reports and Summative Report Cards are sent home every 4 weeks to parents, host parents, agents and contain teacher comments along with SLO comments.</p> <p>At the end of each semester, an Academic Awards Assembly is held to recognize the achievements of students who have made the Honor Roll who receive certificates and their names are posted on the academic bulletin board. Seniors receiving a variety of awards at graduation have their names listed in the program.</p>	<p>School Handbook:  <a href="https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf">https://www.arroyopacific.org/files/ugd/1d45cb_4a55cc6ffaf842ed863c05560132b976.pdf</a>            Jupiter, LMS            Progress Report/Summative Report Card            Academic Bulletin Board            Graduation Program</p>

**C2.3. Additional Online Instruction Prompt:** *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction.*

Findings	Supporting Evidence
N/A	



## **ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs**

### **Summary (including comments about the critical learner needs)**

The criteria in category C are effective or very effective across all criteria for Category C: Support for Student Personal and Academic Growth. The school has strategies in place to support students in both their personal and academic growth. Students regularly seek the support of teachers and staff for academic, social, or emotional concerns. Teachers have a close working relationship with their students and families, allowing them to intervene quickly when a student is struggling and connect them with the support services necessary whether it be on campus or off campus. Services are monitored to ensure that they are effective in supporting students and helping them meet their educational goals. There are a variety of curricular and cocurricular activities offered to students who are actively involved in these activities. Criteria C1.4 addresses Action Plan #1: Critical Learner Need #1. The school has the ability to expand formative diagnostic assessments to gain more information about student learning needs in Reading and Mathematics. Assessment results will help teachers adapt their instruction to help improve student learning outcomes. The school is well-aligned in its goals of supporting student personal and academic growth.

### **Prioritize the areas of strength and growth for Category C.**

#### **Category C: Support for Student Personal and Academic Growth: Areas of Strength**

1. The school provides comprehensive support services to students beginning with strong relationships between teachers, students, parents and administration.
2. The school's commitment to student support services and co-curricular opportunities with the Associated Student Body have benefited students in developing and improving their lifelong learning skills.
3. The faculty and staff's commitment to provide multiple opportunities for student growth: academically, artistically, athletically, culturally, emotionally, interpersonally, and socially.
4. A strong culture of caring for student academic and personal strengths and challenges, leading to numerous formal and informal mechanisms to support student remediation and achievement.

#### **Category C: Support for Student Personal and Academic Growth: Areas of Growth**

1. Resume opportunities to partner with members of the community to enrich the education of students.
2. Resume emphasis on active community service with student participation in local service organizations.
3. Resume in-person parent meetings after COVID-19 emergency ended.
4. Resume and recruit community members for Career Day programs and for guest speakers in classes.
5. Restore personal college advisory services to pre-COVID schedule.
6. Resume structured community building activities.

**Category D: Resource Management and Development**

**Resource Management and Development Committee**

**D1. Resources Criterion**

**Allocation Decisions**

**D1.1. Indicator:** There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**D1.1. Prompt:** *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Since the mid-cycle visit in 2019 the Governing Authority and the Board of Regents have analyzed the school's resources and allocation of funds to meet the challenges of the times. Needless to say, the effects of the pandemic and the severe reduction in overseas students from China had a dramatic effect on the income projections and realization.</p> <p>The allocation of resources is completely focused on students' needs and the accomplishment of high academic standards. The priorities were: sufficient and experienced teachers for all classes; a full array of classes to meet the academic needs of the students we serve; supplies and equipment for the curricula we offer; facilities and equipment to support teacher assignments.</p> <p>The campus was completed in 2019 and provided the facilities and resources needed for future operation. Science labs, computer labs and a large dining hall along with additional classrooms, met the needs of a developing school. Updated resources (technology and social) were made available to faculty and staff as well as equipment and furnishings.</p> <p>Allocation decisions have had a significant impact on student learning with input from faculty and staff to advance the Mission of the school. The teachers and school staff were fully engaged in the planning for facilities and equipment expansion.</p>	

