

ARROYO PACIFIC ACADEMY SELF-STUDY REPORT



**41 West Santa Clara Street
Arcadia, California 91007-3100**

April 18 - 20, 2016

ACS WASC Focus on Learning Accreditation Manual

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Preface

*Developing Each Student's Individuality and Discovering Their Potential Through Our
Expected Schoolwide Learning Results*



The Focus on Learning self-study process and preparation for the April 2016 visit followed the guidelines outlined in the Focus on Learning Accreditation Manual, 2014 WASC Edition and has been an ongoing process since the Midterm Progress Report and onsite review in 2013 as Arroyo Pacific Academy maintains its commitment to continuous improvement. Our teaching and learning community focuses on educating students as Collaborative Workers, Critical Thinkers, Lifelong Learners and Responsible Citizens.

To adequately accomplish the accreditation process, all stakeholders were invited to participate in surveys and strategically formed Focus Groups, as well as to attend in-service presentations. In addition to traditional meetings and presentations, Focus Groups and Home Groups also utilized electronic communication methods including Google Docs to draft the self-study report. The participation of all stakeholders, in addition to the governing authority, administrations, faculty and staff's commitment demonstrate an ongoing, extensive and comprehensive commitment to improve student achievement and the realization for all students achieve the Expected Schoolwide Learning Results.

As part of the self-study process, each teacher collected and completed the course evidence to document student learning and achievement of the Expected Schoolwide Learning Results. Students completed self-evaluations with reflection to document their progress and achievement of the Expected Schoolwide Learning Results. Parents, host parents, and guardians are informed of their student's achievement with the Expected Schoolwide Learning Results with each Progress Report and Report Card. Students, Parents, host parents, guardians, alumni, and alumni parents have completed WASC FOL Surveys as evidence of the school's commitment to this self-evaluation and continuous school improvement process.

After all information and data was analyzed, the Leadership Team reviewed growth needs and stakeholder comments and began to organize the needs into Action Plan components. After extensive and lengthy discussion of the growth needs presented by the Focus Groups, 4 major Action Plan themes emerged which reflected the Expected Schoolwide Learning Results and addressed the Critical Learner Needs. The Leadership Team outlined the sub-components, responsibilities, assessment measures, a timeline and a communication of progress section for each Schoolwide Action Plan component. The Schoolwide Action Plan was written in final draft form and all stakeholders arrived at consensus of the Schoolwide Action Plan which is included in this self-study report.

Chapter I: Student/Community Profile and Supporting Data and Findings
Schoolwide Student/Community Profile Group Committee

Chair:	Mr. Robert S. Walley
Administration:	Mr. Joseph Blackman
Administration:	Ms. Tina Bonacci
Administration:	Mr. Philip Clarke
Administration:	Mr. Robert Nguyen
Faculty:	Mr. Kim Chan
Faculty:	Ms. Samantha Fuszara
Faculty:	Mr. Daniel Johnson
Faculty:	Mr. Ali Moghaddam
Faculty:	Ms. Katy Ramsey
Faculty:	Mr. Justin Yaeger
Staff:	Ms. Tillie Burke
Staff & Alumni Parent:	Ms. K.C. Deagon, John - Class of 2010 & Margarett - Class of 2012
Staff:	Ms. Jennifer Tseng
Alumni Parent:	Mrs. Mimi Mycroft, Lisa - Class of 2005 & Andrew - Class of 2008
Community Member:	Ms. Martha Millspaugh

General Background and History

1. Community

Arroyo Pacific Academy is an independent, private, co-educational, comprehensive, college preparatory, four-year secondary school located in Arcadia, California, in the County of Los Angeles. Philip Clarke founded and incorporated Arroyo Pacific Academy in 1998 on East Live Oak Avenue in Arcadia to serve the educational needs of students. The school was created in response to a small group of parents requesting a new private middle school. The date of the school's first middle school graduation was May 2000 and the first high school with middle school graduation was May 2001. In 2006, the Middle School was discontinued after that year's graduation. In August 2002, the school relocated to the current building in east Arcadia at 41 West Santa Clara Street to meet the growing needs of the school.

The school is committed to educating students who thrive in a small, personal learning environment and for whom a structured and supportive college preparatory program is most successful. In 2009 Arroyo Pacific Academy was approved by the Department of Homeland Security and the U.S. Immigration and Customs Enforcement to offer the F-1 Student Visa to international students and the International Student Program and the English Language Development Curriculum was established. In 2013 the school celebrated its 15th anniversary with a significant campus expansion with the construction of The Clarke Center. Working with the parents/guardians, who are the primary educators of their children, Arroyo Pacific Academy is dedicated to the development of the whole person with artistic, emotional, imaginative, intellectual, physical, religious, and social potential. As the school has developed through an ongoing improvement process, it will continue to adapt and modify its programs to meet the needs of the students it serves.

A. Arcadia Community Profile

Arroyo Pacific Academy as a private and independent school serving domestic and homestay students is not a neighborhood school. The majority of the students whom we serve live outside the City of Arcadia. Arcadia encompasses approximately 11 square miles of land in the westerly portion of the San Gabriel Valley at the base of the San Gabriel Mountains. Located approximately eighteen (18) miles northeast of downtown Los Angeles. The City of Arcadia is known for beautiful neighborhoods, warm character and a "community of homes" atmosphere. Arcadia's Upper Rancho neighborhood was ranked the 23rd richest neighborhood in Southern California by Business Insider in 2014, out ranking Orange County's Newport Beach with a median household income of \$310,779. Arcadia lies within a "Sixty Mile Circle" centered on Los Angeles, a dynamic concentration of population, employment, business, industry and finance. Several federal and state highways, four rail lines, and three international airports, as well as the 210 Freeway that passes through Arcadia, provide ready access to regional, national and international markets. The new Foothill Gold Line Extension opened March 5, 2016. The Arcadia Station is part of the Foothill Gold Line Extension from Pasadena to Azusa. The Metro Arcadia Station is one and a half blocks away from Arroyo Pacific Academy and is located on the northwest corner of North First Avenue and East Santa Clara Street, a short block away from the city's main commercial area on Huntington Drive and adjacent to the city's transit plaza. Arcadia has a broad commercial base with businesses ranging from the very small to the very large, including its regional mall Westfield Santa Anita, Santa Anita Park Racetrack, and the Los

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Angeles County Arboretum and Botanical Gardens.

The following estimates are based on data according to the *Profile of the City of Arcadia, Local Profiles Report 2015* published by the Southern California Association of Governments, 2015 and Arcadia, CA – Profile Data by Census Reporter.

Median Age: 44.3

Ethnicity: Hispanic: 12.9%, White: 21.8%, Asian: 62.0%, Black: 1.2%, American Indian: .2%, Other Non-Hispanic: 2.1%

Population: Between 2000 and 2014, the total population increased by 4,446 to 57,500 in 2014

Land Area: 10.9 square miles, 28.2 square kilometers

Gender: Males: 27,139 – 47.1% and Females: 30,500 – 52.9%

Education Levels: High School or higher: 92.2%, Bachelor’s Degree or higher: 51.9%

Median Household Income: In 2014, about 37% households earned \$50,000 or less annually and approximately 34% of households earned \$100,000 or more, from 2000 to 2014, median household income increased by \$11,810.

Median Home Sale Price for Existing Home: Between 2000 and 2014, the median home sales price increased 188% from \$340,000 to \$980,000 and median home sales price increased by 36% between 2010 and 2014; in 2014, the median home sales price was \$980,000, \$530,000 higher than that in the county overall.

Number of Households: 19,714 – 3% increase since 2000

Average Household Size: 2.9 – lower than the county average of 3.0

Unemployment: 4.0%

The City of Arcadia has experienced a tremendous demographic shift in recent years. A city that was almost uniformly Caucasian 30 years ago is now 45% Asian. The transformation is linked to a rapid increase in wealth in Asian countries such as Taiwan, China, Korea, and Hong Kong, which has led to the migration of many Asians to the United States.

B. Family and Community Trends

Arroyo Pacific Academy has also experienced a tremendous demographic shift since its opening in 1998. Since the Midterm Progress Report of April 2013 the school has a 6% increase in total school enrollment which includes a 51% decrease in domestic students and a 45% increase in international students attending Arroyo Pacific Academy. The school that was uniformly Caucasian in 1998 is now 18% domestic students and 82% international students. Presently, the school serves 160 families. There are 29 domestic families and 131 international families.

As reported in the Southern California Association of Governments May 2015 *Profile of the City of Arcadia*, “ Evidence of the slow process towards economic recovery is also apparent through gradual increases in employment, retail sales, building permits, and home prices.” The recession continues to impact the ability of some parents/guardians to afford a private school education. Birthrates are lower in Los Angeles County. There has been an enrollment decrease in San Gabriel Valley schools which continues to affect high school aged students and the enrollment

numbers for this school.

C. Parent/Community Organizations

Arroyo Pacific Academy Parents Association

The Parents Association provides a forum for parents, guardians, and host parents to participate in the school community, to support the students and their programs, and to provide feedback for the development of the school. Membership is inclusive of all students' families and host families. The Parent Board acts as an advisory body to the Principal, and as chairs of specific events/activities, including development events and graduation. The Parents Association oversees the Parent Service Hour Program in which local parents serve fifteen (15) hours each school year as chaperones and participants in curricular, co-curricular, and development activities and events. Monthly Parents Association meetings are held to provide a communication forum between the school and parents, and to solicit feedback from parents on school programs. In recent years, one or two of the monthly meetings have been dedicated to special presentations by professionals, which include some of our parents, to our parents on teen/family/communication issues.

Arroyo Pacific Academy Alumni Association

The Alumni Association consists of alumni of the school and these graduates help foster an ongoing relationship between graduates, the school and students. This organization encourages active participation in school and community events after graduation. Our Alumni Association promotes and encourages a positive image of the school. Many of our alumni have returned to participate as speakers for Career Day. Through the Alumni Association, Arroyo Pacific Academy seeks to gain support from the school community and the local community. The Alumni Association increases visibility of the school, provides networking opportunities for its members, creates opportunities to meet previous graduates and receive advice and job leads. The social gatherings are well attended and these events have rekindled friendships.

Arroyo Pacific Academy Preserve Our Heritage Association

Established in 2009 by alumni families, the Preserve Our Heritage Association is an integral component of the Arroyo Pacific Foundation's ability to raise funds and to preserve the mission and vision of the Arroyo Pacific Academy. The Heritage Association preserves and carries on school traditions to make sure future generations are aware of the school's history.

All families of previous academy attendees are automatically members of this group. The group consists of parents and alumni, school administrators, foundation consultant and board members. The Preserve Our Heritage representative, Mrs. Denise Brown, parent of Kelly Brown, Class of 2002, is actively involved in foundation fundraising as a member of the planning committee for events, head of communications and alumni data management. The Heritage Association has an advisory committee consisting of Mrs. Denise Brown, Mr. Keith Brown, Dr. Dino Clarizio, M.D., Mrs. Hope Clarizio, Mrs. Mimi Mycroft, Mr. Earl Richey, Mrs. Ria Richey, Mrs. Karen Skinner Twomey, and Mr. Scott Twomey who attend all meetings and serve as advisors to board members of the Arroyo Pacific Foundation. These matters include fundraising, future plans for the academy, endowment, enrichment programs, and networking for the foundation and academy. The group meets annually, usually in April, to discuss the aforementioned items.

D. Community Foundation Programs

Arroyo Pacific Academy has no relationships with Community Foundations.

E. School and Business Relationships

Arroyo Pacific Academy has no relationships with outside agencies that carry mandates. The school receives no NCLB funds, Title IIA funds or Title IID funds. The school enjoys a positive working relationship with the City of Arcadia. The school enjoys collaborative ties with Catholic, independent private schools, and homeschool organizations in the area. We have been good neighbors with our private and public school counterparts, most notably in the way we offer to them our Summer School and the after school Young Scholar Program (K-8).

As of June 2014, The Clarke Center offers Arts and Technology Programs to neighboring elementary schools and international student travel programs such as, a Summer Discovery Media “Blitz” Workshop and a Winter Media “Blitz” Workshop. We have welcomed students and adults from the US-China Business Training Center in the City of Industry, a school in Shenyang, China and the Barnhart School, Arcadia. In the Clarke Center, The Robert S. Walley Performing Arts Theatre has been reserved for community public performances such as piano recitals, a rock concert, a violin recital, and since the fall semester of 2014, The Jewish Federation has produced comedies and musicals in the theatre. Professional musicians have reserved the Recording Studio. The Arroyo Pacific Interact Club has meetings in the main building which include representatives from the Arcadia Rotary Club. We have welcomed audience members and community members from the greater Los Angeles area as well as nearby cities for these community performances.

The school enjoys a positive working relationship with the city of Arcadia and maintains relationships with the local business community through parent/guardian involvement. The Arcadia Rotary Club recognizes selected students for excellence in academics and community service. The fundraising arm of the school, Arroyo Pacific Foundation, allows businesses to donate goods and services for the betterment of our educational programs.

2. WASC Accreditation History

Arroyo Pacific Academy was granted a term of Candidacy in 2001 through 2004. In 2004 the school completed a Focus on Learning self-study and received a 6 year term with a midterm review in 2007. In 2010 the school completed its second Focus on Learning self-study and received a 6 year term with a midterm review in 2013.

3. School Purpose

Mission Statement, Philosophy & Expected Schoolwide Learning Results with Revised Indicators

At Arroyo Pacific Academy, based upon our Mission Statement, our Philosophy and our Expected Schoolwide Learning Results, 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 as collaborative

workers, critical thinkers and responsible citizens.

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.

Expected Schoolwide Learning Results with 2015 Revised Indicators

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 college and adult life as we expect the graduate of Arroyo Pacific Academy to be:

Collaborative Workers who

- Demonstrate respect and sensitivity to a 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, establish priorities, and hone decision-making skills.
- Respect diversity, learn and work effectively in a multicultural setting.

Responsible Citizens who

- Demonstrate civic responsibility and participate 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.

Expected Schoolwide Learning Results and Revised Indicators

Following the 2009 – 2010 WASC Visit, a conversation began with a review of our Expected Schoolwide Learning Results and indicators. During the 2011 – 2012 academic year, the faculty reviewed the indicators and new indicators were selected after discussion and with consensus. The revised indicators were presented to our parents/guardians and published in the 2012 – 2013 *School Handbook*. During the 2013-2014 academic year, a conversation began along with a review of our Expected Schoolwide Learning Results and indicators in light of the international student population with an increase in English Language Learners. During the summer 2015, faculty members met to revise the indicators. In August 2015, the faculty reviewed the new indicators and with consensus, they were adopted. The revised indicators were presented to our

parents/guardians and published in the online 2015 – 2016 *School Handbook*.

Based on the Focus on Learning Student Survey #1, 80% of the students self-reported that they have grown as a Collaborative Worker, 79% self-reported that they have grown as a Critical Thinker, 78% self-reported that they have grown as a Lifelong Learner and 81% self-reported that they have grown as a Responsible Citizen. Also, 80% of the students self-reported that they know and understand the Expected Schoolwide Learning Results.

Based on the Domestic Parent Survey #2, 85% of the parents reported that their student has grown as a Collaborative Worker, 93% of the parents reported that their student has grown as a Critical Thinker, 93% of the parents reported that their student has grown as a Lifelong Learner and 93% of the parents reported that their student has grown as a Responsible Citizen. Also, 89% of the parents reported that both they and their student know and understand the Expected Schoolwide Learning Results.

Based on the International Parent Survey #2, 87% of the parents reported that their student has grown as a Collaborative Worker, 91% of the parents reported that their student has grown as a Critical Thinker, 83% of the parents reported that their student has grown as a Lifelong Learner and 83% of the parents reported that their student has grown as a Responsible Citizen. Also, 83% of the parents reported that both they and their student know and understand the Expected Schoolwide Learning Results.

Based on the Alumni Parent Survey #1, 86% of the alumni parents reported that their student has grown as a Collaborative Worker, 88% of the alumni parents reported that their student has grown as a Critical Thinker, 86% of the alumni parents reported that their student has grown as a Lifelong Learner and 89% of the alumni parents reported that their student has grown as a Responsible Citizen.

Based on the Alumni Survey #1, 84% of the alumni reported that they have grown as a Collaborative Worker, 84% of the alumni reported that they have grown as a Critical Thinker, 86% of the alumni reported that they have grown as a Lifelong Learner and 86% reported that they have grown as a Responsible Citizen.

Major Issues Unique To School

The Critical Learner Needs demonstrate the faculty's commitment and dedication to address the real needs of the students which are an educational imperative and an opportunity for continuous school improvement to support student achievement.

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.

Critical Learner Need #2

Identify the needs of each international student and English Language Learner.

In addition, the practice of open enrollment, when students are admitted throughout the year, is a challenge because of the efforts and time needed to orient new domestic and new international students, and their parents/guardians/host parents to the culture, practices and expectations of this private school. Since our population is constantly in flux, our dedicated faculty is ever adapting and adjusting to new students. The numbers of domestic students transferring into the school

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during the academic year has diminished due to the efforts of other schools to retain their student population.

School Program Data

Arroyo Pacific Academy does not offer courses by online instruction as all courses are taught by a teacher in a classroom on campus. The school offers a comprehensive college preparatory academic program that provides each student the means to fulfill the Expected Schoolwide Learning Results. The curriculum is designed to meet the students' needs and offers a variety of appropriate opportunities to broaden the acquisition and accumulation of skills and enhance academic performance through the Expected Schoolwide Learning Results in:

- the Advanced Placement Scholar Institute Curriculum
- the College Preparatory Curriculum
- the General High School Curriculum
- the Assisted Learning Program
- the English Language Development Program and Curriculum

The school follows the guidelines of the California State Standards. The California Common Core Standards are followed in the Mathematics and Science Departments. The EDGE Curriculum is SB 472 approved and supports the Common Core Standards. Courses are certified by the University of California, the College Board, the National Collegiate Athletic Association, and the Student and Exchange Visitor Program in the U.S. Department of Homeland Security.

Arroyo Pacific Academy provides a rigorous and meaningful academic program which includes a daily Study Hall with Academic Advising. Placement in a particular level course of study e.g. the Advanced Placement Scholar Institute, the College Preparatory curriculum or the General High School curriculum, is based on the student's aptitude 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. Through the curriculum, the school pays particular attention to the various learning styles and needs of all students as we offer a learning environment that is supportive and encouraging.

Based on the Focus on Learning Student Survey #1, 80% of the students self-reported that they have gained the skills to be a more self-confident learner. Based on the Domestic Parent Survey #2, 93% of the parents reported that their student has gained skills to be a more self-confident learner. Also, 96% of the parents reported that their student is receiving the quality education that they expected.

Based on the International Parent Survey #2, 83% of the parents reported that their student has gained skills to be a more self-confident learner. Also, 87% of the parents reported that their student is receiving the quality education that they expected.

Based on the Alumni Parent Survey #1, 90% of the alumni parents reported that their student received the quality education they expected and 89% of the alumni parents reported that their student gained the skills to be a more self-confident learner and young adult. Based on the Alumni Survey #1, 89% of the alumni reported that they received the quality education they expected and 87% of the alumni reported that they gained the skills to be a more self-confident learner and young adult.

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Based on the Focus on Learning Student Survey #1, 88% of the students self-reported that they are academically supported as a student by the school's services and programs: daily Study Hall, small class size, College and Career courses, College Counselor, Academic Advisor, and only 4 courses per quarter for students not enrolled in Advanced Placement courses. Based on the Domestic Parent Survey #2, 93% of the parents reported that their student is academically supported by the school's services and programs. Based on the International Parent Survey #2, 78% of the parents reported that their student is academically supported by the school's services and programs.

Based on the Focus on Learning Student Survey #1, 81% of the students self-reported that they feel academically stretched and supported as a student. Based on the Alumni Parent Survey #1, 90% of the alumni parents reported that their student was academically stretched and supported as a student. Based on the Alumni Survey #1, 89% of the alumni reported that they felt academically stretched and supported as a student.