**Practices**

**D1.2. Indicator:** The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

**D1.2. Prompt:** *Evaluate the school's processes 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.*

Findings	Supporting Evidence
<p>The President prepares the school budget based on enrollment projections and the provision of additional financial resources for the following year. This budget is approved by the Administrative Board and the Board of Regents.</p> <p>The three main components of the budget are:</p> <ul style="list-style-type: none"> <li>• Cost of hiring sufficient and experienced teachers and staff</li> </ul>	<p>School Year Annual Budget: 2022-2023 available upon request</p>

<p>based on enrollment projections.</p> <ul style="list-style-type: none"> <li>• Cost of the lease that allows the school to operate on this campus.</li> <li>• Regular and projected extraordinary expenditures for operation of the school (utilities, insurance, co-curricular programs, etc).</li> </ul> <p>Our accountant reviews all income and expenditures and presents annual financial reports as required. The bookkeeper and accountant maintain standard professional accounting and bookkeeping practices.</p>	<p>Accountant Filings for 3 Years: available upon request</p>
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**Facilities**

**D1.3. Indicator:** The school’s facilities are adequate, safe, functional and well-maintained and support the school’s mission, desired learner goals, and educational program.

**D1.3. Prompt:** *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school’s mission, desired learner goals and educational program.*

Findings	Supporting Evidence
<p>The school has adequate resources to provide a safe, functional, and well-maintained facility. The Strategic Plan has been developed and refined each year to use and allocate resources to best effect. The main goal of the Strategic Plan is to offer the best possible facilities, personnel and resources to give students the best quality education possible. Income for the past three years was augmented by the sale of our property portfolio (Altadena property), PPP from pandemic sources, SBA Disaster Loan and Payroll Tax Rebate as well as contributions from the Governing Authority to balance the annual budgets. We have achieved our goal of annual balanced budgets. Budgets have been appropriate and adequate for the past four years to support the school’s Mission, SLO and educational program.</p>	<p>Strategic Plan  Health and Safety Protocols</p> <ul style="list-style-type: none"> <li>• Emergencies</li> <li>• Security</li> <li>• Science Labs and storage of chemicals</li> <li>• Food Services</li> </ul> <p>Future Planning for Income</p>

**Instructional Materials and Equipment**

**D1.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**D1.4. Prompt:** *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

*Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.*

Findings	Supporting Evidence
<p>The school effectively acquires and maintains instructional materials and equipment. Instructional materials, textbooks, classroom televisions and smart boards as well as computers for teachers’ use are standard in each classroom and were supplied after consultation with teachers. There are also 3 computer labs</p>	<p>Strategic Plan 2022-2025</p>

<p>with 15 computers each so a class can be brought to a lab for class work as the teacher decides.</p> <p>Each office has been furnished with computers, printers and other appropriate technology to allow staff to generate all the reports necessary for the effective operation of the school.</p> <p>The school has direct tech support for all manner of school operations. There are regular reviews of the tech equipment in the Clarke Center: theater lights and sound, audio tech studio, computers for animation and music editing, and TV management equipment.</p> <p>There is a central supply of materials needed by teachers and staff. Teachers and staff give regular feedback about necessary items.</p> <p>The school was effective in transitioning to a distance-learning program as necessitated by COVID-19, and the faculty has made great strides in using the school's technology resources.</p> <p>The school will improve and update its technology for better instruction, learning and assessment which is Action Plan #2: Critical Learner Need #2.</p>	
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**Well-Qualified Staff**

**D1.5. Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

**D1.5. Prompt:** *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, such as online instruction and college/career.*