Based on the Alumni Parent Survey #1, 89% of the alumni parents reported that their student was academically supported as a student by the school's services and programs. Based on the Alumni Survey #1, 89% of the alumni reported that they were academically supported as a student by the school's services and programs.

Based on the Focus on Learning Student Survey #1, 85% of the students self-reported that they have meaningful contact with their administrators and teachers. Based on the Alumni Parent Survey #1, 90% of the alumni parents reported that they had meaningful contact with their students' administrators and teachers. Based on the Alumni Survey #1, 89% of the alumni reported that they had meaningful contact with their administrators and teachers.

Based on the Alumni Parent Survey #1, 81% of the alumni parents reported that their student was well prepared with the skills necessary for the world of college studies and/or work. Also, 79% reported that their student was well prepared with the knowledge necessary for the world of college studies and/or work.

Based on the Alumni Survey #1, 81% reported that they were well prepared with the skills necessary for the world of college studies and/or work. Also, 84% reported that they were well prepared with the knowledge necessary for the world of college studies and/or work.

Focused Programs

The Arroyo Pacific Advantage is a reality for all students enrolled in the school which includes academic advising, authentic assessment, daily Study Hall, differentiated instruction, eight-week learning modules, intervention planning, longer class periods, portfolio assessment, re-teaching, smaller class size, and tutoring in the After School Program. We are proud of the following Focused Programs:

The **Advanced Placement Scholar Institute** challenges students accepted into this program to commit themselves to an extensive workload by taking Advanced Placement courses which are generally equivalent to college level courses and by taking Advanced Placement Examinations. Following the recommended policy of the College Board, the school observes open enrollment to Advanced Placement courses.

Since the Midterm Progress Report and Visit, the curriculum has been enhanced by the following

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new Advanced Placement course:

AP Environmental Science

Presently, the Advanced Placement Scholar Institute offers the following 10 courses for the 2015-2016 academic year:

AP Biology

AP Macroeconomics

AP Calculus

AP Physics

AP Chemistry

AP Psychology

AP Chinese Language and Culture

AP United States History

AP English Literature and Composition

AP United States Government

In addition, the Advanced Placement Scholar Institute offers the following courses in alternating years:

AP English Language and Composition

AP Microeconomics

AP Statistics

The **Assisted Learning Program** is designed for students with documented and perceived learning disabilities and provides a quality educational experience at a slower pace with a modified curriculum and assessments while helping students improve their study skills and enhance self-confidence by extending additional support as recommended in the documentation on file. In the Assisted Learning Program, teachers work with a variety of students by providing a recognized and appreciated educational advantage. Students with disabilities have equal access to the curriculum. A Triennial IEP is held every 3 years for students with a current IEP.

The **College and Career Education Program** is within our curriculum for students in the Junior and Senior classes. It helps all students focus on their college and career goals and makes them active participants in their education, rather than passive observers. Finding the “right fit” for each student’s college or career path is developmental as well as comprehensive at Arroyo Pacific Academy.

The **English Language Development Program and Curriculum** is designed to improve student proficiency in English as rapidly and effectively as possible. Since the 2009-2010 Accreditation and Visit, the program has expanded in the number of teachers, the number of courses offered with English Language Development: Reading and Vocabulary, and the educational resources for both students and teachers. Since August 2013 the school has continued to improve the curriculum for English Language Learners by enriching the English Language Development Summer Program which includes experiential learning.

Based on the August 2015 English Language Development Student Survey #1, 100% of the students attending believed this program helped build their confidence in the subject areas taught; which were reading comprehension, grammar, conversation, and study skills. 100% of the students also stated that the English Language Development Summer Program prepared them for the new school year. 95% of the students stated that the program helped them make new friends and 94% of the students expressed that this program helped them communicate more effectively in English. This study was conducted at the conclusion of the English Language Development Summer Program.

Based on the International Parent Survey #2, 75% of the parents reported that the English

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Language Development Courses meet their student's needs. 80% of the parents reported that their student's English level has made improvement in reading, understanding, writing and speaking. Also, 80% of the parents reported that the school helps meet their students' transitional needs from an international school in a different country to American education.

Demographic Data

1. Enrollment History

Arroyo Pacific Academy currently enrolls approximately 168 students. We welcome students in grades 9 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 increase as the school year proceeds. Since the 2009-2010 Accreditation and Visit, the number of international students has been growing expediently.

Class Size

The school maintains a commitment to small class sizes, ranging from 2 to 15 students per class. The student to teacher ratio is approximately 8:1

Since the 2013 Midterm Progress Report and Visit, the percentages of the student body enrolled by **grade level** are as follows:

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade
2012-2013	16 (10%)	28 (18%)	56 (36%)	55 (36%)
2013-2014	16 (13%)	25 (19%)	44 (34%)	44 (34%)
2014-2015	42 (23%)	37 (21%)	51 (29%)	49 (27%)
2015-2016	15 (9%)	48 (29%)	56 (33%)	49 (29%)

The following tables summarize the enrollment history of Arroyo Pacific Academy since the 2013 Midterm Progress Report and Visit based by **gender**.

Year	Male	Female	Total
2012-2013	108 (70%)	47 (30%)	155
2013-2014	89 (69%)	40 (31%)	129
2014-2015	112 (63%)	67 (37%)	179
2015-2016	109 (65%)	59 (35%)	168

The following tables summarize the enrollment history of Arroyo Pacific Academy since the 2013 Midterm Progress Report and Visit categorized by **domestic and international students**.

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Year	Domestic	International	Total
2012-2013	63 (41%)	92 (59%)	155
2013-2014	41 (32%)	88 (68%)	129
2014-2015	43 (24%)	136 (76%)	179
2015-2016	34 (20%)	134 (80%)	168

Ethnic Composition

The **ethnic composition** of the student body enrolled since the 2013 Midterm Progress Report and Visit is as follows:

Year	Caucasian	Hispanic	Asian / Pacific Islander	African American	Middle Eastern
2012-2013	39 (25%)	10 (7%)	103 (67%)	3 (2%)	0
2013-2014	28 (22%)	7 (5%)	93 (72%)	1 (1%)	0
2014-2015	29 (16%)	6 (3%)	138 (77%)	1 (1%)	5 (3%)
2015-2016	21 (13%)	5 (3%)	136 (81%)	0	6 (4%)

The following table summarizes the distribution of where our domestic students reside since the 2013 Midterm Progress Report and Visit.

Year	City of Arcadia	Other San Gabriel Valley Cities	Outside the San Gabriel Valley
2012-2013	49 (32%)	99 (64%)	7 (4%)
2013-2014	52 (40%)	56 (44%)	21 (16%)
2014-2015	77 (44%)	73 (41%)	26 (15%)
2015-2016	69 (41%)	77 (46%)	22 (13%)

Population Breakdown

The rise of the international student population at Arroyo Pacific Academy has significantly changed the profile of our student body. 81% of our students now come from Asian countries which include China, Hong Kong, Korea, Saudi Arabia, Taiwan, Thailand, and Viet Nam.

The domestic student population at Arroyo Pacific Academy is drawn from several communities throughout the San Gabriel Valley. A few families come from as far away as Burbank, Covina, Glendale, Glendora, Hacienda Heights, La Cañada, La Crescenta, Los Angeles, and San Dimas, while most of our families live in the cities of Altadena, Alhambra, Arcadia, Bradbury, Duarte,

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El Monte, Monrovia, Pasadena, San Gabriel, San Marino, Sierra Madre, South Pasadena. Arroyo Pacific Academy has had a 60% decrease in domestic enrollees from approximately 85 in 2010 to 34 in November 2015.

However, our total enrollment has increased 68% with the addition of international students from 2010 with 100 total students enrolled to presently, 168 total students enrolled.

Parent Education Levels

The typical parent remains well-educated.

Degree	Domestic	International
Bachelors	48%	44%
Graduate	83%	19%
Some College	21%	15%

Predominate Primary Languages Other Than English

English is not the primary language for 69% of the students as reported on the Student Demographics Survey.

Home Language	Students
Arabic	6 (4%)
Cantonese	1 (.5%)
Chinese/Mandarin	105 (63%)
English	52 (31%)
Korean	1 (.5%)
Spanish	2 (1%)
Vietnamese	1 (.5%)

Special Needs and Other Focused Programs

Arroyo Pacific Academy offers a variety of rigorous, meaningful, and appropriate opportunities to broaden the acquisition and accumulation of skills and enhance academic performance through the Expected Schoolwide Learning Results. All students are taught to high learning standards that will prepare them for success in college and career.

The administration in collaboration with the faculty work with a variety of students by providing a recognized and appreciated educational advantage which includes authentic assessment, academic advising, daily Study Hall, differentiated instruction, intervention planning, and a commitment to provide a personal approach to education.

The Assisted Learning Program Enrollment

2013-2014	19 students (15%)
2014-2015	11 students (6%)
2015-2016	17 students (10%)

The Advanced Placement Scholar Institute Enrollment

Following the recommended policy of the College Board, the school observes open enrollment to Advanced Placement courses.

2013-2014	42 students (33%)
2014-2015	36 students (20%)
2015-2016	40 students (24%)

The College and Career Education Program Enrollment

2013-2014	19 students (15%)
2014-2015	40 students (22%)
2015-2016	46 students (27%)

2. Numbers of English Language Learners

Year	ELD: Reading & Vocabulary	ELD I	ELD II	ELD III	Total ELL Students Enrolled
2012-2013	n/a	10 (7%)	103 (67%)	n/a	113 (73%)
2013-2014	7 (5%)	14 (11%)	17 (13%)	21 (16%)	59 (45%)
2014-2015	13 (7%)	28 (16%)	48 (27%)	9 (5%)	98 (55%)
2015 Fall	14 (8%)	26 (16%)	41 (24%)	n/a	82 (48%)
2016 Spring	9 (5%)	22 (13%)	52 (31%)	9 (5%)	92 (55%)

Students enrolled by grade level in the English Language Development Program

Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2012-2013	8 (50%)	15 (54%)	28 (50%)	17 (31%)	68 (44%)
2013-2014	3 (19%)	6 (18%)	9 (16%)	3 (8%)	21 (14%)
2014-2015	8 (50%)	15 (54%)	28 (50%)	17 (31%)	68 (44%)
2015 Fall	5 (38%)	34 (71%)	32 (57%)	16 (33%)	87 (52%)
2016 Spring	7 (47%)	32 (67%)	37 (66%)	16 (33%)	92 (55%)

English Proficiency of Students

The English Language Development Program and Curriculum was created in November 2008 and was approved by the Student and Exchange Visitor Program in the U.S. Department of Homeland Security. Many international students accepted into the school have studied English in their home country. The English proficiency of many international students from China, Korea, Taiwan, Thailand, and Saudi Arabia, in recent years, is inadequate. In 2012, the SLEP test used to gauge proficiency was discontinued as a flawed instrument. Since 2012, the school administers 2 assessments at the time of registration to determine English proficiency and course placement: The Hampton-Brown EDGE Placement Test and a Writing Assessment.

At the time of the implementation of these 2 new assessments, we researched and developed an Intensive English Program which includes an additional intensive Summer Term in August for English language learning for those students at lower levels of proficiency based upon the EDGE Placement Test, interviews, the EDGE Reading Gains Test administered in the Fall and the EDGE English Language Gains Test administered in the Spring.

The EDGE English Language Gains Test this year was administered on November 19, 2015 and will be administered in April 2016. The November 2015 test results indicate that our English Language Development Program and Curriculum is effective, with over 30 students recommended to be moved to a higher level English Language Development course due to the improvement of their English proficiency. Our practice of testing students twice a year has also proven valuable. The test results demonstrate the English Language Development teachers' commitment and dedication to enabling the English Language Learners an opportunity to learn at a pace which allows them to remain on a path towards Graduation and achievement of the Expected Schoolwide Learning Results.

We have 44% of international students who are proficient in English and who are not enrolled in the English Language Development Program.

3. Attendance

A. Mobility or Transient Rate

Arroyo Pacific Academy 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 9 through 12 some of whom are significantly behind in credits. The school provides

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students with a personal approach and a beneficial setting to help them be successful in school.

Students transfer from Arroyo Pacific Academy 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. This transfer back to a previous school is a testimony to the school's purpose and is considered a tremendous success for both the student and the school. International students transfer because of being Out of Status for failing to Attend and/or Failing to Maintain Academic Progress, moving to other areas, enrolling in boarding or military schools, or returning to their own country at a parent's request.

Incidents of withdrawal for disciplinary reasons are occasional. The International Student Program was approved in January 2009 by the Student and Exchange Visitor Program in the U.S. Department of Homeland Security. Since August 2010, the PDSO or the DSO has issued 400 Form I-20s for nonimmigrant students to attend the school.

In the Student and Exchange Visitor Information System (SEVIS), during the past 18 months there are 13 Cancelled Status Students for students not attending and there are 47 student records that have been Terminated due to Failing to Maintain Status or Authorized for Early Withdrawal as per the regulations of the Student and Exchange Visitor Program in the U.S. Department of Homeland Security.

B. Average Daily Rate of Attendance

Attendance procedures are in place and clearly stated in the *School Handbook*. Every week the administration conducts a review of attendance patterns and an intervention for additional class time may be required. Regular Saturday School is mandated for students who are absent to an unacceptable or unexcused degree. Parents/guardians are appreciative of this intervention to ensure academic achievement. The school has a 93.3% attendance rate, with an average of 10.75 students absent per day.

4. Parent Education Level and Socio-Economic Status

The typical Arroyo Pacific Academy parent/guardian remains well-educated. Presently, as reported in the Parent and Host Parent Demographics Survey: 35% of the domestic parents reported that they have a Bachelor of Arts or Bachelor of Science degree, 45% have a graduate degree and 21% have some college education. 45% of the international parents reported that they have a Bachelor of Arts or Bachelor of Science degree, 19% have a graduate degree and 4% preferred not to state. The socio-economic status of our parent/guardian population is as diverse as the cities in which they live and the countries from which they come. Domestic parents report to be in the upper class and international students come from higher income families.

5. Safety Conditions, Cleanliness and Adequacy of School Facilities

Arroyo Pacific Academy is located in a quiet and safe neighborhood near the 210 Freeway east of Pasadena and 18 miles from downtown Los Angeles. The school ensures a safe, clean and secure environment for its students, faculty and staff. The school enjoys a positive relationship with its neighbors and the local business district. 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 Plan since 2006.

Based on the Domestic Parent Survey #2, 93% of the parents reported that the school is a safe

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place for their student. 78% of the parents disagree or strongly disagree that their student could learn equally well at any school. 93% of the parents reported that the school provides a learning environment and programs which are suited to their students' academic and social needs. Also, 86% reported that the school offers opportunities for their student to express appreciation for talents, cultures, religions, and gender differences.

Based on the International Parent Survey #2, 100% of the parents reported that the school is a safe place for their student. 31% of the parents disagree or strongly disagree that their student could learn equally well at any school. 87% of the parents reported that the school provides a learning environment and programs which are suited to their students' academic and social needs. Also, 96% reported that the school offers opportunities for their student to express appreciation for talents, cultures, religions, and gender differences.

On Scene Emergency Management Solutions

On Scene Emergency Management Solutions of Southern California provides a broad range of crisis, contingency, consequence, control, and communication planning and management solutions to private and public sector entities. On Scene Emergency Management Solutions Team is comprised of battle tested emergency managers who come from renowned public and private sector agencies and are intimately experienced with the challenges faced by organizations when developing, validating, and implementing comprehensive emergency plans. They pride themselves on being "up through the ranks" trained and experienced planners, instructors, responders and leaders with extensive grassroots, regional and national governmental, non-governmental, labor, private business and nonprofit networks.

On Scene created the Emergency Operations Plan for the school with an effective date of February 1, 2015. It is updated in March of each year, corresponding with the Safe School Planning statutes of public schools in the State of California. The plan is accessed via a cloud based, enterprise software solution and mobile application. Though the plan is accessible via the internet, no connectivity is necessary to view standard operating plans. On Scene was contracted to perform a hazard/risk assessment of Arroyo Pacific Academy; develop an Emergency Operations Plan; populate emergency operations software; staff development and training; and 12-months of emergency incident response support. On Scene provided 2 hours of personal and general emergency preparedness training as well as initial emergency operations plan. The school is due 4 hours of follow up emergency operations training.

Tan's International Private Security

Since January 2015, Arroyo Pacific Academy contracts with a private security company, State License number: PPO 17429 for full-time security on campus. Mr. Andy Delangis served as a uniformed unarmed guard for the 2014 - 2015 academic year. He is a security guard registered with BSIS (Bureau of Security and Investigation Service) and is also certified with BSIS to carry an exposed firearm while on guard duty. Presently, Mr. Bryan Ramos serves as a uniformed unarmed guard for the 2015-2016 academic year.

Emergency Preparedness Drills

The school conducts an Earthquake drill each quarter and participates in The Great California ShakeOut which is an annual opportunity to practice how to be safer during big earthquakes. In addition, the school keeps Emergency Survival kits for all students, faculty, and staff.

Health Services

Arroyo Pacific Academy does not employ a school nurse. Basic first aid supplies are available at the receptionist's desk on the first floor and in the Faculty Resource Room on the second floor. In The Clarke Center, basic first aid supplies are available in the Anthony & Mary Evans Fitness Center. Presently, 3 members of the faculty and staff are trained and certified in CPR/First Aid. If the situation warrants further attention, parents/guardians and possibly an EMT are notified.

Students with educational, medical and/or psychological needs are under their private doctor or therapist's care. The administration works directly with these medical professionals and the parents/guardians. The Dean of Studies provides each teacher information and documentation for those students who are eligible for classroom and testing accommodations in the Assisted Learning Program. All teachers receive a copy of the professional recommendations as approved from a student's current documentation on file according to the College Board's *Student Eligibility Form*.

Cleaning Service

Since 2012, Arroyo Pacific Academy contracts with a private and bonded company, Specialty Services. The company sends cleaning crews daily to The Clarke Center and 41 West Santa Clara Street. Prior to 2012, the school employed 2 people for all cleaning and repair services.

Adequacy of School Facilities

Arroyo Pacific Academy has adequate facilities with a plan in process for the future development, expansion and improvement of the campus. Presently, the main academic campus, a 12,000 square foot, two-story building is situated on a lot that is 30,927 square feet. During the summer in 2014 the school at 41 West Santa Clara Street was completely refurbished with new carpeting and painting of the interior. Teachers received new desks. New computers were purchased for the majority of the teachers.

In 2012 the school expanded with the addition of **The Clarke Center**. This 15,000 square foot building facilitates programs and classes in Dance, Fitness, Media Production, Performing Arts, Studio Recording, Technology, and Visual Arts. During the summer of 2015, new carpeting was installed in the Ann & Jim Shevlin Music Suite and the Robert S. Walley Performing Arts Theatre. The Clarke Center allows for an additional 100 students as the school grows enrollment.

The Philip Clarke College and Career Center was created from a donation made in April 2013. The renovation and items were purchased from June through September 2013. The dedication event was held in the Fall 2013.

The Webb-Clarizio Research Center was created from donations in March and May 2013. The renovation was completed June through September 2013. The dedication event was held in February 2014 with new technology being purchased during the 2014 - 2015 academic year.

Both buildings meet the Federal Americans with Disability Act standards to meet the needs of students, parents, guardians and guests with disabilities.

During the 2014 – 2015 academic year, Mr. Philip Clarke, President, began the approval process with the City of Arcadia for a significant campus expansion project, the **Rolyn Place Specific Plan**. The intent of the Specific Plan is to consolidate Arroyo Pacific Academy onto a single campus and to guide expansion for the future. Presently, the plan is located on 2 properties

totaling approximately 1.694 acres.