Findings	Supporting Evidence
<p>Resources emphasis is placed in hiring qualified teachers for the classes and for higher achievement of all students in our low density classrooms. Teachers and other professional colleagues are our main resource and we have priority placed on staffing classes to the best extent possible. The faculty exhibits a blend of veteran and younger teachers. Faculty/staff payroll is by far the largest item in the school budget and takes priority.</p> <p>The school maintains its commitment to monthly Professional Development on campus to address educational trends and teachers are encouraged to attend off-campus workshops or online workshops. We have a college/career faculty advisor on staff in the College Center to assist the students with college and career opportunities. The school places priority on provision of sufficient curriculum materials/supplies and textbooks for all classes.</p>	

## D2. Resource Planning Criterion

### Long-Range Resource Plan

**D2.1. Indicator:** The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

**D2.1. Prompt:** *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning.*

Findings	Supporting Evidence
The process of resource planning is led by the President with direct input from the administration and faculty/staff. Given the size of the school, the process is efficient and effective in determining and allocating needed resources on an annual basis. The school conducts an audit of equipment (includes musical instruments) and textbooks each year to update our resource collection. We have regular 3-year rotation plans for textbooks, computers and other equipment that may need replacement.	Long Range Resource Plan Equipment and Furnishings Inventory

### Use of Research and Information

**D2.2. Indicator:** The school uses research and information to form the master resource plan.

**D2.2. Prompt:** *To what extent does the school leadership and staff use research and information to form the master resource plan?*

Findings	Supporting Evidence
The administration is effective in using internal assessment and evaluations to support program implementation and determining resource allocations. Administration and faculty/staff use annual statistics: enrollment, master schedule of classes, Advanced Placement classes, ELD classes as projected, to prepare the Master Resource Plan and inventory for the following year. The Dean of Studies keeps administration abreast of academic trends and priorities as well as the needs of our students as demonstrated in classrooms during the year.	Faculty Meeting Discussions

### Involvement of Stakeholders

**D2.3. Indicator:** Stakeholders are involved in the future planning.

**D2.3. Prompt:** *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

Findings	Supporting Evidence
There is ample opportunity for all stakeholders to have input into the school's future planning. All stakeholders have been effectively involved in future school planning from the new campus facilities to enrollment projections to rigorous academic programs: Elementary, Middle and High School. The Governing Authority, administration, parents, alumni, and students give input during annual discussions.	Faculty Meeting Discussions Administrative Team Meeting Discussions

## Informing

**D2.4. Indicator:** The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

**D2.4. Prompt:** *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>There is ample evidence that the school’s Governing Authority has been very effective in informing the stakeholders and appropriate government authorities about the financial needs of the school. The Development Office (President’s Office) prepares annual updated Development Goals that inform the governing authority and administration about the needs and wants of the school. These goals are necessarily long range or high cost items and are additional to the annual budgetary process.</p>	<p>Development Goals            PPP Grants from the CARES Act.            SBA Pandemic Loan            Payroll Tax Rebate            Enrollment Projections            STEPS Numbers/Projections            Renaissance Academy Projections            Foundation Report 2021 available upon request</p>

## Marketing Strategies

**D2.5. Indicator:** The school has marketing strategies to support the implementation of the developmental program.

**D2.5. Prompt:** *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
<p>The school has been constantly adjusting and refining its marketing strategies based on marketing data and budget availability which has been very effective. The Marketing Program has been renewed and updated to address the pressing need for domestic enrollment increases. The Governing Authority, Board of Regents and ultimately WASC, approved the extension of our educational programs to reinstate the Middle School Program and add the Elementary School Program to provide “feeder” students to the high school in future years.</p> <p>The Marketing Program promoted outreach to other educational institutions to partner with them as an extension of our enrollment programs. In 2019-2020 we partnered with STEPS, a local after school tutoring program. This brought many local Arcadia students to our campus in the afternoons and subsequently many of these students applied to attend the school. STEPS After School Program has been integrated fully into our Arroyo Pacific Academy program. In 2021 the school was approached by Renaissance Academy, a local private school to offer assistance in providing an education for their students while they searched for a new campus. Due to the pandemic and reduction in international students, they were unable to maintain the lease with the Pasadena Unified School District. We welcomed their students, administration, and faculty and integrated them into our educational programs while they maintained their separate identity for administrative, accreditation and SEVIS purposes. The school gained the presence of additional students in our classrooms and enabled us to continue to operate Advanced</p>	<p>Marketing Program 2016-2024</p> <p>Joint Use Agreement</p>