The Gateway Structure: Building A – New Construction

Building A, fronting North Santa Anita Avenue, is designed as a modern, open air, one-story elevated structure over an existing surface parking lot. This new building, dedicated to the Humanities, will accommodate eight classrooms, two offices, restrooms and exterior walkways. Pedestrians will gain access to the second story by use of three stairwells and an elevator. This new structure will be approximately 6,800 square feet. The wing parallel to Santa Anita Avenue will be 145 ft x 31ft. The wing perpendicular to Santa Anita Ave will follow the southern property line and will be 75ft x 31ft.

The Central Building: Building B – Renovation of an Existing Building

Building B is at 325 North Santa Anita Avenue. This building is 16,600 square feet and will be completely remodeled to provide administration offices, STEM classrooms and labs, a Dining Hall with Kitchen and a Library/Resource Room. There will be four Science Labs, a Science Prep Lab and a Science Project room for robotics and engineering projects. There will be an additional six classrooms for Mathematics and Language Arts. Restrooms and storage rooms will be included. It is envisaged that all instructional and research areas will be fitted with the latest technology such as smart boards/LEDs and Wi-Fi communication.

Parking and circulation patterns will be approved by the City of Arcadia. We will be encouraging carpooling and the use of the new Arcadia Station of the Metro Gold Line which is located on the northwest corner of North First Avenue and East Santa Clara Street. This station is due to open in March 2016 and we will provide bicycle racks for the use of students and staff.

Project construction will be in a single phase and is anticipated to be completed during the 2016 – 2017 academic year.

6. Administration, Faculty and Staff

A. Number and Qualifications

Arroyo Pacific Academy 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.

Based on the Domestic Parent Survey #2, 96% of the parents reported that the administration provides strong leadership for the school community. 92% of the parents reported that there is effective communication between administrators and parents. 93% of the parents reported that teachers inform them and are available to discuss their student's progress. 85% believe that there is effective communication between teachers and parents. Also, 100% of the parents reported that they are comfortable discussing their student's problems or concerns with school personnel.

Based on the International Parent Survey #2, 87% of the parents reported that the administration provides strong leadership for the school community. 87% of the parents reported that there is effective communication between administrators and parents. 96% of the parents reported that teachers inform them and are available to discuss their student's progress. 87% believe that there is effective communication between teachers and parents. Also, 96% of the parents reported that they are comfortable discussing their student's problems or concerns with school personnel.

Administration, Faculty and Staff Age Ranges

Year	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60 and over
2012-2013	5	4	6	6	3
2013-2014	4	7	5	5	6
2014-2015	4	9	3	8	5
2015-2016	4	9	4	6	5

Qualifications

Year	Other Certification	Bachelor Degree	Master Degree	Master Degree in Process	PhD	Support Staff		CA Creded
						BA	MA	
2012-2013	5	24	10	1	1	2	2	6
2013-2014	1	20	10	1	1	3	1	6
2014-2015	1	23	16	1	1	3	1	8
2015-2016	1	22	14	1	1	4	2	9

The administration, faculty and staff have been awarded degrees from the following institutions:

- | | |
|---|---|
| Azusa Pacific University | Santa Monica College |
| Beijing University | St. Mary’s College of California |
| California Polytechnic University, Pomona | St. Patrick’s Maynooth, Ireland |
| California State University, Los Angeles | SUNY Buffalo State College |
| California State University, Long Beach | Thomas Edison State College |
| Emmanuel College | University of California, Berkeley |
| Escuela Normal de Educación, Michoacan | University of California, Los Angeles |
| Louisiana State University | University of California, Santa Barbara |
| Loyola Marymount University | University of Houston |
| National Cheng-Kung University, Taiwan | University of Maryland |
| Otis College of Art and Design | University of Michigan |
| Pepperdine University | University of Southern California |

In addition, 12 faculty and staff members, 40% have passed the California Basic Educational Skills Test and 9 faculty and staff members, 30% have passed the California Subject Examinations for Teachers.

Faculty members hold membership in the following professional organizations:

- American Association for Clinical Chemistry
- American Economics Association

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- American Federation of Television and Radio Artists
- American Psychological Association
- American Society of Clinical Psychopharmacology
- Association for Supervision and Curriculum Development
- California Coaches Association
- California Mathematics Council
- International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States
- National Art Education Association
- National Association for College Admission Counseling
- National Association for the Social Studies
- National Association of Secondary School Principals
- National Council of Teachers of Mathematics
- National Science Teachers Association
- National Soccer Coaches Association of America
- SAG-AFTRA Open Fist Theatre Company
- Screen Actors Guild
- Southern California Coaches Association
- Southern California Math Council
- United States Soccer Federation
- Western Association of Schools and Colleges
- Western Catholic Educational Association
- Women Who Submit Literary Organization Write Girl

Outreach Concern, Inc. Counselors

Beginning with the 2015 – 2016 academic year, the school contracted with Outreach Concern, Inc. for 2 part-time counselors who work two days a week. Outreach Concern, Inc. is a non-profit 501(c)(3) counseling agency created to help students and their parents eliminate the barriers that impact their performance in the classroom. The on-campus counselors are closely monitored by Regional Field Supervisors and meet weekly with a clinical supervisor who reviews all cases. They also receive ongoing direction from the Clinical Director, a professional with more than 30 years of experience in psychological counseling.

Counselor #1: 1.5 years in education, B.A. Psychology, UCLA, Minor: Applied Developmental Psychology, M.A./M.S. Marriage Family Therapy, Fuller Theological Seminary, School of Psychology, Membership in CAMFT (California Association of Marriage and Family Therapists)

Counselor #2: B.A. Psychology, Azusa Pacific University, Minor: Psychology

Substitutes

During the 2014-2015 academic year, 3 outside substitutes were hired as needed. Ms. Kaelyn Silva substituted 2 times. Ms. Ivy Lee and Ms. Rebecca Edwards were a substitute teacher and both joined the faculty this year.

B. Teachers Instructing Outside Credentialed/Degreed Areas

There are 7 teachers, 33% of teachers instructing outside credentialed/degreed areas. The teaching assignments have been made to maintain or advance the Master Schedule: Algebra II,

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AP Psychology, Business Mathematics, English Language Development I, English Language Development II, Fitness for Team Sports, Pre-Calculus, Psychology, World History 9, World History 10, World History I, and World History II.

C. Advanced Degrees

Presently, 17 administrators, faculty and staff members have earned an advanced degree.

Year	Master Degree	Master Degree in Process	PhD	Support Staff MA
2012-2013	10	1	1	2
2013-2014	10	1	1	1
2014-2015	16	1	1	1
2015-2016	14	1	1	2

The faculty and staff have been awarded graduate degrees from the following institutions:

- | | |
|--|--|
| Antioch University, Los Angeles | San Francisco State University |
| Azusa Pacific University | University of California, Los Angeles |
| Beijing University | University of Maryland |
| California State University, Los Angeles | University of San Francisco |
| Capella University | University of Southern California |
| Loyola Marymount University | University of Ulster, Northern Ireland |
| Pepperdine University | University of Utah |
| Pepperdine University, GSEP | |

D. Total Number of Years in Education

Administration, Faculty and Staff Years in the Education Profession

Year	1 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 19 Years	20 - 24 Years	25 Years and over
2012-2013	5	6	5	1	3	4
2013-2014	3	4	7	0	4	4
2014-2015	4	3	7	3	4	3
2015-2016	2	6	6	4	2	6

Administration & Faculty Years in Education as a Teacher

Year	1 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 19 Years	20 - 24 Years	25 Years and over
2015-2016	5	7	6	2	2	5

Administration Years in Education as an Administrator

Year	1 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 19 Years	20 - 24 Years	25 Years and over
2015-2016	2	0	1	1	0	1

Support Staff Years in Education as a Staff Member

Year	1 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 19 Years	20 - 24 Years	25 Years and over
2015-2016	1	6	3	0	2	0

Administration, Faculty and Staff Years of Service at Arroyo Pacific Academy

Currently, 46% of the administration, faculty and staff have been employed at the school 5 or more years.

Year	1 - 4 Years	5 - 9 Years	10 Years and over
2012-2013	15	7	7
2013-2014	14	9	4
2014-2015	16	8	5
2015-2016	15	3	10

Attrition of Faculty and Staff

Since 1998, Arroyo Pacific Academy has maintained a very collaborative, dedicated, diligent, and exemplary faculty and staff. Faculty and staff choose to remain at the school because of their dedication to its Mission and Philosophy. Teachers normally leave the school because of relocation, retirement or a position that offers significant advancement either financially or professionally. Since the 2013 Midterm Progress Report and Visit, a total of 14 teachers, 1 staff member who passed away, and 1 staff member have left the school.

However, since the 2013 – 2014 academic year, the school has welcomed 8 new faculty members and 2 staff members:

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- Mr. Steve Bensinger, B.S. English and M.A. English
- Ms. Tina Bonacci, B.A. English and M.A. Education in Teaching, Director of Marketing
- Mr. Ryan Conley, B.A. Psychology and M.A. Teaching
- Ms. Rebecca Edwards, B.F.A. Painting
- Ms. Samantha Fuszara, B.A. History and M.A. Teaching English to Speakers of Other Languages
- Dr. Patrick Huang, B.S. Chemical Engineering and Ph.D. in Bioengineering
- Mr. Terry Kwoh, Food Service
- Ms. Ivy Lee, B.A. Early Childhood Education
- Mr. Ali Moghaddam, B.S. Electrical Engineering and M.S. Electrical Engineering
- Ms. Katy Ramsey, B.A. Dual Theatre Arts & English and M.A. English

E. Gender and Composition

Year	Professional Staff	Support Staff	Maintenance Staff	Male	Female
2012-2013	24	5	1	17	13
2013-2014	22	4	1	14	12
2014-2015	25	4	0	16	13
2015-2016	24	4	0	15	13

F. Administration, Faculty and Staff Ethnicity

Year	Caucasian	Hispanic	Asian / Pacific Islander	African American	Multiracial
2012-2013	14	7	8	1	0
2013-2014	17	5	5	0	0
2014-2015	17	5	6	0	1
2015-2016	16	4	7	0	1

G. Attendance Rates of Teachers

The attendance rate for teachers is 99.99% and the Business Manager documents the attendance for all employees.

H. Teaching Assistants or Paraprofessionals

The Visual and Performing Arts Department provides a unique opportunity for students to learn from and to work alongside 11 seasoned professionals. In the Performing Arts Division there are 5 professionals:

- Mr. Frank Jones is a Set Designer, Set Construction Director and Head Scenic Painter. He is the primary Set Designer for The Jewish Federation as well as both a Designer and

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Crew Member at The Candlelight Pavilion Dinner Theatre.

- Ms. Leisel “Q” Quamie is the Costume Designer and Seamstress. She is the owner of Starmakers Costumes in Pasadena and is an Oscar-Award winning Stylist.
- Mr. Ali LeRoi worked with students in the Digital Audio course and was a guest speaker at an all school assembly speaking about education and his career. He is an American television producer, director, writer and actor. He is best known as co-creator and executive producer of the UPN and later The CW sitcom *Everybody Hates Chris* alongside Chris Rock, whom he met on *The Chris Rock Show*. LeRoi wrote and directed several episodes of the series. He was also the director of the American sitcom *Are We There Yet?* starring Terry Crews.
- Mr. Phil Proctor worked with students in the Digital Audio course and was a guest speaker at an all school assembly speaking about education and his career. He is an American actor, voice actor and a member of The Firesign Theatre. He plays Rocky Rococo and Nancy in the *Nick Danger* series, attended Yale University, where he contributed to campus humor magazine *The Yale Record*, and had voice roles in Pixar films, including *Toy Story*, *A Bug's Life*, *Toy Story 2*, *Monsters, Inc.* and *Finding Nemo*.
- Mr. Jefferson Strouse works with visiting international students in the Media Blitz Program. He is a graduate of University of California, San Diego in the TV and Film Department. He shares his professional experience as a working Assistant Producer for 2 "Reality" TV shows. He has been a cameraman for numerous music videos and was a Production Assistant for the 2015 Emmy Awards. In the Media Blitz Program, he guides participants to explore TV & Film Production in The Clarke Center facilities.

In the Music Division there are 6 professionals:

- Mr. Del Atkins works with students learning the bass guitar. He is a composer and bassist as a solo artist. Del has toured with legendary artists such as Hank Crawford, Les McCann, and Lou Rawls.
- Ms. Lucy Cahuantsi is a student of Ms. Edmiondson who comes in to work with the students. She is currently working on her Master's in cello performance at the University of Redlands.
- Mr. Darrell Diaz works with students learning the digital keyboard. He has been the man behind the music for many of today's recording artists. In 1991, he emerged onto the professional music scene in Los Angeles as the keyboardist/synthesist with jazz legend Herbie Hancock. He is a voting member of NARAS (Grammy committee) and teaches privately in Los Angeles.
- Ms. Margaret Edmiondson works with the students learning the cello. Cellist Margaret Edmiondson has had a long and successful career as a teacher, chamber musician and orchestral player. She is a member of MTAC, ASTA and the Los Angeles Violoncello Society.
- Mr. Larry Kaplan works with students learning the flute. He is a member of the Southwest Chamber Music. He is one of Southern California's most sought after and versatile flutists, and he has appeared at virtually every major venue in the area. For five seasons he played piccolo with the Los Angeles Philharmonic, and has played Principal Flute for the Hollywood Bowl Orchestra, American Ballet Theater, Long Beach Symphony, and many other local ensembles.

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- Mr. David Leach works with students learning the woodwinds. He is an arranger, composer, saxophonist, and educator. His musical activities consist mainly of performing and writing for church groups and leading small jazz ensembles performing in Southern California venues.

In the Modern Languages Department there have been 2 language professionals:

- Mr. Sammy Khorsandy, former APA teacher, American Sign Language classes
- Ms. LuLu Walton, former substitute, Spanish classes

Alumni Paraprofessional:

- Ms. Kelly Brown Class of 2002 is a Celebrity Wardrobe Stylist and Fashion Blogger based in Los Angeles. For the past two years, the school has organized a Fashion Show. Kelly comes back to school to share her professional expertise and education with our students who model in the fashion show.

7. Professional Development Programs/Activities and Numbers Participating

Mr. Robert S. Walley, Vice President, Dean of Studies, and 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 and instruction. He provides feedback to the faculty for curriculum planning, strategies on classroom management, teaching techniques, and student assessment based on regular classroom observations and in light of his 34 years of experience and expertise.

Professional Development Meetings are held at least monthly with full attendance by the devoted 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 dedicated staff.

The numbers of participants are as follows:

Year	Professional Staff	Support Staff
2012-2013	24	5
2013-2014	22	4
2014-2015	25	4
2015-2016	24	4

8. Content of Professional 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. Most importantly, professional development activities, meetings and workshops are aligned with the school's focus on teaching and learning while providing training to improve instruction in the

classroom. The content of professional development includes, but is not limited to:

- Attendance: Faculty & Staff
- Benchmark Assessments: Faculty
- Best Practices & Curriculum Alignment by Departments: Faculty
- Best Practices & ELL Best Practices: Faculty
- Best Practices by APA Faculty: Faculty
- Best Practices for English Language Learners: Faculty
- Best Practices in Action: Critical Thinking, Motivation and Building Resiliency: Faculty
- Bullying: Faculty & Staff
- California State Frameworks and Model Curriculum Standards: Faculty
- *Causes & Cures in the Classroom: Getting to the Root of Academic & Behavior Problems*: 13 teachers with Faculty Presentations
- Child Abuse & Neglect Reporting Act: Faculty & Staff
- Connecting Curriculum Mapping and Technology: Faculty
- Creating a Professional Development Plan: Faculty
- Curriculum Implementation: California State Frameworks and Curriculum Mapping Research, Discussion and Development: Faculty
- Curriculum Mapping Application and Presentation: Faculty
- Deeper Learning for English Language Learners: Faculty
- Differentiated Instruction in Action: Faculty
- Differentiated Instruction: Faculty
- Differentiating Instruction to Address Multiple Intelligences: Faculty
- Differentiating the Common Core Curriculum to Meet the Needs of English Language Development Students by Ms. Joan Collazo: Faculty
- Differentiation: Key Principles and Introduction: Faculty
- Differentiation: Lessons from the Master Teachers: Faculty
- Differentiation: The Goals of Differentiation: Faculty
- English Language Development Student Schedule Improvements by Mrs. Leticia Tufenkdjian: Faculty
- ELL: Demonstrate Scientific Content and Language Skills: Faculty
- English Language Development Standards: Faculty
- English Language Mainstream and Alternative Programs: Faculty
- ESL/ELL Language Development: Faculty
- Facts about English Language Learners in California: Structured English Immersion: Faculty
- Getting Results with Curriculum Mapping: Faculty
- Harassment: Faculty & Staff
- High Quality Curriculum: Faculty
- Implementing the Common Core Curriculum in the Mathematics Classroom by Ms. Joan Collazo: Faculty
- Jupiter Program Grade Book by Mrs. Leticia Tufenkdjian: Faculty
- Jupiter Program: 6th Period Assigning Students & Attendance by Mrs. Leticia Tufenkdjian: Faculty
- Jupiter Program: Attendance, Discipline Referrals, Grade Book and Academic Notices by Mrs. Leticia Tufenkdjian: Faculty

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- Master's Program Research & ELL Best Practices by Ms. Samantha Fuszara: Faculty
- Motivational Practices for International Students in the Classroom by Ms. Samantha Fuszara: Faculty
- Naviance College and Career Readiness Platform by Mr. Daniel Johnson: Faculty
- New Teacher In-Service: 3 – 5 New Faculty
- New Teacher Survival Guide: Differentiating Instruction to Address Multiple Intelligences: Faculty
- Peer Tutoring, Project-Based Learning, Activities-Based Learning: Faculty
- Professional Conduct: Faculty & Staff
- Scaffolding Instruction for English Language Learners in Secondary Schools: Faculty
- School Bullying: Faculty & Staff
- Schoolwide Action Plan #1: Common Benchmark Assessments: Faculty
- Schoolwide Action Plan #1: ESLR Rubrics and Benchmark Assessment Presentation by Grade Level: Faculty
- Schoolwide Action Plan #1: Expected Schoolwide Learning Results, Benchmarks and Rubrics: Faculty
- Schoolwide Action Plan #1: Interdepartmental ESLR Rubrics, Benchmarks, Assessments and Grade Level Presentations: Faculty
- Schoolwide Action Plan #1: Interdepartmental Presentations of ESLR Rubrics, Benchmarks & Assessments: Faculty
- Schoolwide Action Plan #1: Revised ESLR Presentation and Determination: Faculty
- Schoolwide Action Plan #1: Student Benchmark Assessments: Faculty
- Schoolwide Action Plan #3: 21st Century Learning and Skills: Faculty
- Schoolwide Action Plan #3: APA Teachers Best Practices: Faculty
- Schoolwide Action Plan #3: Communication & Collaboration: Faculty
- Schoolwide Action Plan #3: Creativity & Innovation: Faculty
- Schoolwide Action Plan #3: Critical Thinking & Problem Solving: Faculty
- Schoolwide Action Plan #3: Curriculum, Instruction and Student Engagement: Faculty
- Schoolwide Action Plan #4: Marketing and Branding by Ms. Tina Bonacci: Faculty & Staff
- Schoolwide Action Plan #4: Marketing and Branding Emerging Themes by Ms. Tina Bonacci: Faculty & Staff
- Schoolwide Action Plan #4: Marketing and Branding Our 5% by Ms. Tina Bonacci: Faculty & Staff
- Schoolwide Action Plan #4: Marketing and Branding Who Is APA by Ms. Tina Bonacci: Faculty & Staff
- Supervision: Faculty & Staff
- Supporting ELLs Through Project-Based Learning & Cooperative Learning: Faculty
- UC a-g Curriculum Implementation and Student Assessment: Faculty
- WASC Accreditation for Schools and Focus on Learning: Faculty & Staff
- WASC Focus on Learning Overview: Faculty & Staff
- WASC Focus on Learning Terminology and Training: Faculty
- WASC: Action Plan and Key Issues A, B, C & D: Faculty & Staff
- WASC: Critical Learner Needs and Revised ESLR Indicators: Faculty
- WASC: Critical Learner Needs: Faculty