Placement courses and electives. Our goal of effectively carrying out the school's purpose and student achievement of the Student Learner Outcomes was enhanced by this collaboration.	
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## **ACS WASC Category D. Resource Management and Development: Summary, Strengths and Growth Needs**

### **Summary (including comments about the critical learner needs)**

The criteria in category D are effective or very effective across all criteria for Category D: Resource Management and Development. The school has successfully accomplished the goals of this category since the last WASC visit and our strengths and areas of growth reflect the identified critical needs in our Schoolwide Action Plan. The school is focused on:

- Maintaining our excellent teacher:student ratio as enrollment numbers recover from the pandemic years as we expand our middle and elementary enrollments.
- Maintaining our full range of college prep courses and electives for the high school program and an expanding curriculum for the middle and elementary school programs.
- Maintaining the campus to provide the best possible facilities for students and teachers.
- Maintaining annual budgets balanced during the uncertain period of COVID-19.
- Maintaining financial control mechanisms with bookkeeper, accountant, administrative reviews, and systems to maintain integrity of our accounting processes.

The Governing Authority and the administration have the ability and are committed to address the identified Critical Learners Needs as stated in Schoolwide Action Plan:

- Action Plan #1: Critical Learner Need #1  
Objective: Increase the use of formative diagnostic testing in Reading and Mathematics
- Action Plan #2: Critical Learner Need #2  
Objective: Improve technology for better instruction, learning and assessment

The Governing Authority will allocate resources that will allow the school to be effective in addressing the learning needs of all students.

### **Prioritize the areas of strength and growth for Category D.**

#### **Category D: Resource Management and Development: Areas of Strength**

1. Maintaining budgetary and financial planning for challenging times.
2. Utilizing government support (PPP, SBA Disaster Loan, Payroll Recovery Program) to maintain solvency and budgetary balances during the pandemic period.
3. Maintaining creative partnerships with associated educational services such as STEPS After School Program and establishing services to Renaissance Academy.
4. The solid financial support and backing from the Governing Authorities of both Arroyo Pacific Academy and Renaissance Academy for the past 2 years of recovery.
5. Faculty and staff satisfaction with resources provided for instructional support.
6. Maintaining good individual connection with parents through Jupiter, LMS and also availability of administrators to parents of younger students as they arrive and leave campus each day.

#### **Category D: Resource Management and Development: Areas of Growth**

1. Renew Development Office programs for parents and alumni since COVID-19 restrictions have subsided.
2. Continue the Marketing Program of enrollment increases for domestic students.
3. Maintain financial support for teachers, textbooks, classroom and curricular resources as well as campus facilities for younger students.
4. Continue to grow the STEPS After School Program enrollment to introduce new students to the school.



#### **Chapter IV: Summary of Identified Major Student Learner Needs**

The administration and faculty are dedicated to providing a personal educational experience for all students. As reported in the Community Profile, the demographics of the student population has changed since the last full self-study and the mid-cycle visit. The school is committed to addressing major student learner needs while helping all students achieve academic and personal success.

1. Increase the use of formative diagnostic testing in Reading and Mathematics B3.5

We are now teaching local students in kindergarten through the 8th grade who are in need of improved Mathematics skills, and improved English reading, comprehension and speaking skills. To help determine student mastery of academic standards in Reading literacy growth and in Mathematics achievement for students by increasing the use of standardized assessments in grades K-11. We plan for a more complete view of students' progress at each grade level utilizing the computer-adaptive Renaissance Star Assessments as periodic assessments of progress in the subject areas. Students will take these tests multiple times each year to track growth. Assessment results will help identify low performing students. The school will then provide the needed academic support to improve academic achievement.