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- WASC: Preparing Students to be Globally Competent: Faculty
- WASC: Review of Schoolwide Action Plans: Faculty & Staff
- WASC: Revised ESLR Presentation and Determination: Faculty
- WASC: Schoolwide Criteria: Faculty & Staff

Individual and/or Off Campus Professional Development

- 2015 Writers at Work Panelist: 1
- ACS WASC Self-Study Training: 2
- ACS WASC Visiting Team Member: 1
- ACS WASC/WCEA Process: 1
- ACS WASC/WCEA Visiting Team Member: 1
- Advanced Placement Biology Summer Institute
- Advanced Placement By The Sea: Pre-AP Math: 1
- Advanced Placement Conference: Calculus AB: 1
- Advanced Placement Conference: Physics BC: 1
- Advanced Placement Conference: Psychology Summer Institute: 1
- Advanced Placement Conference: US History: 1
- Amateur Athletic Foundation Workshops: 1
- American Association of Clinical Chemistry: 1
- American Sign Language Teachers Association: 1
- American Youth Soccer Youth Coaching Seminars and Clinics: 1
- Antioch University MFA June Residency: 1
- Benchmark Assessment for the Humanities: 1
- California Mathematics Council South: 2
- California Mathematics Council: Critical Thinking: 2
- California Mathematics Council: Developing Rigor: 2
- California Science Education Conference: 1
- California State University, Long Beach, Professional Day: 1
- CATESOL: 50 years of Technology: Lessons Learned: 5 with Faculty Presentation
- CATESOL: Assessing Student Learning with Interactive Technology Tools: 1 with Faculty Presentation
- CATESOL: Building Background Knowledge beyond the Textbook: 1 with Faculty Presentation
- CATESOL: Citation Kit: A Practical Cross-Cultural Teaching Approach: 1 with Faculty Presentation
- CATESOL: Grammar & Writing: Getting and Keeping Students Involved: 1 with Faculty Presentation
- CATESOL: Promoting Student Success and Engagement through Portfolios in Basic Skills/ESL Writing Class: 1 with Faculty Presentation
- CATESOL: Secondary Level Issues: 4 with Faculty Presentation
- CATESOL: Supporting “unmotivated” International Secondary Students: 2 with Faculty Presentation
- CATESOL: The Benefits of a Newcomer’s Program: 2 with Faculty Presentation
- CATESOL: Touch, Turn, Talk: Using PowerPoint Effectively in Presentations: 1 with Faculty Presentation

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- Arcadia City and Los Angeles County Planning and Building Seminars: 1
- EDGE Training by Hampton-Brown: 3-4
- English for Chinese Speaking Students: 1
- Gary Austin Workshops, Groundlings Founder's Improvisational Acting Workshops: 1
- Guatemala Language School: 1
- Improv Workshops for the Groundlings: 1
- LA84 Advanced Track & Field Coaching Clinics VIRTUS Seminar: 1
- Las Dos Brujas Writing Workshop, Resident: 1
- Money for Women, Barbara Deming Fund, Grantee: 1
- National Council for Teachers of Mathematics, ELL Challenges: 1 with Faculty Presentation
- National Council for Teachers of Mathematics, Differentiated Instruction and Assessment: 1 with Faculty Presentation
- National Council for Teachers of Mathematics, Common Core Development Within Existing Course Framework: 1 with Faculty Presentation
- National Science Teachers Annual Conferences: 1
- National Soccer Coaches Association of America Championship Weekend Conference and Clinic: 1
- National Soccer Coaches Association of America Convention: 1
- Naviance Professional Development Workshops: 1
- Ragdale Foundation 2015 Writer-In-Residence: 1
- SEVIS: 2015 Roadmap: 1
- SEVIS: 6.22 Post-Release and Roadmap: 1
- SEVIS: 6.23 Pre-Release: 1
- SEVIS: Address, Search, and Look and Feel: 2
- SEVIS: Name Standards, Forms and Reprint: 2
- SEVIS: The Way Forward: 2
- SEVP Training for Designated School Officials: 2
- Southern California Mathematics Council Annual Conferences: 1
- SSD The College Board: SAT Test Security Training: 1
- Teachers Teaching with Technology Workshop: Ti-Inspire and Ti-84 Series Certificate: 1
- Texas Instruments - Online PD series: 1
- The Anxious Family: What to Do When Everyone Frets Improving Communication between Parents and Teens Social Media: 1
- The College Board: SAT Changes and Test Security: 1
- The Road to Social Change Lecture Series: "Children of Mixed-Cultural Heritage," Presenter: 1
- The Thinker's Guide to Analytic Thinking: 1
- Thinking in English Workshop: 1
- UCLA College Counseling Continued Education Seminar: 1
- UCLA Extension: College Counseling: 1
- Using Ti-84 graphing calculator - Geometry & Algebra: 1
- Voices of Our Nation Arts Foundation, Resident: 1
- Woods Hole Oceanographic Institute Science Stroll for Teachers: 1

Staff Professional Development

- Family Educational Rights and Privacy Act of 1974, as Amended (FERPA): 1
- Immunization: Legal Requirements for California Schools: 1
- Safety at the Front Desk: 1
- ServSafe Food Safety Manager: 1

9. Student Participation in Co-Curricular Activities

Since the 2013 Midterm Progress Report and Visit, we have continued to develop and expand student life learning enrichment through co-curricular programs for our students to achieve the Expected Schoolwide Learning Results. The range of involvement in co-curricular activities varies based upon student commitment, dedication and interest each year. Thanks to the dedication and commitment of the faculty, we offer student life learning enrichment through the following activities, events and programs.

Clubs:	Moderator:	Student Participation:
Animation Club	Mr. Kim Chan	12 students, 7%
Art Club	Mr. Daniel Johnson	10 students, 6%
Associated Student Body	Mr. Justin Yaeger	13-16 students, 7-10%
Bike Club	Mr. Kim Chan	3 students, 2%
Breakfast Club	Mr. Daniel Johnson	16 students, 9%
Car Club	Mr. Kim Chan	5 students, 3%
Cycling Club	Mr. Kim Chan	2 students, 1%
Debate Club	Mr. Daniel Johnson	7 students, 4%
Fitness Club	Mr. Ryan Conley	4 students, 3%
Food Club	Ms. Samantha Fuzarra	10 students, 6%
Future Business Leaders of America	Mr. Daniel Johnson	14 students, 8%
Games Club	Mr. Daniel Johnson	12 students, 7%
Hand-n-Hand Service Club	Ms. Xochitl Bermejo	21 students, 11%
Interact Club/Arcadia Rotary	Ms. Xochitl Bermejo	20 students, 12%
Movie Club	Mr. Kim Chan	4 students, 2%
National Honor Society	Ms. Joan Collazo	17 students, 10%
Networking Programming Club	Mr. Ali Moghaddam	5 students, 3%
Music Video & Movie Making Club	Ms. Rebecca Edwards	6 students, 4%
Outdoors Club	Mr. Ryan Conley	5 students, 3%
Photography Club	Ms. Rebecca Edwards	6 students, 4%
Service Club	Ms. Xochitl Bermejo	20 students, 12%
Soccer Club	Mr. Ali Moghaddam	5 students, 3%
Tabletop Club	Mr. Zheng	14 students, 8%
Video Game Club 14-15	Ms. Samantha Fuzarra	13 students, 7%
Video Game Team	Ms. Samantha Fuzarra	6 students, 4%
Young Politician's Club	Mr. Ryan Conley	6 students, 4%
California Environmental Leadership Program	Mr. Kim Chan	7 students, 4%
Close-Up to Washington, D.C.	Mr. Ryan Conley	9 students, 6%

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After School Activities:

- Fashion Show
- Festival of the Arts
- International Travel 2013-2014
- Music Lessons
- Performing Arts: Orchestra
- Performing Arts: Fall Production
- Performing Arts: Spring Production
- Performing Arts: Rock Band
- Science Olympiad

Athletics:

- Badminton
- Basketball
- Intramural Basketball: Boys
- Intramural Basketball: Girls
- Running
- Soccer
- Soccer: coed
- Table Tennis/Ping Pong
- Tennis
- Volleyball: Girls

Community Service Learning

Community Service Learning is a requirement at Arroyo Pacific Academy 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. 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 2013 Midterm Progress Report and Visit, our students have participated in the following community service activities and events, most of which are off campus activities.

2012 – 2013:

55 students, 35% completed 10 or more hours of service and 36 students, 23% completed 5 or more hours of service.

Community Organization:

- 09/29 Arboretum Full Moon Festival
- 10/12 La Case de San Gabriel Community Center
- 10/27 Seal Beach Clean Up
- 11/06 Voting Polls
- 11/21 L.A. Food Bank
- Food Drive: APA Winter Concert
- 12/15 Foothill Unity
- 04/13 Whittier Narrows Nature Center

Moderator:

- Mrs. Leticia Tufenkdjian
- VPA Teachers
- Mrs. Leticia Tufenkdjian
- Mr. Steve Creason
- Mr. Steve Creason
- Ms. Xochitl Bermejo
- Ms. Katy Ramsey
- Mr. Steve Creason
- Mr. Kim Chan

Student Participation:

- 25 students, 19%
- 59 students, 33%
- 25 students, 14%
- 7 students, 4 %
- 7 students, 4 %
- 15-18 students, 9-12%
- 15-22 students, 8-12%
- 6-8 students, 3-5%
- 9 students, 2%

Coach:

- Mr. San-Martin
- Mr. Steve Creason
- Mr. San-Martin
- Mr. San-Martin
- Mr. Kim Chan
- Mr. San-Martin
- Mr. San-Martin
- Mr. San-Martin
- Mr. Robert Nguyen
- Dr. Patrick Huang

Student Participation:

- 16 students, 10%
- 9-13 students, 7-8%
- 16- 24 students, 10-19%
- 11 students, 7%
- 1 student, 0.5%
- 16 students, 10%
- 13-14 students, 9-10%
- 20 students, 12%
- 4-8 students, 2-5%
- 10 students, 6%

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Clothing Drive: APA Spring Concert

Schoolwide

2013 – 2014:

88 students, 68% completed some service throughout the year. 54 students, 42% completed 10 or more hours of service and 24 students, 19% completed between 5 to 9 hours of service.

Community Organization:

Student Participation:

09/23 Taste of Arcadia	15 students, 12%
10/19 Seal Beach Clean Up	26 students, 20%
11/27 L.A. Regional Foodbank	13 students, 10%
12/20 Foothill Unity Holiday Food Pack	9 students, 7%
01/18 Habitat for Humanity	7 students, 5%
03/08 APA Gala	19 students, 15%
03/28 La Casa Day Care Center	10 students, 8%
04/01 APA Book Inventory	2 students, 2%
04/26 Whittier Narrows Nature Center	10 students, 8%
05/11 Mother's Day Monrovia Event	4 students, 3%
05/20 San Gabriel Mission Lunch	7 students, 5%
05/23 Hand-N-Hand Clothing Drive with ACT Thrift Store	5 students, 5%
05/29 APA Graduation	6 students, 5%
05/30 APA Book Buyback	6 students, 5%

At least 10 students, 8% independently completed service learning with the following community organizations and are not counted in the above totals:

- | | |
|------------------------|------------------------|
| Alhambra Civic Library | Kuros Logic Inc. |
| AYSO Soccer | Mesa Bible Church |
| Education Spectrum | Natural History Museum |
| FEC Arcadia | Sequoyah School |
| Huntington Hospital | St. Elizabeth Church |
| JACCC | United Way |

2014 – 2015:

71 students, 40% completed 10 or more hours of service and 21, 12% completed between 5 to 9 hours of service.

Community Organization:

Student Participation:

09/22 Taste of Arcadia	12 students, 8%
11/04 2014 Election Polls	4 students, 3%
11/25 L.A. Regional FoodBank	22 students, 14%
12/20 ADLA Office of Restorative Justice's Christmas Festival	12 students, 8%
12/20 APA Christmas Festival and Toy Drive	9 students, 6%
01/18 MLK Jr. Day of Service	8 students, 5%
02/20 APA Gala	36 students, 24%
03/07 Blk Grrrl Book Fair	5 students, 3%
04/20 Arcadia Wilderness Park	7 students, 5%
05/22 APA Clothing Drive	32 students, 21%
05/23 APA Graduation	12 students, 8%

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05/29 APA Book Buyback

6 students, 4%

Students independently completed service learning with the following community organizations and are not counted in the above totals:

Buddhist Tzu Chi Foundation	Huntington Educational Services
Care Mission	Huntington Hospital
Church of Nazarene	Judson International School
City of Monrovia	Pegasus Technology Inc.
Crossfit Reason	Preschool Child Development Center (Thailand)
Fashion for Yes/A Dog’s Life Rescue Top Education Institute	
First Chinese Baptist Church	Unity of Pasadena
Harvest Chinese Christian Church	

2015 – 2016 as of January 2016

67 students, 40% as of January have completed service learning.

Community Organization:

09/28 Taste of Arcadia
10/8 Families of the Incarcerated Care Packages
11/15 Thanksgiving Grams for Families in Need
01/21 Washington Irving Middle School

Student Participation:

11 students, 7%
20 students, 12%
16 students, 10%
20 students, 12%

10. School Financial Support

Arroyo Pacific Academy receives financial support from Arroyo Pacific Inc., a proprietary corporation. The school allocates adequate resources to ensure the Mission, Philosophy and the Expected Schoolwide Learning Results. 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, Arroyo Pacific Academy does not receive subsidies or financial support from the Arcadia School District, the federal government or the state. The school receives no NCLB funds or Title I - V Funds.

A. Expenditures Per Pupil

- Capital Expenditures for New Property and Equipment: \$3,300 per pupil
- Payroll: \$10,000 per pupil
- Property Loans and Lease Payments: \$5,500 per pupil
- School Operations: \$6,800 per pupil
- The actual budgeted expenditure per pupil for the 2015 – 2016 academic year is \$25,600.

The total school budget for the 2015 – 2016 academic year is \$4,600,000. These expenditures are based on enrollment of 180 students. The school is staffed for an enrollment of 240 students but the Governing Authority is committed to keep all programs i.e. Advanced Placement, Assisted Learning, English Language Development, operational while the school builds enrollment. Per pupil expenditures will decrease as enrollment increases to 240 with stable employee levels. The loans and leases payments will reduce when we consolidate the campus in 2016 – 2017. Capital expenditures will decrease when the Governing Authority completes escrow on the campus expansion with new facilities in 2016.

B. Monies From Other Funding Sources

The Arroyo Pacific Foundation is a Domestic Nonprofit, located in Arcadia, California. It was formed on May 21, 2003. The organization is described in section 501(c)(3). The foundation is where donations are accepted and maintained for the purposes intended. The board of the foundation maintains its records and has established strict criteria for disbursements of all funds according to the wishes of the donors. 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.

- Arroyo Pacific Academy receives approximately \$50,000 per year from the Arroyo Pacific Foundation.
- Parents of international students donate \$140,000 total per year towards capital expenses. This is in addition to the standard international tuition and fees.

Funding Sources for the Arroyo Pacific Foundation

- Alumni and Heritage Donations: \$10,000
- Annual Gala Fundraiser: \$50,000
- Foundations and Corporations: \$15,000
- Grants: \$5,000
- Matching Funds: \$6,500
- Parent Pledge: \$15,000

Arroyo Pacific Foundation Income

- 2012 - 2013: \$113,825.96
- 2013 - 2014: \$92,922.22
- 2014 - 2015: \$85,993.00
- 2015 - 2015 projected: \$90,000.00

The total expenses for the Foundation are for staff and operations at \$40,000 per year.

Student Performance Data

Arroyo Pacific Academy provides a rigorous, meaningful and challenging educational program for all students, fulfilling the Expected Schoolwide Learning Results. We follow the guidelines of the California State Standards and Frameworks designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each grade level. The school offers a college preparatory curriculum with a course selection that meets and exceeds the University of California and the California State University a-g Requirements.

The challenging and relevant curriculum offers a variety of appropriate opportunities to broaden the acquisition and accumulation of skills and enhance academic performance through the Advanced Placement Scholar Institute Curriculum, the College Preparatory Curriculum, the General High School Curriculum, the Assisted Learning Program, and the English Language Development Program.

As reported in the Midterm Review Visiting Committee Report, "The number of international students at the school has affected schoolwide achievement." This is a persistent subject that increases in validity as the international student population continues to rise. The percentage of

low English Language Learners admitted directly impacts the school wide achievement because many of these students cannot understand the language or the questions on assessments. The school is constantly reevaluating its assessments in order to adapt to the international population and provide them with the most effective education possible, at their language level as identified in Critical Learner Need #2.

1. External Assessments

Arroyo Pacific Academy does not make use of CAT, ITBS, ERB or MAPS. As a private high school, we do not utilize state standardized testing, but rather ASPIRE, PSAT/NMSQT, SAT, AP and EDGE to measure in part, student achievement. We believe that all standardized test scores are a “snapshot” of how students perform at a given point in the school year. The school uses the results of standardized tests as a diagnostic tool as well as to assist in the placement of students in the courses that will provide the best academic challenge, keeping in mind the diverse educational needs of each individual student and the transient reality of the student body.

Hampton-Brown EDGE Assessments

International students complete the Hampton-Brown EDGE Reading & Language Placement Test upon Registration. During the academic year, international students complete the Reading Level or Language Level Gains Tests. These assessments are based on High School 9-10 ELA and 9-12 English Language Development Standards which are aligned to CAHSEE Tested Skills. They provide valid and reliable measures to monitor students’ progress in reading comprehension ability based on the Lexile Framework.

The tests identify a student’s initial reading level and we monitor student growth in reading over time. These assessments provide important information as we plan, provide, and adjust data-driven intervention instruction for our English Language Learners.

The EDGE and California English Language Development Test Proficiency Level Descriptions corresponding to our English Language Development course titles are as follows:

English Language Development: Reading & Vocabulary (R & V): Beginning, CELDT 1, Grades preK - 1, Score: under 300, Students performing at this level may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction.

English Language Development I: Fundamentals, CELDT 1 / 2 Grades 1-3, Score: 300-500, Students performing at this level of English language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction.

English Language Development II: Intermediate, CELDT 3 Grades 3-5, Score 500-750, Students performing at this level of English language proficiency begin to tailor their English language skills to meet communication and learning demands with increased accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction.

English Language Development III: Early Advanced, CELDT 4 / 5 Grades 5-7, Score 750-1000, Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able

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to use English as a means for learning in content areas.

This course is U.C. a-g approved. *

English Language Development IV: Advanced/Transitional Grades 7-9 is in the Curriculum Guide but is not offered.

EDGE Assessment

Date	Test	Number of Students	ELD R & V	ELD I	ELD II	ELD III	ELD Completion
Spring 2013	Reading Gains	33	0	4	5	24	0
Summer 2013	Placement	35	9	8	7	11	0
Fall 2013	Placement	16	2	5	6	3	0
Winter 2014	Reading Gains	23	5	9	6	3	0
Spring 2014	Placement	50	1	8	8	3	30
Spring 2014	Reading Gains	53	2	17	16	3	15
Summer 2014	Placement	78	20	20	29	5	4
Fall 2014	Placement	15	3	5	3	2	2
Fall 2014	Reading Gains	102	12	29	47	8	6
Spring 2015	Placement	15	2	3	4	3	3
Spring 2015	Language Gains	72	8	16	27	16	5
Summer 2015	Placement	36	12	17	2	2	3
Fall 2015	Placement	2	1	0	1	n/a	0
Fall 2015	Reading Gains	99	6	19	44	28	2
Spring 2016	Placement	18	3	4	8	3	0

*ELD III was returned to the Master Schedule for Spring Quarter I, 2016.

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The English Language Development Program and Curriculum is meeting the educational needs of our students in preparing our students to function in the regular class environment and in society while maintaining their cultural identity.

Based on the International Parent Survey #2, 75% of the parents reported that the English Language Development teachers are willing to meet their student's English language needs. 85% of the parents reported that the administrators are willing to meet their student's English language needs. 87% of the parents reported that the school is a community where their student feels welcome and appreciated. 87% of the parents reported that their student has been made aware of and exposed to different cultures and learning styles through the education and programs offered at Arroyo Pacific Academy. Also, 93% of the domestic parents reported that their student has been made aware of and exposed to different cultures and learning styles through the education and programs offered at Arroyo Pacific Academy.

Based on the January English Language Development Student Survey #2, 85% of the English Language Learners stated that their English Language Development class helped them succeed in their other courses and 8% stated they had no opinion. 84% of the students stated that their reading comprehension, writing, and speaking skills have improved by their English Language Development classes and 11% stated they had no opinion. 71% of the students stated that their English Language Development classes have helped them transition into American education and 23% stated they had no opinion. Also, 84% of the English Language Learners stated that their English Language Development classes help them to communicate more effectively in English overall and 11% stated they had no opinion.

2. Local Assessments

Arroyo Pacific Academy provides a rigorous, meaningful, and challenging educational program for all students with the means to fulfill the Expected Schoolwide Learning Results. The school's local assessments focus on students and the education they need for fully realized lives as Collaborative Workers, Critical Thinkers and Lifelong Learners. Teachers in all departments administer Midterm and Semester Examinations or Performance Based Assessments. Students are challenged by their teachers who care about them as individuals. Their successes demonstrate the value of this approach.

Grade Point Average (GPA)

The following tables track student Semester Grade Point Averages by grade level and gender. In order to graduate, students must achieve a minimum GPA of 2.0. The GPA means reflect our students' achievements in light of the University of California and the California State University a-g Requirements.

At the time of the 2013 Midterm Progress Report and Visit, the yearly mean GPA range for females was from 2.89 to 3.04 and for males was from 2.38 to 2.73. The following tables indicate the **Yearly Mean GPA by Grade Level** since the 2013 Midterm Progress Report and Visit which is a significant increase for both males and females. Yearly mean GPA range for females is from 3.26 to 3.45 and for males is from 2.76 to 3.40.

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2012 – 2013 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male	3.00	3.01	2.83	2.93	2.91
Female	3.12	3.29	3.21	3.35	3.26

2012 – 2013 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male	2.85	2.73	2.96	2.93	2.9
Female	3.16	3.41	3.11	3.34	3.26

2013 – 2014 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male	2.25	2.65	2.97	3.22	3.93
Female	3.17	3.60	3.38	3.36	3.41

2013 – 2014 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male	2.37	2.48	2.91	3.15	2.89
Female	3.39	3.69	3.44	3.42	3.48

2014 – 2015 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male	2.87	2.9	2.60	3.05	2.86
Female	3.09	2.78	3.37	3.61	3.38

2014 – 2015 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male	2.52	2.67	2.53	2.87	2.65
Female	3.12	3.26	3.21	3.46	3.28

2015 - 2016 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Male:	3.02	2.61	2.31	2.63	2.54
Female:	2.97	3.01	2.99	3.32	3.12

At the time of the 2013 Midterm Progress Report and Visit, the Yearly mean GPA range for

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domestic students was from 2.89 to 3.04 and for international students was from 2.38 to 2.73. The following tables indicate the **Yearly Mean GPA range for domestic and international students** since the 2013 Midterm Progress Report and Visit. Yearly mean GPA range for domestic students is from 2.99 to 3.15 and for international students is from 2.89 to 3.03

2012 – 2013 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.29	3.13	2.86	3.03	3.03
International	2.87	3.05	3.07	3.10	3.07

2012 – 2013 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.09	2.92	2.94	2.92	2.95
International	2.92	2.94	3.03	3.18	3.06

2013 – 2014 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	2.79	3.22	3.16	3.14	3.12
International	2.21	2.95	3.12	3.31	3.08

2013 – 2014 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.25	3.52	3.38	3.03	3.25
International	2.42	2.75	2.97	3.33	2.97

2014 – 2015 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	2.75	3.24	3.12	3.41	3.19
International	2.93	2.83	2.85	3.26	2.97

2014 – 2015 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.19	3.21	3.03	3.27	3.11
International	2.71	2.78	2.70	3.09	2.81

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2015 – 2016 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.13	3.49	3.68	3.34	3.43
International	2.90	2.63	2.31	2.78	2.57

At the time of the 2013 Midterm Progress Report and Visit, the student Semester GPA categorized by English Language Learners Yearly mean GPA range was from 2.89 to 3.04. Since the 2013 Midterm Progress Report and Visit, the **Semester GPA categorized by English Language Learners Yearly Mean GPA** range is from 1.99 to 3.33

2012 – 2013	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Fall Semester	2.92	3.02	2.58	2.14	2.67
Spring Semester	2.92	2.74	2.60	2.44	2.66

2013 – 2014	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Fall Semester	2.21	2.88	2.9	3.28	2.92
Spring Semester	2.42	2.67	2.76	3.33	2.83

2014 – 2015	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Fall Semester	2.88	2.78	2.69	2.4	2.74
Spring Semester	2.69	2.71	2.29	1.99	2.51

2015 - 2016	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Fall Semester	2.57	2.61	2.03	2.39	2.35

Honor Roll

The Honor Roll is based on the student’s Grade Point Average (GPA). 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. Since the 2013 Midterm Progress Report and Visit each semester, an average of 55% of the students appear on the Honor Roll. The following tables indicate the **percentage of each class on the Honor Roll**.

2012 – 2013	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	50%	57%	55%	65%
Spring Semester	44%	57%	66%	60%

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2013-2014	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	25%	36%	57%	66%
Spring Semester	56%	52%	59%	75%

2014-2015	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	40%	38%	43%	59%
Spring Semester	45%	51%	57%	67%

2015-2016	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	54%	40%	38%	49%

The following tables indicate the **Average Honor Roll GPA for domestic and international students by Grade Level** since the 2013 Midterm Progress Report and Visit. Yearly mean GPA range for domestic students from 2.89 to 3.04 and for international students from 2.38 to 2.73.

2012 – 2013 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic:	3.56	3.65	3.51	3.52	3.54
International:	3.51	3.52	3.51	3.74	3.60

2012 – 2013 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.58	3.65	3.54	3.36	3.5
International	3.63	3.53	3.48	3.77	3.6

2013 – 2014 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	4.0	3.84	3.38	3.62	3.57
International	3.53	3.48	3.7	3.6	3.61

2013 – 2014 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.46	3.82	3.53	3.7	3.64
International	3.45	3.66	3.81	3.56	3.63

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2014 – 2015 Fall Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.51	3.55	3.74	3.53	3.6
International	3.51	3.71	3.69	3.84	3.7

2014 – 2015 Spring Semester	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Domestic	3.69	3.86	3.56	3.02	3.41
International	3.49	3.53	3.5	3.74	3.58

2015 – 2016	9th Grade	10th Grade	11th Grade	12th Grade	Average GPA
Fall Semester					
Domestic	3.42	3.69	3.85	3.57	3.65
International	3.38	3.46	3.44	3.58	3.49

The following tables indicate the percentage of **English Language Learners** in each class on the Honor Roll.

2012 – 2013	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	25%	36%	34%	38%
Spring Semester	13%	36%	45%	36%

2013-2014	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	13%	24%	32%	43%
Spring Semester	38%	32%	32%	52%

2014-2015	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	31%	22%	27%	43%
Spring Semester	36%	41%	39%	45%

2015-2016	9th Grade	10th Grade	11th Grade	12th Grade
Fall Semester	29%	58%	38%	21%

The PSAT/NMSQT, ASPIRE, & PLAN

The PSAT/NMSQT is traditionally administered only to Juniors who see themselves as college-bound. Since the school is committed to providing all students with the necessary preparation for college, even if they eventually choose a different course of study, we have administered and we have required the PSAT/NMSQT to all enrolled Juniors.

	Critical Reading	Math	Writing	Composite	National Composite	California Composite
2013 (50 Tests)	40	54	40	133	≈ 141	≈ 141
2014 (39 Tests)	37	50	38	124	≈ 141	≈ 141
2015 (36 Tests)	36	52	36	125	≈ 141	≈ 141

The PSAT changed their scale in 2015 to reflect their changes to the SAT.

	Reading & Writing	Math	Composite	National Composite
2016 (43 Tests)	389	493	882	≈ 980

If we analyze the percentile score instead of the raw score we can compare the two different scales.

	Composite (different scale in 2016)	National Composite (different scale in 2016)	Percent below the National Average
2013	133	≈ 141	6.01% Below Average
2014	124	≈ 141	13.7% Below Average
2015	125	≈ 141	12.8% Below Average
2016	882	≈ 980	11.1% Below Average

This data shows a significant gap between students' PSAT scores and the national average. In recent years, the growth of the international student population and English Language Learners accepted into the school has coincided with the lowered performance on this exam. Internal student testing has lowered overall. After disaggregating the data, it has dipped in conjunction to the rate of international students we have accepted into the school and who are enrolled in the ELD: Reading & Vocabulary course, the English Language Development I course, and the English Language Development II course in the English Language Development Program.

ASPIRE Test 2014 - 2015

ACT no longer offers the EXPLORE test for freshmen and the PLAN test for sophomores. These two tests have evolved into the ACT **Aspire Test**. This is a system of annual vertically articulated, standards-based summative assessments linked to ACT College Readiness Benchmarks and other sets of state standards. ACT ASPIRE is the first computer-based longitudinal assessment system connecting student progress from the elementary grades through high school in the context of college and career readiness. This spring we will realize our first comparative results for the ASPIRE.

ASPIRE 2015						
Grade 9						
Subject	Number of Enrolled Students	Percent of Students Taking Exam	Percent of Students Passing Exam	Low Score	High Score	Aspire Benchmark
English	41	97.5%	23%	406	430	426
Reading	41	97.5%	8%	404	429	425
Mathematics	41	97.5%	23%	408	428	428
Science	41	97.5%	8%	406	436	430
Writing	41	97.5%	7%	409	430	428

ASPIRE 2015						
Grade 10						
Subject	Number of Enrolled Students	Percent of Students Taking Exam	Percent of Students Passing Exam	Low Score	High Score	Aspire Benchmark
English	37	97%	17%	406	448	428
Reading	37	97%	8%	404	429	428
Mathematics	37	97%	8%	407	436	432
Science	37	97%	6%	410	438	432
Writing	37	97%	16%	408	430	428

ASPIRE Grade 9	English	Math	Reading	Science	Writing	ELA	STEM
Aspire Benchmark	426	428	425	430	428	426	429
Domestic Students	433	421	426	433	425	426	431
International Students	416	421	411	416	416	415	419
Assisted Learners	425	429	426	433	421	429	425

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ASPIRE Grade 10	English	Math	Reading	Science	Writing	ELA	STEM
Aspire Benchmark	428	432	428	432	428	428	432
Domestic Students	432	429	425	429	421	428	427
International Students	418	422	411	417	416	415	420
Assisted Learners	429	415	414	401	420	421	408

During Spring Quarter 2015, the Aspire Test was given for the first time to Seventy-eight (78) freshman and sophomore students at Arroyo Pacific Academy. There were a total of sixty-three (63) international students, ten (10) domestic students, and three (3) assisted learning students taking the test. For our purposes, international students are students that travel from other countries to live and attend school in the United States. The majority of these students are usually not fluent in the English language, rather, come to the United States to immerse themselves in the American language and culture as English Language Learners. Domestic students are students that are United States citizens that have been born and raised in the United States. They are fluent in the English language. Assisted learning students are students who have a documented learning disability and are accommodated accordingly.

The overwhelming presence of international students who do not have the English language mastered is evident in the test scores. The average scores of domestic students is either slightly above or below the Aspire Benchmark. The small class size afforded the assisted learning students help to keep their scores also slightly over or under the Aspire benchmark. Arroyo Pacific Academy is dedicated to teaching each type of student enrolled in the school.

The ELA and STEM benchmarks are computed as the average of the subject benchmarks that contribute to each score. The ACT Readiness benchmark for ELA is composed of an average of the English, Reading, and Writing scores. The STEM benchmark is composed of the average of the Mathematics and Science scores. For the freshman domestic students, the students fared very well. The ELA benchmark is on target and the STEM benchmark is above the target. The sophomore students scored above the ELA benchmark and just below the STEM benchmark.

The domestic population at Arroyo Pacific Academy is the academic backbone of the school and their scores clearly show their strengths. At an English disadvantage, the international population with English Language Learners fares well with their scores being just under the benchmarks for both ELA and STEM. The assisted learners have a variety of learning issues and their test scores reflect such. For the ELA scores for freshman and sophomores in the the Assisted Learning Program, these students scored above and just shy of the target benchmark. The overall Aspire scores of the students demonstrate our commitment to teach our individual learners.

PLAN Test

PLAN	English		Reading		Total	
	Male	Female	Male	Female	Male	Female
2012-2013	14.4	13.1	13.7	12.1	28.1	25.2
2013-2014	13.2	14.1	13.1	13.8	26.3	27.9

PLAN	Math		Science		Total	
	Male	Female	Male	Female	Male	Female
2012-2013	18.3	18.5	16.5	15.3	34.8	33.8
2013-2014	17.4	17	16	16.2	33.4	33.2

Twenty-seven (27) students took the PLAN test during the 2012-2013 academic year. Twenty-four (24) students took the PLAN test during the 2013-2014 academic year.

The Explore and Plan Tests have been discontinued as of the 2015-2016 academic year. The Aspire test has taken the place of both the Explore and Plan tests. In the past, the Plan test was essentially a practice test for the ACT Test for sophomores.

The Explore test was given to freshman as an indicator of high school readiness. The Plan test had been the equivalent to the PSAT, without entering students into a scholarship competition like the PSAT does. The main purpose of the Plan was to allow tenth graders to understand if they were on track for the ACT Test and college readiness in general.

The ACT Aspire Test was created to assess the students’ knowledge of the Common Core Curriculum and as a precursor to the ACT Test. The Common Core Curriculum is the newest education standard being adopted by many states in the United States. The Aspire test is designed to begin in the third grade through the tenth grade. Student scores will be assessed annually for learning gaps, thus keeping the students on track for college.

3. College Scholastic Assessments

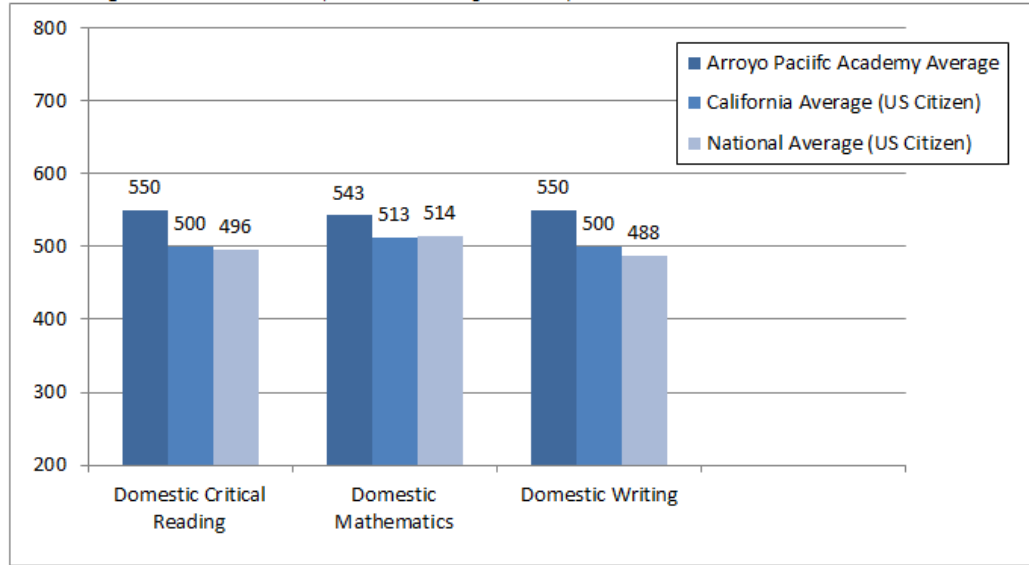
SAT Examination

Disaggregating the SAT scores allows Arroyo Pacific Academy to properly address any testing inconsistencies by group. It can be clearly seen that many international students who are English Language Learners have significant language barriers which validates our decision to enhance and expand the English Language Development Program by adding to the curriculum English Language Development: Reading & Vocabulary.

In addition, the school has maintained a commitment to invest in additional teachers, additional EDGE resources, additional texts, additional assessments, and additional Professional Development for the improvement of the International Student Program.

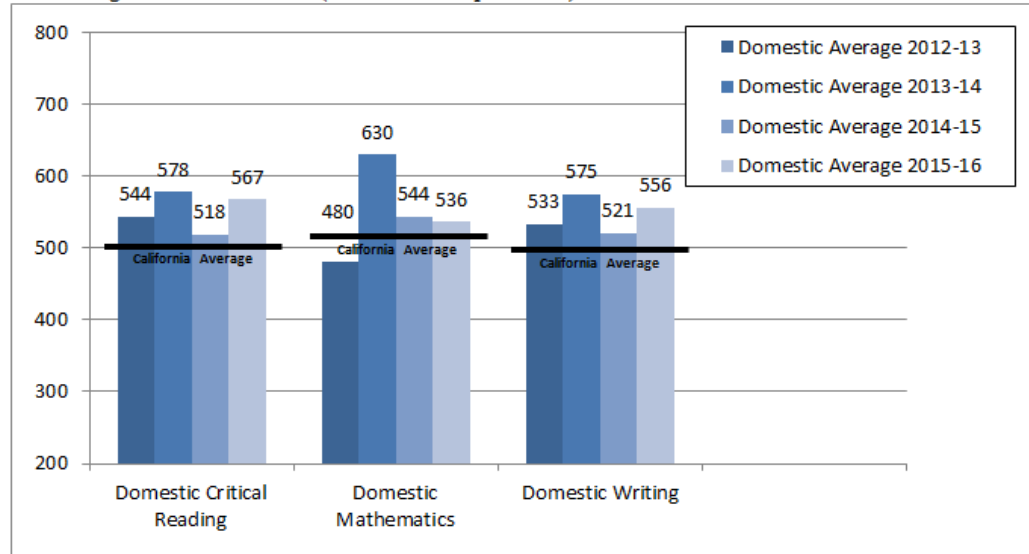
Average Domestic Student Data by Subject

Graduating Classes 2013-2016 (56 Students Represented)



Domestic Student Data by Year

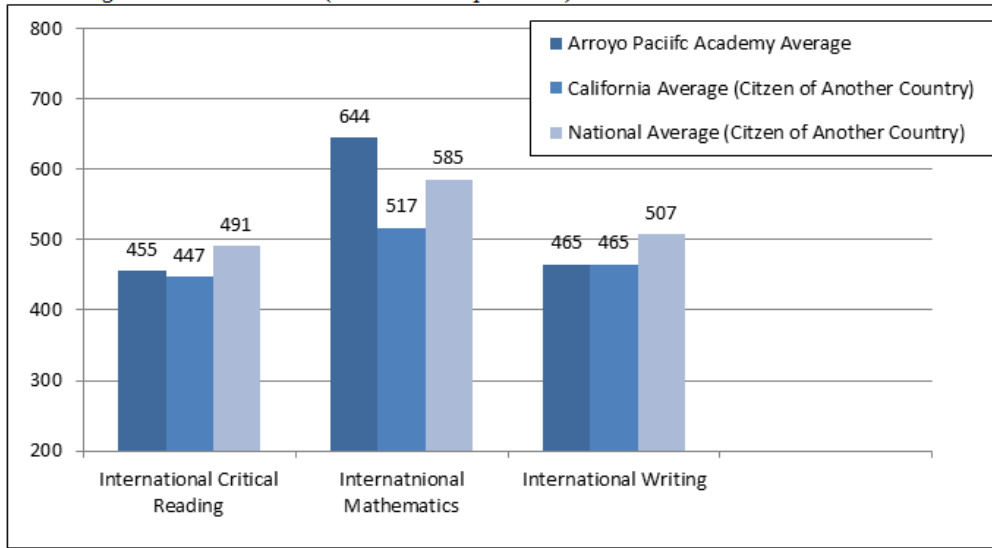
Graduating Classes 2013-2016 (56 Students Represented)



Due to our small graduating class sizes, just a few students can have a large impact on our average test scores between years. The domestic math scores from 2012- 2013 to 2013- 2014 demonstrate how volatile data can be with such a small sample size. This further validates the decision to disaggregate the data to get an accurate picture of our diverse student population. This also supports other decisions, like the policy not to rank our students.