2. Improve technology for better instruction, learning, and assessment B2.6, D1.4

The campus was completed in 2019. It is now time to upgrade technology on campus for improved teaching, student learning, and new assessments for additional data identifying learning outcomes. In addition computer-adaptive assessments, students will benefit from enhanced curriculum and methods of instruction by a schedule for systematically upgrading and replacing computers and software. The school will then provide the right technology tools for students, faculty and staff to succeed.

## Chapter V: Schoolwide Action Plan

The administration, faculty, staff and stakeholders are in agreement that the growth areas are addressed in the Schoolwide Action Plan. We are committed to providing a personal educational experience for all students. We will continue to demonstrate a commitment to the process for school improvement over the next six years. We will continue to improve instruction and assessment. We will further enhance student learning as identified by the Critical Learner Needs. We will continue to facilitate the follow-up process through conversations and meetings to include faculty, staff, parents, students, and stakeholders to ensure success.

### **Action Plan #1: Critical Learner Need #1**

#### **Objective: Increase the use of formative diagnostic testing in Reading and Mathematics**

**Rational:** To improve an understanding of student progress and provide more support for low performing students by utilizing Renaissance STAR Assessments at least 3 times a year to help determine student mastery of academic standards.

**SLO Addressed:** #2 Critical Thinker and #3 Lifelong Learner

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment/Report of Progress
1. Purchase assessments	<ul style="list-style-type: none"> <li>Dean of Studies</li> </ul>	2023-2024	<ul style="list-style-type: none"> <li>School Budget</li> </ul>	<ul style="list-style-type: none"> <li>Assessments through curriculum</li> </ul>
2. Testing dates to be added on calendar	<ul style="list-style-type: none"> <li>Principal's Assistant</li> </ul>	2023-2024		<ul style="list-style-type: none"> <li>Review assessment and intervention results in conjunction with data from other measurements to see effectiveness over time</li> </ul>
3. Teachers to analyze data and plan interventions	<ul style="list-style-type: none"> <li>Faculty</li> </ul>	2023-2026	<ul style="list-style-type: none"> <li>Faculty Meeting time</li> <li>Purchase intervention materials</li> </ul>	

### **Action Plan #2: Critical Learner Need #2**

#### **Objective: Improve technology for better instruction, learning, and assessment**

**Rational:** To keep pace with advancement of technology in all areas of instruction and assessment

**SLO Addressed:** All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment/Report of Progress
1. Conduct a needs assessment survey of faculty and students	<ul style="list-style-type: none"> <li>Technology Advisor</li> </ul>	2024-2025	<ul style="list-style-type: none"> <li>Technology Budget</li> <li>Technology Advisor</li> </ul>	<ul style="list-style-type: none"> <li>Needs assessment survey results</li> </ul>
2. Conduct budget analysis and development to determine availability of funds and create	<ul style="list-style-type: none"> <li>President</li> <li>Principal</li> <li>Technology Advisor</li> </ul>	2025-2026		<ul style="list-style-type: none"> <li>Technology Improvement Inventory</li> </ul>

a prioritized list				
3. Purchase and distribute equipment based on priority/needs assessment and budget	<ul style="list-style-type: none"> <li>• President</li> <li>• Principal</li> </ul>	2026-2027		<ul style="list-style-type: none"> <li>• Equipment purchased</li> </ul>
4. Provide on-site Professional Development	<ul style="list-style-type: none"> <li>• Technology Staff</li> </ul>	2026-2027		<ul style="list-style-type: none"> <li>• Technology Training</li> <li>• Teachers complete Reflecting on the Professional Development form after each session</li> </ul>
5. Evaluate the long-range fiscal goals for maintaining and updating educational technology and determine the need for additional resources	<ul style="list-style-type: none"> <li>• President</li> <li>• Principal</li> <li>• Technology Advisor</li> </ul>	2027-2028		<ul style="list-style-type: none"> <li>• President/Principal Report</li> </ul>