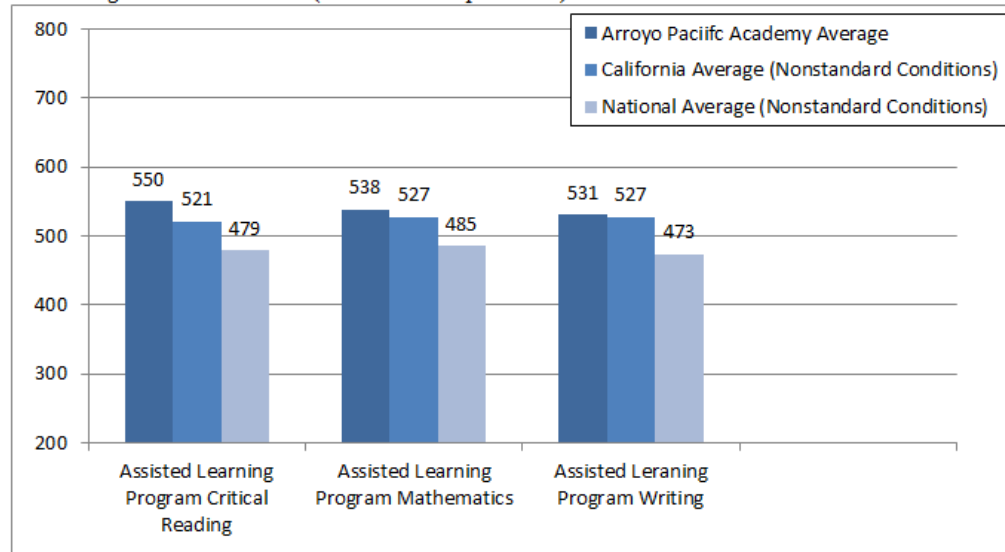
Average International Student Data by Subject

Graduating Classes 2013-2016 (77 Students Represented)



Assisted Learning Program Data

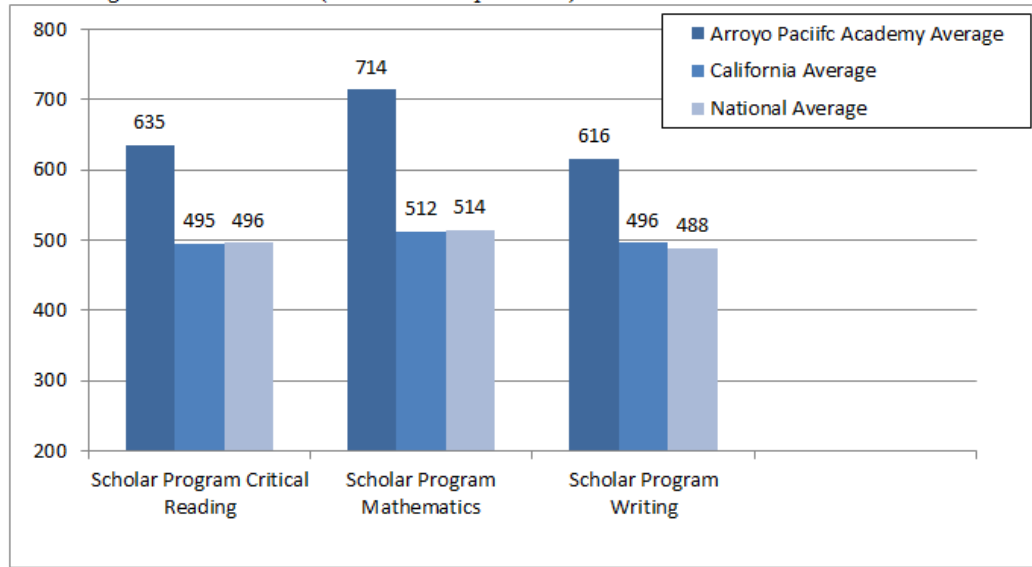
Graduating Classes 2013-2016 (11 Students Represented)



A growing portion of our international students are not taking the SAT. The graph above analyzes the data from 3 years but only international students: 77 students. The students who do not take the SAT validate our college acceptance data explained in the Post-Enrollment Data section of this document.

Arroyo Pacific Premier Scholar Program Data

Graduating Classes 2013-2016 (36 Students Represented)



We are pleased that all of our averages lie within the middle 50% of test takers which demonstrates college readiness for the majority of higher education institutions. The Premier Scholar Program Data demonstrates that Arroyo Pacific Academy’s advanced track surpasses the average college-bound student. Student SAT scores in combination with college acceptances solidifies the school’s standing as a private, independent, college preparatory school.

The data provided is in averages. The school handles each student’s testing individually. Mr. Daniel Johnson, College and Career Counselor, meets with each student privately, and explains how scores on these tests fit into their own individual college or career plan.

ACT Examination

Number of ACT test-takers by year

Year	Number of Students	Composite Average Score	State Average Score
2011-2012	3	21	22.1
2012-2013	4	22.8	22.1
2013-2014	5	19.8	22.2
2014-2015	4	21.0	22.3

ACT test takers make up a minority of students in the school. The ACT data regularly represents less than 10% of the senior class making it an unreliable tool for domestic and international student assessment. We will continue to encourage students to find the required testing that fits them best, but we find the SAT to be more popular and thus a better tool for student assessment.

Standardized Test Scores

All standardized test scores remain a “snapshot” of how our students perform at a given point in

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the academic year. The school uses the results of standardized tests as a diagnostic tool as well as to assist in the placement of students in the courses that will provide the best academic challenge, keeping in mind the diverse educational needs of each individual student. The data generated from all of these instruments are used by the administration and faculty for various levels of program assessment and development. The data indicates the educational disadvantages that some students bring to the school and the need for our continued assessment and academic interventions to facilitate each student's achievement of the Expected Schoolwide Learning Results through a challenging, coherent, rigorous, relevant, and meaningful curriculum.

The data also demonstrates the importance of Critical Learner Need #2. We have had an increase in English Language Learners who need more support in the English Language Development Program and Curriculum. So much so, that it required the establishment of a lower level of English Language Learner instruction. The English Language Development: Reading & Vocabulary course was instituted by Mr. Robert S. Walley, Dean of Studies and International Student Program Director, in the 2013 - 2014 academic year. This new course for English Language Learners was in addition to English Language Development I, English Language Development II and English Language Development III.

4. Advanced Placement Test Results

Arroyo Pacific Academy demonstrates its commitment to academic excellence by offering Advanced Placement courses which are designed to meet the needs of students who want an advanced college preparatory curriculum, have an increased interest in learning, and possess a high level of responsibility, aptitude, and potential for achievement. The College Board recommends schools allow any student, regardless of past academic achievement, to enroll in Advanced Placement courses if the student demonstrates interest in and commitment to the additional rigor provided by these courses. The school has adopted the College Board's recommendation for open enrollment in Advanced Placement courses as long as students show an interest in and a commitment to the additional rigor of the courses. In addition to the completion of Advanced Placement courses and the beneficial experience of being exposed to a college level exam, AP exam scores are an important indicator of the success of the AP Program at the school. Exams and scores for the past 3 years of the Advanced Placement Scholar Institute are listed below:

Advanced Placement Test Scores	2012-2013	2013-2014	2014-2015
AP Biology	N/A	N/A	
Score Number 5	N/A	N/A	0
Score Number 4	N/A	N/A	1
Score Number 3	N/A	N/A	2
Score Number 2	N/A	N/A	3
Score Number 1	N/A	N/A	0
Number of Enrolled Students	N/A	N/A	7
Number of Students Taking the Exam	N/A	N/A	6
Percent of Students Taking the Exam	N/A	N/A	86%
Percent of Students Passing the Exam	N/A	N/A	50%

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AP Calculus AB	2012-2013	2013-2014	2014-2015
Score Number 5	3	3	0
Score Number 4	3	1	0
Score Number 3	1	2	0
Score Number 2	0	0	0
Score Number 1	1	1	4
Number of Enrolled Students	8	7	4
Number of Students Taking the Exam	8	7	4
Percent of Students Taking the Exam	100%	100%	100%
Percent of Students Passing the Exam	88%	86%	0%

AP Calculus BC	2012-2013	2013-2014	2014-2015
Score Number 5	4	N/A	2
Score Number 4	0	N/A	1
Score Number 3	0	N/A	0
Score Number 2	0	N/A	0
Score Number 1	0	N/A	0
Number of Enrolled Students	4	N/A	5
Number of Students Taking the Exam	4	N/A	3
Percent of Students Taking the Exam	100%	N/A	60%
Percent of Students Passing the Exam	100%	N/A	100%

AP Chemistry	2012-2013	2013-2014	2014-2015
Score Number 5	N/A	1	N/A
Score Number 4	N/A	0	N/A
Score Number 3	N/A	1	N/A
Score Number 2	N/A	2	N/A
Score Number 1	N/A	0	N/A
Number of Enrolled Students	N/A	4	N/A
Number of Students Taking the Exam	N/A	4	N/A
Percent of Students Taking the Exam	N/A	100%	N/A
Percent of Students Passing the Exam	N/A	50%	N/A

AP Chinese Language and Culture	2012-2013	2013-2014	2014-2015
Score Number 5	19	7	8
Score Number 4	1	0	1
Score Number 3	0	0	0
Score Number 2	0	0	0
Score Number 1	0	0	0
Number of Enrolled Students	24	9	7
Number of Students Taking the Exam	20	7	9
Percent of Students Taking the Exam	83%	78%	129%
Percent of Students Passing the Exam	100%	100%	100%

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AP English Language and Composition	2012-2013	2013-2014	2014-2015
Score Number 5	1	N/A	0
Score Number 4	2	N/A	0
Score Number 3	3	N/A	2
Score Number 2	3	N/A	5
Score Number 1	0	N/A	1
Number of Enrolled Students	11	N/A	11
Number of Students Taking the Exam	9	N/A	8
Percent of Students Taking the Exam	82%	N/A	73%
Percent of Students Passing the Exam	67%	N/A	25%

AP English Literature and Composition	2012-2013	2013-2014	2014-2015
Score Number 5	N/A	0	N/A
Score Number 4	N/A	0	N/A
Score Number 3	N/A	2	N/A
Score Number 2	N/A	2	N/A
Score Number 1	N/A	0	N/A
Number of Enrolled Students	N/A	6	N/A
Number of Students Taking the Exam	N/A	4	N/A
Percent of Students Taking the Exam	N/A	67%	N/A
Percent of Students Passing the Exam	N/A	50%	N/A

AP Environmental Science	2012-2013	2013-2014	2014-2015
Score Number 5	1	N/A	N/A
Score Number 4	1	N/A	N/A
Score Number 3	1	N/A	N/A
Score Number 2	4	N/A	N/A
Score Number 1	1	N/A	N/A
Number of Enrolled Students	10	N/A	N/A
Number of Students Taking the Exam	8	N/A	N/A
Percent of Students Taking the Exam	80%	N/A	N/A
Percent of Students Passing the Exam	38%	N/A	N/A

AP Macroeconomics	2012-2013	2013-2014	2014-2015
Score Number 5	N/A	N/A	0
Score Number 4	N/A	N/A	0
Score Number 3	N/A	N/A	1
Score Number 2	N/A	N/A	4
Score Number 1	N/A	N/A	1
Number of Enrolled Students	N/A	N/A	8
Number of Students Taking the Exam	N/A	N/A	6
Percent of Students Taking the Exam	N/A	N/A	75%
Percent of Students Passing the Exam	N/A	N/A	33%

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AP Microeconomics	2012-2013	2013-2014	2014-2015
Score Number 5	0	1	N/A
Score Number 4	1	2	N/A
Score Number 3	2	1	N/A
Score Number 2	3	2	N/A
Score Number 1	1	2	N/A
Number of Enrolled Students	13	10	N/A
Number of Students Taking the Exam	7	8	N/A
Percent of Students Taking the Exam	54%	80%	N/A
Percent of Students Passing the Exam	43%	50%	N/A

AP Physics B	2012-2013	2013-2014	2014-2015
Score Number 5	1	2	N/A
Score Number 4	2	3	N/A
Score Number 3	0	2	N/A
Score Number 2	1	0	N/A
Score Number 1	0	0	N/A
Number of Enrolled Students	4	7	N/A
Number of Students Taking the Test	4	7	N/A
Percent of Students Taking the Exam	100%	100%	N/A
Percent of Students Passing the Exam	75%	100%	N/A

AP Physics I	2012-2013	2013-2014	2014-2015
Score Number 5	N/A	N/A	0
Score Number 4	N/A	N/A	1
Score Number 3	N/A	N/A	0
Score Number 2	N/A	N/A	2
Score Number 1	N/A	N/A	0
Number of Enrolled Students	N/A	N/A	5
Number of Students Taking the Exam	N/A	N/A	3
Percent of Students Taking the Exam	N/A	N/A	60%
Percent of Students Passing the Exam	N/A	N/A	33%

AP Physics II	2012-2013	2013-2014	2014-2015
Score Number 5	N/A	N/A	0
Score Number 4	N/A	N/A	1
Score Number 3	N/A	N/A	0
Score Number 2	N/A	N/A	1
Score Number 1	N/A	N/A	1
Number of Enrolled Students	N/A	N/A	5
Number of Students Taking the Exam	N/A	N/A	3
Percent of Students Taking the Exam	N/A	N/A	60%
Percent of Students Passing the Exam	N/A	N/A	33%

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AP Psychology	2012-2013	2013-2014	2014-2015
Score Number 5	N/A	0	0
Score Number 4	N/A	1	3
Score Number 3	N/A	2	2
Score Number 2	N/A	1	1
Score Number 1	N/A	6	0
Number of Enrolled Students	N/A	10	9
Number of Students Taking the Exam	N/A	10	6
Percent of Students Taking the Exam	N/A	100%	67%
Percent of Students Passing the Exam	N/A	30%	83%

AP Statistics	2012-2013	2013-2014	2014-2015
Score Number 5	0	1	0
Score Number 4	0	1	2
Score Number 3	2	1	2
Score Number 2	3	3	0
Score Number 1	2	4	3
Number of Enrolled Students	15	12	8
Number of Students Taking the Exam	7	10	7
Percent of Students Taking the Exam	47%	83%	88%
Percent of Students Passing the Exam	29%	30%	57%

AP United States Government and Politics	2012-2013	2013-2014	2014-2015
Score Number 5	0	2	0
Score Number 4	1	0	1
Score Number 3	4	0	2
Score Number 2	1	1	3
Score Number 1	0	6	1
Number of Enrolled Students	13	10	8
Number of Students Taking the Exam	6	9	7
Percent of Students Taking the Exam	46%	90%	88%
Percent of Students Passing the Exam	83%	22%	43%

AP United States History	2012-2013	2013-2014	2014-2015
Score Number 5	1	1	0
Score Number 4	0	0	0
Score Number 3	1	1	1
Score Number 2	4	2	2
Score Number 1	0	0	2
Number of Enrolled Students	6	4	5
Number of Students Taking the Exam	6	4	5
Percent of Students Taking the Exam	100%	100%	100%
Percent of Students Passing the Exam	33%	50%	20%

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The Advanced Placement Scholar Institute is meeting the educational needs of our students in preparing the students for college and university. The tests results demonstrate that the Advanced Placement Scholar Institute is meeting the educational needs of those empowered students who have an increased interest in learning, possess a high level of responsibility, aptitude, and potential for achievement as a critical thinker and responsible citizen.

Teachers have recommended not to enroll students into Advanced Placement courses who are not well suited to be there because they are in a class with low-level English speakers. Teachers have recommended students whose English levels are extremely low cannot participate in some classes or read and understand the UC approved tests. Teachers have also recommended not putting English Language Development I, II and III or lower level students into core courses.

The University of California grants credit for College Board Advanced Placement examinations on which a student scores 3 or higher. According to the AP College Board, the percentage of the Class of 2015 scoring a 3 or higher on an AP Exam during high school in California is 30.2% and in the United States it is 22.4%. The percentage of the Arroyo Pacific Academy Class of 2015 passing an Advanced Placement Exam with a score of 3 or higher is 39%. The strong commitment to an excellent education is evident in these AP scores which are above both the California and the United States averages.

As the reputation of Arroyo Pacific Academy has grown in the international community, our international student body has increased dramatically these past 3 years. As a result, many of the international students are at a disadvantage with their English language and their English proficiency. However, international students enrolled in the AP Chinese and Culture Class have had 100% of test takers pass the AP exam for the past 3 academic years.

Arroyo Pacific Academy is also committed to excel in the AP Science and Mathematics courses. For every year that AP Science courses have been offered, 100% of test takers passed the AP Calculus BC exam with a score of 4 or 5. In the AP Physics class for the years it was offered, between 75% and 100% of the test takers passed the exam. The 75% figure for the year 2012 - 2013 was skewed by 1 score. Due to the small class sizes, each test score becomes very important and can affect the data.

During the 2014-2015 year, 2 additional APA students who were not enrolled in the AP Chinese and Culture class also passed the exam. Every test taker scored a 4 or 5. At the same time, the percentage of test takers who passed AP English Language and Composition and AP English Literature has dropped to only 46% from the 2009-2010 WASC Self- Study Report

The AP Statistics class scores have been on an upswing since the 2012-2013 academic year. For the school year 2012-2013, the percentage of students that passed the test was 29%. The following year, 2013-2014, the score increased slightly to 30%. The main upswing came in the 2014-2015 year, as the score increased to 57%.

Based on the Domestic Parent Survey #2, 72% of the parents reported that the Advanced Placement courses meet their student's college needs. Also, 93% of the parents reported that the school provides a learning environment and programs which are suited to their student's academic and social needs.

Based on the International Parent Survey #2, 75% of the parents reported that the Advanced Placement courses meet their student's college needs. Also, 87% of the parents reported that the

school provides a learning environment and programs which are suited to their student's academic and social needs.

For a variety of reasons, such as the school's open enrollment policy, the variable size of each graduating class, and the variable circumstances from which students enroll in or transfer into the school, Arroyo Pacific Academy is challenged to meet the needs of our international and domestic students as identified in the 2 Critical Learner Needs.

5. International Baccalaureate Results

Arroyo Pacific Academy does not offer the International Baccalaureate Program.

6. Post-Enrollment Data

Mrs. Denise Brown, an alumni parent from the Class of 2002, sends email newsletters to our alumni. Alumni frequently visit campus to speak with administrators and teachers when they are on a vacation break from their college or university. Alumni share their college, career and/or military service experiences and how the school and teachers have helped them reach their goals and for some, their dreams. Overall, the alumni parents and alumni give high praise to Arroyo Pacific Academy, the administration, faculty, staff and the curriculum. Because of the educational opportunity provided at the school, alumni are pursuing further education, have entered the workforce, are serving our country in the military, have started their own business, are raising their children and are meeting their personal and their career goals.

Beginning 2015, Arroyo Pacific Academy contracted with Naviance, a web-based college application program for high school students. Mr. Daniel Johnson, College and Career Counselor has access to multiple types of records regarding the application, acceptance, and matriculation of seniors to post secondary institutions.

Based on the Alumni Survey #1, 82% of the alumni reported that they were well prepared for the intellectual challenges of college studies and/or career training. 87% of the alumni reported that they were well prepared for the social challenges of college life and/or career training. Also, 89% of the alumni reported that they had meaningful learning experiences inside and outside the classroom. Based on the Alumni Parent Survey #1, 82% of the alumni parents reported that their student was well prepared for the intellectual challenges of college studies and/or career training. Also, 89% reported that their student had meaningful learning experiences inside and outside the classroom.

College and university attendance rates have diminished slightly since the 2012 - 2013 academic year according to self-reporting by graduates. The following chart provides data since the 2013 Midterm Progress Report and Visit about graduating seniors and undergraduate attendance. The number of students attending colleges or universities upon graduation varies for a variety of reasons. There are some students that return to their home countries and others have repeated senior year in order to bring their GPA up to attend a dream school. The drop is evident in the students attending two year programs/language programs. It is those students seeking alternatives to a better university life. The students attending four year programs upon graduation remains constant.

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	Graduating Class	Total Graduating Class Attending Higher Education	Two Year Programs or Language Programs	Four Year Programs
2012-2013	52	100%	35%	65%
2013-2014	43	89%	21%	68%
2014-2015	48	86%	21%	65%

After completing the school’s college preparatory curriculum, students are qualified for higher education. The various universities and colleges across the nation that have accepted our graduates are:

- Academy of Art University
- Alaska Pacific University
- Alfred University
- Arizona State University
- Art Center College of Design
- Azusa Pacific University
- Boston College
- Boston University
- California College of the Arts
- California Lutheran University
- California State Polytechnic University, Pomona
- California State Polytechnic University, San Luis Obispo
- California State University, Bakersfield
- California State University, Channel Islands
- California State University, Chico
- California State University, East Bay
- California State University, Fullerton
- California State University, Fresno
- California State University, Humboldt
- California State University, Los Angeles
- California State University, Monterey Bay
- California State University, Northridge
- California State Polytechnic University, Pomona
- California State University, San Marcos
- California State University, Sonoma
- Citrus College
- Colorado State University – Fort Collins
- California State University, Fresno
- California State University, Humboldt
- California State University, Los Angeles
- Cogswell Polytechnical College

Dickinson College
Drexel University
East Los Angeles City College
Eckerd College
Emory & Henry College
Florida Southern College
Hawaii Pacific University
Hendrix College
Hiram College
Hofstra University
Holy Names University
Ithaca College
Juniata College
Kent State University
Laguna College of Art and Design
La Sierra University
Loyola Marymount University
Manhattanville College
Marymount California University
Miami University
Montana State University – Bozeman
Musician's Institute
Muskingum University
New York University
Northeastern University
Northern Arizona University
Occidental College
Ohio Wesleyan University
Our Lady of the Lake College
Pasadena City College
Pennsylvania State University
Pepperdine University
Platt College of San Diego
Point Loma Nazarene University
Prescott College
Purdue University
Rocky Mountain College
Rose-Hulman Institute of Technology
San Diego State University
San Francisco State University
Santa Monica City College
School of the Art Institute of Chicago
School of Visual Arts, New York
Sierra Nevada College
Simon Fraser University

South Dakota State University
St. Andrews University
Suffolk University
Syracuse University
Temple University
The College of Wooster
The University of Akron
Tulane University
University at Buffalo, The State University of New York
University of Alaska, Anchorage
University of Alaska, Fairbanks
University of Arizona
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Colorado at Boulder
University of Dayton
University of Kansas
University of Hawaii at Manoa
University of La Verne
University of Massachusetts Amherst
University of Miami
University of Michigan
University of Minnesota, Twin Cities
University of Montana
University of Nevada, Las Vegas
University of Southern California
University of Oregon
University of Pittsburgh
University of the Pacific
University of San Francisco
University of Washington
Ursinus University
Whittier College
Whitworth University
Willamette University
Woodbury University
Worcester Polytechnic Institute

Expected Schoolwide Learning Results

Using data generated in the Community Profile, the perception documentation, examined student work, and the feedback from surveys which strongly support the Expected Schoolwide Learning Results with the revised indicators that focus on valuable and enduring educational qualities based on student, local, and international needs, the school has gained consensus from stakeholders.

Arroyo Pacific Academy provides learning opportunities for **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.

Based on the Focus on Learning Student Survey #1, 79% self-reported that they have grown as a Critical Thinker. Based on the Alumni Parent Survey #1, 88% of the alumni parents reported that their student have grown as a Critical Thinker. Based on the Alumni Survey #1, 84% of the alumni reported that they have grown as a Critical Thinker.

Based on the Domestic Parent Survey #2, 93% reported that their student has gained the skills to be a more Critical Thinker. Based on the International Parent Survey #2, 91% reported that their student has gained the skills to be a more Critical Thinker.

Based on the Domestic Parent Survey #2, 92% of the parents reported that the Expected Schoolwide Learning Results are attainable learning outcomes for their student. Also, 93% of the parents reported that they will support the teachers in helping their student attain the Expected Schoolwide Learning Results.

Based on the International Parent Survey #2, 91% of the parents reported that the Expected Schoolwide Learning Results are attainable learning outcomes for their student. Also, 100% of the parents reported that they will support the teachers in helping their student attain the Expected Schoolwide Learning Results

Using the data generated in the Community Profile, the following commentary reflects the degree to which students are progressing as a Critical Thinker. We have found that many of our students to be achieving critical thinking skills necessary for future success. Both international and domestic parents believe the school is doing a good job of improving their student's critical thinking skills. In particular, we are assisting in our students' critical thinking development through our Arts Program in the Visual Arts, the Media Arts, and the Performing Arts curriculum along with co-curricular programs such as the Science Olympiad, the Associated Student Body activities and clubs, and the Interact Club with the Arcadia Rotary. All of these programs make use of performance-based and project-based activities that involve kinesthetic and practical learning with problem solving to demonstrate critical thinking.

We have found the school is doing everything currently available to provide critical thinking skills to all students. The curriculum is aligned with California State Standards, the California Common Core Standards in the Mathematics and Science Departments, English Language Development courses follow California State Standards, and the majority of courses are University of California a-g approved courses. We have developed special classes to address the differing critical learning needs of our gifted students and our assisted learning students. We have

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found that many international students are in need of an English language base. To help those students, the English Language Development Program has been improved and additional faculty have been hired which aids English Language Learners in creating a base in reading, comprehending, and speaking skills necessary for critical thinking.

There are several assessments, in place to evaluate critical thinking. Each student is responsible for keeping a portfolio of his or her work. The portfolio provides a holistic view of the students' accomplishments and gives the teachers a better view of critical thinking skills developed. In addition, Critical thinking is achieved and assessed through the following:

- analysis of a character in a play and/or in a production with a prediction of what the character will do,
- analysis of literature, music and plays,
- applying theoretical topics to current relevant situations,
- building cross-curricular connections among departments to apply critical thinking skills in the follow courses: Visual Arts & Mathematics, English & History, Performing Arts & Visual Arts, Psychology & Biology, Psychology & Visual Arts/Artists, Physical Science & Algebra, and College and Careers & English & English Language Development.
- building major scales on a given pitch to demonstrate understanding of course content,
- class discussions based on mastery of course content,
- compare and contrast two characters, themes, motifs in literature and plays,
- completing homework by evaluating textbook reading,
- creating a short video demonstrating ELL learned knowledge of their methods of language acquisition,
- creating food webs in various ecosystems and predict what happens if one organism were removed,
- deciding the composition of artwork: the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work,
- demonstrated active reading to make connections in the student's life, in a story or in the media,
- demonstrated application of mathematical concepts on tests and examinations,
- demonstrated understanding of the process as much as mathematical computation and the use of relevant word problems,
- executing effective plans to demonstrate knowledge acquired through reading and listening,
- experimenting with signal processing to bring interest to a clip to demonstrate digital audio production techniques,
- explaining personal and informed opinions based upon the facts presented,
- Free Response Questions for all Advanced Placement courses,
- making connections between past events and current world challenges,
- multi-media projects with oral presentations to demonstrate analysis of course content,
- producing and creating either a single camera (ENG or Film Style) or multi-camera studio style video to demonstrate current theory and practices in the industries,
- research based debates,
- self-critique essays,

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- short answer or essay assessments,
- Visual Arts criticism and analysis, and
- writing personal goal statements with a plan of action to self-evaluate English language progress.

Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. We realize our Mission Statement through a variety of educational paths that allow teachers to meet the students at their level by providing for individual attention and diversified instruction. The dedicated teachers meet the students as they are and move them along the pathway of learning as far as possible. From there, teachers challenge students to excel and develop critical thinking skills in a multitude of ways. Teachers are able to respond well to variations in student readiness, interest, and/or learning profile. This is evident in student work that is collected by each teacher. Student work should demonstrate an analysis of information and deeper understanding of the content area. For many domestic and international students, this approach is successful.

The demonstration of critical thinking is difficult, if not impossible, for many of our international students who are English Language Learners trying to bridge the languages, cultures and behaviors of two worlds. The students with a lower English proficiency do not possess a strong enough knowledge of the language to express critical thinking in the English language. We know that based on scholarly research and professional experiences, on average, it takes a motivated English Language Learner 2 to 4 years to become proficient in English when they are immersed in the language. It will take even longer for the student to understand academic English at high school grade levels.

At Arroyo Pacific Academy, the students test out of the English Language Development Program at a 7th or 8th grade reading and comprehension level. There are many external and internal factors that may cause a student's learning process to be disrupted or accelerated. One of the biggest difficulties we've had to face with our international population is that many of the students that attend the school enter the school having a lower English proficiency, ranging in elementary reading levels. Since the population is primarily Chinese-speaking, inside and outside of the school, it is difficult for students to use English outside of the classroom. It is essential for language to be used in order to be learned. Therefore, we have found that the students that have the motivation to learn will do what it takes to speak and use more English in order to become more proficient in the language and make progress as a Critical Thinker.

Additionally, many of our international students transfer from American schools into our school and have never been required to think critically. We have also found that some of our domestic students often need assistance in Mathematics and in the Sciences to which we provide extra tutoring and help in the After School Program. Our teachers have been successful in providing assistance and interventions with the After School Program for all students. With an increase of international students, we are still learning to adapt to the new population of English Language Learners in order to meet every student's need.

The data, the documentation and the feedback from surveys, show our faculty's commitment and dedication to identify and address the Critical Learner Needs for our students which are an educational imperative and an opportunity for continuous school improvement.

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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.

Critical Learner Need #2: Identify the needs of each international student and English Language Learner.

In conclusion, we agree with the parent, student, alumni, and alumni parent surveys that indicate satisfaction with the implementation of critical thinking skills across the curriculum. In reviewing the ESLR Self-Evaluation Essays and the data, we believe that we have identified the skills needed for critical thinking and we have incorporated these in our teaching. We encourage students to read, write, think, and speak clearly. We encourage students to ask questions, to develop arguments for an informed opinion they agree with and for opinions they disagree with, and to value criticism and other people's opinions. We encourage students to be curious, to take risks, to realize the strength and wisdom of diversity, and to apply different methods of problem solving. We encourage students to improve listening and visual skills and to realize the importance of helping others. Finally, we encourage students to value and enjoy experiential, performance-based and project-based learning, to enjoy knowledge in context, and to step back and allow others to also improve as students who are Critical Thinkers.

Perception Data

Based on the Focus on Learning Domestic Student Demographic Survey #1, 83% of the students self-reported that they would recommend the school to a friend or colleague. Based on the Focus on Learning International Student Demographic Survey #1, 72% of the students self-reported that they would recommend the school to a friend or colleague. Based on the Focus on Learning Domestic Parent Demographic Survey #1, 98% of the parents reported that they would recommend the school to a friend or colleague. Based on the Focus on Learning International Parent/Host Parent Demographic Survey #1, 89% of the international parents or host parents reported that they would recommend the school to a friend or colleague.

Based on the Domestic Parent Survey #2, 96% of the parents reported their student is receiving the quality education they expected. Based on the International Parent Survey #2, 87% of the parents reported their student is receiving the quality education they expected. Based on the Domestic Parent Survey #2, 92% of the parents reported their student is in a learning environment with programs which are suited to their student's academic and social needs. Based on the International Parent Survey #2, 87% of the parents reported their student is in a learning environment with programs which are suited to their student's academic and social needs.

Based on the Focus on Learning Domestic Parent Demographic Survey #1, parents reported that they heard about the school by way of: Friend/Colleague 52%, Student/Alumni 7%, Admissions Fair/Event 10%, School Website 7%, Referral from a Counselor, Psychiatrist, Psychologist or School Therapist 17%, Referral from another school 10%, and Other 21%. Some families reported multiple sources of referral.

Based on the Focus on Learning International Parent/Host Parent Demographic Survey #1, parents or host parents report that they heard about the school by way of: Friend/Colleague 39%, Agent/Agency 27%, Student/Alumni 4%, School Website 12%, Referral from a Consultants, teachers, doctors 12%, and from other websites 8%. In addition, 1 parent stated that she learned of the school because her daughter attended the after school Young Scholars Program. Some

families reported multiple sources of referral.

Using data generated in the Community Profile, the perception documentation, examined student work, and the feedback from surveys, we have identified the following perceptions.

The Arroyo Pacific Advantage

From our past experience, the overall perception of Arroyo Pacific Academy is that the school was a much needed private and independent college preparatory for students who required a personal approach to education. The school is known to provide opportunities for a variety of students regardless of their background, previous personal or academic circumstances, to help them achieve academic and personal success.

The school has maintained its commitment to one-on-one personalized attention to address the individual student's academic, emotional and social needs. The community perceives us as an alternative to the mainstream private and public schools. Some people think the school is a continuation school for troubled students and for students who can not succeed in more traditional larger private or public schools. The school has been successful with educating students who may not have been academically successful before, but we have never been a continuation school or advertised as such.

Since the 2013 Midterm Progress Report and Visit, the community perceives us as a school with a growing international population. More recently, in conversations with a few of our parents, fellow educators, counselors, and other community members, there has been some concern that with the influx of international students, the school is losing its focus on helping students with learning issues, and therefore, is no longer viewed as a school of choice even with the Assisted Learning Program. It has been perceived that the school is now an international school. Additionally, we have learned that a few agents no longer recommend the school to international applicants because the school has too many Chinese students.

On the other hand, we have received comments and praise for having an adaptive, creative, and flexible curriculum with academic programs in a supportive learning environment. We are perceived as being approachable and available to always offer support and assistance to current students and alumni. Students and parents perceive us as providing a safe and nurturing environment for students to express their individuality and follow their personal passions. Some transfer students view the school as being more academically flexible, less stressful, and friendlier than their previous schools. Because some domestic and international students transfer into the school at any time during an academic year and now experience academic success, a few of these students view the school as an alternative school. These students may not realize that part of their opinion is a result of the school's Mission and Philosophy with an approach and a commitment to help students learn and to achieve. Furthermore, the surveys show that parents and students are happy with the school and the high percentage who would recommend our school indicates that we are successful at providing a quality college preparatory education and a nurturing environment for our students.

The Director of Marketing and International Student Programs, Ms. Tina Bonacci, conducted a comprehensive series of administration, faculty, and staff meetings during the 2014-2015 academic year to establish the school's strengths and challenges in the areas of Branding, Marketing, and Recruitment, concerning Schoolwide Action Plan #4. The President, Mr. Philip

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Clarke, conducted a Retention Study to analyze the reasons several international students were transferring out from the school before Graduation and their Program End Date.

Survey results for domestic students and parents show satisfaction with the education they are receiving and would recommend the school to others. The faculty and staff concluded in the Marketing Study that “word of mouth” is our greatest attractor for admissions. Interviews with alumni who visit the school reinforce the perception that they are satisfied with the education they received and would recommend our school, if asked. Psychologists and therapists who have visited the school or contact the school on behalf of clients also report that they are happy to recommend the school for its attention to the personal needs of each student.

Our conclusion is that our domestic stakeholders view the school very favorably and with a great deal of affection and would recommend us to anyone who asks. The Marketing Study revealed that we need to develop effective strategies for asking for referrals to build up our domestic enrollment.

Survey results for international parents and international students show that they are generally satisfied with the education they are receiving and would recommend the school to others. Because international parents are so far away and our system of education is so different from what they are used to, we feel their responses are more an indication of their children’s reporting as well as the academic report cards they receive each quarter. Because of language issues, establishing effective personal contact with international parents is quite a challenge we must undertake. Their satisfaction with the school is a good indicator that we are meeting their needs. However, it is also evident from the Retention Study that a significant number (10-15%) of international students are transient and move from school to school based on friends’ invitations or our school’s insistence on academic performance and daily attendance.

Our conclusion is that we have already established a good base of international parents and students who are very satisfied with the school and would recommend it to others. The Marketing Study revealed that we need to develop specific strategies for effective use of these referral opportunities.

Chapter II: Progress Report

During the 6 years since the 2010 Focus on Learning Report and Visit, the administration and dedicated faculty deliberately continued to address and develop certain areas of growth as analysis, discussion, and educational research deemed necessary. The administration and faculty work collaboratively, by a committee of the whole, to carefully implemented the

- Schoolwide Action Plan
- Schoolwide Critical Areas for Follow-Up

As reported in the Midterm Review Visiting Committee Report, “All stakeholders remain dedicated to the WASC Self-Study process of continuous school improvement as a part of creating a constant improvement process.” Since the 2013 Midterm Progress Report and Visit, the Critical Areas for Follow-Up have been at the center of meetings, workshops and classroom instruction, and continue to be the foundation of the Schoolwide Action Plan. All items in the Schoolwide Action Plan have been addressed. Progress has been made in all of areas given the significant change in the student population since 2013. The progress has been assessed yearly and communicated to all stakeholders.

The following summary reflects the efforts from the 2013 Midterm Progress Report to the present. The summary describes the engagement of the administration, faculty, and staff in providing continuing improvement in the pursuit of academic excellence for all students as Collaborative Workers, Critical Thinkers, Lifelong Learners and Responsible Citizens. The Midterm Report and the Midterm Review Visiting Committee Report both document and verify the progress the school achieved up to that time. As stated as part of the Midterm Visiting Committee Report, Action Plan and Critical Areas for Follow-Up Accomplishments, “Arroyo Pacific Academy’s leadership worked to address the critical areas for follow up left by the WASC Visiting Committee. The school’s dedication to improvement is evident in the steps the school has made to address each area with care and diligence.” We are committed to the process for continuous school improvement to further enhance student learning as evidenced in the following report of progress and in the new Critical Learning Needs.

Action Plan #1 Expected Schoolwide Learning Results Rubrics and Benchmark Assessments

Objective: The creation and development of rubrics and benchmark assessment for each one of the Expected Schoolwide Learning Results for each grade level.

Schoolwide Critical Area for Follow-Up #1

The creation and development of rubrics and benchmark assessments for each one of the Expected Schoolwide Learning Results for each grade level.

This Action Plan and Critical Area for Follow-Up is complete. As stated in the Midterm Review Visiting Committee Report, “The school has identified rubrics and benchmark assessments for each Expected Schoolwide Learning Result for each grade level. The teachers collaborated on articulation and identification of the Expected Schoolwide Learning Result and benchmark assessments. Teachers have developed common rubrics for identified skill expectations in each academic department.”

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The indicators for each of the Expected Schoolwide Learning Result have been revised to address the learning needs of English Language Learners. ELD Cohort teachers, English Language Development teachers, and all teachers continue to collaborate to revise rubrics to address the English Language Learners, and their abilities to read, comprehend, write, and speak in all courses.