**Action Plan #3: English Language Development Program Improvements**

**Objective:** Provide appropriate textbooks, curriculum, resources, and testing materials for English Language Learners

**Rational:** To respond to the learning needs of elementary and middle school students with low English proficiency

**SLO Addressed:** #2 Critical Thinker and #3 Lifelong Learner

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment/Report of Progress
1. Purchase ELD assessments	<ul style="list-style-type: none"> <li>• Dean of Studies</li> </ul>	2023-2024	<ul style="list-style-type: none"> <li>• School Budget</li> </ul>	<ul style="list-style-type: none"> <li>• ELD Assessments</li> </ul>
2. Assess students to determine English proficiency levels	<ul style="list-style-type: none"> <li>• ELD Lead Teacher</li> </ul>	2023-2024	<ul style="list-style-type: none"> <li>• National Geographic Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Results</li> </ul>
3. Purchase Middle School resources	<ul style="list-style-type: none"> <li>• Dean of Studies</li> </ul>	2023-2024	<ul style="list-style-type: none"> <li>• School Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Resources Purchased</li> </ul>
4. Provide ELD Professional Development	<ul style="list-style-type: none"> <li>• National Geographic Learning</li> </ul>	2023-2025	<ul style="list-style-type: none"> <li>• Meeting Time</li> <li>• School Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers complete Reflecting on the Professional Development form after each session</li> </ul>
5. Purchase ELD Elementary School	<ul style="list-style-type: none"> <li>• Dean of Studies</li> </ul>	2024-2025		<ul style="list-style-type: none"> <li>• Materials Purchased</li> </ul>

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment/Report of Progress
resources				
6. Provide ELD Professional Development	<ul style="list-style-type: none"> <li>National Geographic Learning</li> </ul>	2024-2026	<ul style="list-style-type: none"> <li>Meeting Time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers complete Reflecting on the Professional Development form after each session</li> </ul>
7. Evaluate the test results with current population needs	<ul style="list-style-type: none"> <li>Dean of Studies</li> <li>ELD Lead Teacher</li> </ul>	2023-2026		<ul style="list-style-type: none"> <li>Program Evaluation and Student Needs</li> </ul>

**Action Plan #4: Enhance Professional Development to Improve Teaching and Learning**

**Objective:** Improve knowledge and skills in order to facilitate individual and schoolwide improvements for the purpose of increasing student achievement

**Rational:** To develop professional learning experiences that spark and maintain teacher motivation and lead to real changes in practice by increasing teachers' knowledge and enhancing skills

**SLO Addressed:** #1 Collaborative Worker, #2 Critical Thinker and #3 Lifelong Learner

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment/Report of Progress
1. Partner with ASCD for Professional Learning Services	<ul style="list-style-type: none"> <li>Director of Professional Development</li> </ul>	2024-2027	<ul style="list-style-type: none"> <li>School Budget</li> </ul>	<ul style="list-style-type: none"> <li>ASCD School Membership</li> </ul>
2. Teachers complete a Professional Development Survey	<ul style="list-style-type: none"> <li>Director of Professional Development</li> </ul>	Spring 2024	<ul style="list-style-type: none"> <li>Meeting Time</li> </ul>	<ul style="list-style-type: none"> <li>Survey Results</li> </ul>
3. Design and present workshops to include teachers teaching teachers	<ul style="list-style-type: none"> <li>Director of Professional Development and Teachers</li> </ul>	2024-2027	<ul style="list-style-type: none"> <li>ASCD PD Resources</li> <li>Meeting Time</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development Schedule</li> <li>Teachers complete Reflecting on the Professional Development form after each session</li> </ul>