Evidence:

Midterm Review Visiting Committee Report

Course/Assignment Rubrics

EDGE Curriculum Skills Expectations

Schoolwide Portfolio Rubric

Schoolwide ESLR Self-Evaluation Rubric

Professional Development: Faculty Best Practices as listed in the Community Profile

Action Plan #2 Character Development

Objective: The development of character is fundamental to an education at Arroyo Pacific Academy and is a shared responsibility between the family and the school. We expect that our Mission and Philosophy will be evident in what we say, what we do and how we relate with one another.

This Action Plan is complete. Character Development is incorporated in all co-curricular activities and clubs. The creation of new community partnerships for community service has expanded under the direction of Ms. Xochitl Bermejo, Interact Club Moderator, with the creation of the Interact Club of Arroyo Pacific Academy. The Interact Club is a service club mentored by the Rotary Club of Arcadia, under Rotary International, the biggest service organization in the world. Mr. Aaron Rose, an Arcadia Rotarian, acts as the Interact Club's Rotary liaison. The club provides service hour opportunities and numerous other ways to help the community, both locally and internationally. Members of the Interact Club are active volunteers in local events such as volunteering at retirement homes, library readings, beach cleanups, and much more. Mr. Ryan Conley, Community Service Moderator, continues to seek to expand Service Learning opportunities for our students. He has focused support on service learning projects as listed in the Community Profile. The Interact Club of Arroyo Pacific Academy and the Service Club membership has grown. Students are recognized for their contributions and are proud of their service and accomplishments in the community. Students have built character and have become active participants as they work with others in their school and in the community.

Evidence:

Community Service facts as listed in the Community Profile

Interact Club of Arroyo Pacific Academy Facebook Page

Arroyo Pacific Academy Webpage and Facebook page

Community Service with credits is listed on a student's transcript

Arroyo Pacific Academy Service Award at Graduation

Rotary Club of Arcadia Awards to Students

Quarterly Moderators Activity Reports

Action Plan #3.7

Objective: Further develop the use of a variety of summative external (PSAT, SAT, AP exams), authentic (Portfolio, Rubric), and formative (Benchmark) assessments for evaluating student achievement.

Schoolwide Critical Area for Follow-Up #2

Further develop the use of a variety of summative external (PSAT, SAT, PLAN, AP exams), authentic (Portfolio, Rubric), and formative (Benchmark) assessments for the purpose of evaluating student achievement.

This Action Plan and Critical Area for Follow-Up is complete. As stated in the Midterm Review Visiting Committee Report, “The school has implemented a system of administering and disaggregating standardized tests to measure student achievement. AP Teachers have used AP Exam results to adjust assignments and instruction and other teachers have used PSAT and SAT Exam results to recommend students for after-school and in-school remediation classes and workshops. International students have been recommended for writing tutorials based on their assessment results. The Review Committee observed the use of authentic assessments (portfolios) for evaluating student achievement, and has implemented department-adopted benchmark assessments and rubrics to assess student achievement.”

Teachers continue to use a variety of summative external, authentic, and formative assessments to evaluate student achievement. Teachers make use of the following formative assessments: Observations, Questioning, Discussion, Learning Response Log, Graphic Organizers, Peer/Self-Assessments, Visual Presentations, Kinesthetic Assessments, Constructive Quizzes, and Think Pair Share.

Evidence:

Midterm Review Visiting Committee Report

ASPIRE Test

Teacher Formative Assessment Survey

Schoolwide Portfolio Rubric

Schoolwide ESLR Self-Evaluation Essay Rubric

Schoolwide ESLR Self-Evaluation Assignment for English Language Learners

Action Plan #3 Curriculum and Instruction

Objective: Through genuine engagement with learning, an appreciation of the world of ideas, an active intellectualism, and a belief in the value of experiential education, we endeavor to create a culture and curriculum that promotes academic excellence. By offering rigorous academics, Arroyo Pacific Academy will prepare students not only for college but also to meet the challenges of career opportunities.

Schoolwide Critical Area for Follow-Up #3

Encourage all teachers to utilize in their teaching multiple intelligences/modalities and best practices of classroom management.

This Action Plan and Critical Area for Follow-Up is complete and ongoing with the new Critical Learner Needs and the new Action Plans #1 and #2. The curriculum has been improved with new course offerings and programs. Students are challenged to think critically and creatively. As

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stated in the Midterm Review Visiting Committee Report, “The school has engaged faculty in promoting ongoing best practices to assure excellence in teaching to include research-based professional development in different instruction and classroom management. Friday faculty meetings are used to develop and share best practices. Mr. Walley, the Dean of Studies, conducts faculty meetings and the Review Committee observed notes from those meetings.”

The school’s commitment to Professional Development and regularly scheduled Faculty Meetings are clear. This allows the school to continue refining best practices so that all students may learn and achieve as stated in both of the Critical Learner Needs.

Evidence:

Midterm Review Visiting Committee Report

The Clarke Center

UC a-g Course List: <https://hs-articulation.ucop.edu/agcourselist#/list/details/3773/>

Professional Development Best Practices as listed in the Community Profile

Professional Development Topics as listed in the Community Profile

Professional Development Forms completed by attending Faculty

Faculty Meeting Presentations by Faculty

Summer School Programs

Critical Learners Needs in the Schoolwide Action Plan 2016-2022

Action Plan #4 Marketing and Recruitment

Objective: Attract, nurture and retain a talented and motivated student body who will be enriched by the experience of learning in a community comprised of students with academic and personal standards.

This Action Plan is complete and ongoing with the new Action Plan #4. In the Midterm Report, it was reported, “The administration, faculty, staff and the Development Office continue to seek ways to better promote and market Arroyo Pacific Academy to the larger community. The Development Office with Mrs. Mimi Mycroft communicates with the larger community and stakeholders. The Admissions Office staff attends high school days/nights and visits campus as outreach for admissions.”

The school has made great advances in Marketing and Recruitment as we have a new Admissions Director, Mr. Robert Nguyen, who revamped the Admissions Department and revised the admissions process with the assistance of Ms. Jennifer Tseng, International Admissions. A new position was established, Director of International Programs, and was filled by Ms. Tina Bonacci. Some of the primary responsibilities of this position are to promote the school to international agents, create agreements with overseas partner schools, and to oversee the Summer and Winter Camp Programs.

A Marketing Plan was developed during the 2014 - 2015 academic year by Ms. Tina Bonacci, Director of Marketing, who conducted a series of in-services and seminars for the administration, faculty and staff. Our school strengths were identified and our marketing efforts were focused on these strengths. Through analysis of student records and review, honor rolls, SAT and AP results as well as acceptance rates at Universities, we are able to present Arroyo Pacific Academy as a school of choice for college bound students.

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We continue to reach out to the larger community through Marketing and Recruitment and to local schools by advertising our qualities, programs, and unique environment for our high school students and their parents/guardians. The personal approach to education is represented by the Premier Scholar Program and gifted students program which recognizes high academic achievement; the Assisted Learning Program and the After School Program continues to provide individualized help and support to students.

Our high achieving students are recognized by the Rotary Club of Arcadia as outstanding examples of students in Arcadia. The Arroyo Pacific Academy webpage has been redesigned to better reflect the school's image as an academic college prep and international school.

It was identified in the Branding and Marketing workshops that our primary marketing tool is "personal references" and so we have made a concerted effort to upgrade our students, parents, alumni and friends directories in electronic form. The school implemented the Jupiter system to enhance accuracy of these records and to make it easier to communicate on a more regular basis. The Development Office gathered its contact information through the Alumni Newsletters and Gala events outreach. The school brochure and video advertising have been upgraded and refreshed based on the results of the Branding and Marketing workshops.

Our Admissions Office has developed a network of international agents to recruit students from different areas of the world. Mr. Robert Nguyen, Admissions Director, attends local meetings of school admission directors to discover trends in local recruiting.

Evidence:

Midterm Progress Report

Schoolwide Action Plan #4: Branding and Marketing Meetings as listed in the Community Profile

Branding and Marketing Meeting Documents

New Marketing Materials: sweatshirts, pens, DVDs, brochures, etc.

Summer School Tech Camps in The Clarke Center

High School Days/Nights

Advertisements in Media: Pasadena Now Articles

Usage of Social Media

Schoolwide Action Plan 2016 - 2022

Schoolwide Critical Area for Follow-Up #4

Further develop a formalized and comprehensive teacher evaluation process.

This Critical Area for Follow-Up is addressed in Action Plan #6.

Action Plan #6 Faculty Evaluation and Professional Development

Further develop a formalized and comprehensive teacher evaluation process. Create a systematic plan for teachers to formalize and document professional development programs on individualized learning.

This Action Plan and Critical Area for Follow-Up is complete. During the Midterm Review, the Visiting Committee Reported, "Arroyo Pacific Academy is in the process of establishing criteria for a formalized and comprehensive evaluation process. Administrators regularly visit classrooms to support student achievement. A formalized method of teacher evaluation has been created and

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implemented into our annual faculty evaluation process. Administrators continue to regularly visit classrooms to support student achievement.”

The administration has developed a formalized and comprehensive teacher evaluation process. The administration has created employment agreements that are signed during a meeting with the Principal, Mr. Joseph Blackman. At this meeting, goals for the academic year are discussed. The administration has established criteria for a formalized and comprehensive evaluation collaborative process. The criteria for both the Teacher Self-Assessment Performance Report and the new Teacher Summative Performance Report are:

Performance Standard 1: Data-Driven Planning

Performance Standard 2: Instructional Delivery

Performance Standard 3: Assessment

Performance Standard 4: Learning Environment

Performance Standard 5: Communication

Performance Standard 6: Professionalism

Performance Standard 7: Student Achievement

The Teacher Self-Assessment Performance Report correlates to the new Teacher Summative Performance Report. The administration is committed to making sure teachers get the support they need to do their best work. Teacher self-evaluations, are given to each teacher annually at the beginning of the academic year while informal evaluations and assessments are conducted throughout the academic year through observations and discussions with the teachers in private meetings and conversations. Teachers identify Areas of Strength and Areas Needing Improvement and are encourage to select Professional Development to address their areas for improvement. During the 2015 - 2016 academic year, an administrator completed formalized teacher evaluations based on the Performance Standards.

Schoolwide Critical Area for Follow-Up #5

Create a systematic plan for teachers to formalize and document professional development programs on individual learning.

This Critical Area for Follow-Up is addressed in Action Plan #6 Faculty Evaluation and Professional Development.

Action Plan #6

Objective: Further develop a formalized and comprehensive teacher evaluation process. Create a systematic plan for teachers to formalize and document professional development programs on individual learning.

This Action Plan and Critical Area for Follow-Up is complete and ongoing with the new Critical Learner Needs # 1 and #2 and the new Action Plans #1 and #2. During the Midterm Review, the Visiting Committee Reported, “The school has made considerable progress in the area of professional development. Self-reflection forms were used to set individualized professional goals for each teacher, and the school has committed resources, both financial and institutional, to meet goals for each teacher.”

The school has maintained a firm financial commitment to provide both on-campus and

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off-campus Professional Development with the resources, time, and personnel to realize a systematic plan that formalizes documentation of teachers' professional development programs and individualized learning.

The administration has a systematic process for teachers to formalize and document professional development programs on individualized learning as identified in Schoolwide Critical Area for Follow-Up #5. Teachers complete a Reflecting on the Professional Development Form for both on-campus and off-campus Professional Development.

Evidence:

Midterm Review Visiting Committee Report
Reflecting on the Professional Development Forms

Action Plan #5 Advancement and Alumni Relations / Active Support of the Arroyo Pacific Foundation

Objective: Strengthen the ability to surmount challenges and realize opportunities so as not to rely solely on the strength of existing resources. While sound management already exists, Arroyo Pacific Academy can benefit from a larger resource base. The Arroyo Pacific Foundation's endowment is new and our alumni are young, so a more formal advancement and alumni program is necessary to support Arroyo Pacific Foundation's objective.

This Action Plan is complete. In the Midterm Report, it has been reported that we are committed to increasing alumni relationships and long term involvement with the growth of the school and the Arroyo Pacific Foundation. We have been working on maintaining regular and open communications with, and tracking, our alumni through physical and virtual method as well as through a new database. Our financial assistance is devoted to financial aid and scholarship for various purposes. We continue to share priorities, policies, and goals amongst each other. The Development Master's Program, Arroyo Pacific Heritage Association, the Heritage Endowment Fund, and the growing Alumni involvement is constantly changing with the times and further working toward realizing the Mission, the Philosophy and the Expected Schoolwide Learning Results.

Evidence:

Midterm Progress Report
Facilities, Programs and Enrollment Expansion
AP Foundation Events List and Materials
Parent Pledge Program
Heritage Endowment Meetings and Event List
Heritage Association Membership List
Development Records

Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Arroyo Pacific Academy's analysis and evaluation of past progress, current data, the instructional and support programs as documented in the Community Profile demonstrates a commitment to continuous school improvement with a clear focus on teaching and learning.

Implications of the Data and Student Performance

The implications of the data with respect to student performance are identified by each Focus Group.

Focus Group A 1-4

Test results indicate that we allow all students to participate in testing whether they are on the college prep track or not. We receive transfer students throughout the academic year who are at different levels, so our performance data is affected by students still integrating into a new school with new expectations and new teachers. There has been a large increase of international students over the last 3 years which affects the data as well as the large percentage of new students at the beginning of every year. It is clear to see that the students who have been with us for multiple years show positive growth and development.

Focus Group A 5-7

Upon looking at the raw data, it appears that our students' test scores and academic grades have declined in recent years. We believe this is a result of the increased number of international transfer students who have enrolled in our school within the past 3 years. By welcoming those students who have not been successful in other schools, we will naturally have lower test results and grades initially for those students. In response, we have enhanced the English Language Language Development Program and Curriculum to help those students who have lower English proficiency levels.

We believe we can improve in some areas, such as tracking of students based on their English language proficiency levels while including their length of enrollment, and further developing of more flexible programs to address student needs. The data also shows that for most of our students who have been with us for a longer period of time, their general performance has been more successful and that they have made more academic improvements the longer they have been attending the school. This applies for students who do not have significant issues outside of school. For those students who do have issues, we have seen a lower than average academic performance. This would indicate that the students could greatly benefit from counseling, either private counseling or in-school counseling, which we provide with Outreach Concern, Inc. Lastly, the data shows that the GPA for our domestic students have been fairly consistent, so the change in test scores and academic grades is the result of our willingness to accept underperforming international students and domestic students to help them be successful.

Focus Group B

With such a diverse population as ours, can best measure student performance by appropriately disaggregating data. In this way, we can track student performance with greater accuracy, e.g. tracking English Language Learners, students in the Scholars Program, and students in the Assisted Learning Program. When analysis is done in this light, it is clear that students are

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succeeding in their studies. For example, when disaggregating the data for SAT results our success with each individual population shines. Additionally, our unique open enrollment and nomadic population also presents challenging in terms of GPA tracking. We often lack all the data points necessary and are integrating our GPA with former schools' GPAs. This makes our ability to weigh GPA data difficult.

Focus Group C

Through the analysis of the D & F Lists, the enrollment in the Advanced Placement courses, and the number of students achieving the Honor Roll, we have identified that student performance has improved. We have observed an increase in academic confidence and critical thinking skills within the classroom, which is reflected in the continued and consistent enrollment in the Advanced Placement Program.

Focus Group D

The success of our students shows the progress made in the many areas we have identified e.g. Advanced Placement, Assisted Learning, English Language Development, gifted students, and cohort groups. The students and parents are very satisfied with the accommodations we have made to address the individual learning needs of our students e.g. After School Program, Saturday School, Credit Recovery Program, cohorts of students with curricular adaptations which are better suited and tailored to their student needs.

The continued focus on our commitment to each student's success is vital to our mission. We give students the time they need to learn and, if necessary, to recover from periods of disinterest or struggle. Our success is evident in the improvement of student grades, tests results and overall academic achievement and satisfaction. It is also evident that we need to re-evaluate the tests being used to measure student improvement e.g. the PSAT/NMSQT may not be suitable for all international students because of language difficulties.

Critical Learner Needs

The Critical Learner Needs based on the data demonstrate the faculty's commitment and dedication to address the real needs of the students which are an educational imperative and an opportunity for student improvement which are correlated to the Expected Schoolwide Learning Results.

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.

The Correlations with the Expected Schoolwide Learning Results are identified by each Focus Group.

Focus Group A 1-4

We recognize that we have a large variety of students and different types of learners with a variety of learning abilities. Recognizing the type of learner a student is helps the faculty to create resources and tools to help students be successful in high school, in college and beyond. We have to be able to assess where each student is in their language and critical thinking skills when they come to us, in order to help them develop further. With international students, we assess proper placement through exams in English through the EDGE test, a Writing Assessment

and the Mathematics test. Domestic students assessment is based off of their transcripts and in class assessments during the first month of arrival. Most of our domestic students are transfer students from other four year high schools in the area.

Focus Group A 5-7

In order to nurture our students into becoming better lifelong learners, as well as better critical thinkers, collaborative workers, and responsible citizens, we have a system to address the learning differences of each of our students. We have the Assisted Learning Program available for those students who benefit with a more tailored educational program and need certain approved accommodations. Being a smaller school allows us to the ability to make many accommodations, such as offering extended time on tests, a separate test environment, reduced homework load, and oral testing. Even if some students do not have any official documented learning disabilities, they may have other issues affecting their ability to learn, such as lacking English proficiency or having undocumented learning disabilities.

To address these concerns, we have introduced and modified some of our programs to better help our students. We have improved the English Language Development Program and Curriculum and continue to offer American Sign Language classes for a very few students.

Focus Group B

We address the varying learning abilities of each student's ability as a Critical Thinker by varying both the formats and requirements of assessments and projects to assess individual learner needs based on our diverse learners. Although we often address student learning needs in various groups, we need to create an atmosphere of inclusiveness and encourage all students to work with one another inside and outside of the classroom as a collaborative worker. The College and Career Counselor meets with individual students and provides varied resources to encourage students on their different paths after graduation as lifelong learners. There is not a one-size fits all mentality. Teachers expect more work from more capable students. Assisted learning students are encouraged to become self-advocates voicing their needs and making use of the resources available to them as responsible citizens.

Focus Group C

To cultivate our students' individual growth we utilize a variety of methods such as differentiated instruction, English Language Learner cohorts, and the use of 21st Century technology. Students and teachers have access to supportive materials which include video tutorials, online quizzes and auto-corrections, interactive websites and historical videos to support the topic of instruction. We offer small class sizes, the After School Program, a daily Study Hall, and an Academic Advisor to promote lifelong learning for each student. These have been developed to address the varying learning abilities and needs of our students. Students demonstrate the ability to be collaborative workers, regardless of their varying learning abilities, through group projects, class discussions, and co-curricular activities like clubs and sports. Students demonstrate the ability to be critical thinkers through classroom discussions, presentations, essays, and the successful completion of assessments for critical thinking as mentioned in the Community Profile. Students demonstrate the ability to be lifelong learners by understanding individual learning styles, communicating effectively, and working effectively with others. Students show that they are responsible citizens by respecting and appreciating the uniqueness of self and others with a variety of learning abilities.

Focus Group D

We agree that we must continue our focus on the individualized learning needs of our diverse student body. The individual education plans prepared by the Vice Principal for each student are realized in each class through the use of assignments that require collaborative working skills. The plans give each student a clear pathway in becoming lifelong learners. Critical thinking skills are an integral part of each program for student learning in the Advanced Placement Scholar Institute, English Language Development, Assisted Learning for students with Individual Educational Plans or other documentation, gifted students, general high school, and the standard college preparatory curriculum. The realization of these skills and the success of each student demonstrates the progress students make as a responsible citizen. In addition, membership on the Honor Roll and in the National Honor Society gives students additional incentives to achieve higher academic success as a lifelong learner.

Critical Learner Need #2: Identify the needs of each international student and English Language Learner.

The Correlations with the Expected Schoolwide Learning Results are identified by each Focus Group.

Focus Group A 1-4

With many of our international students, we have found that they have little adult supervision and healthy adult models to assist and to guide them while they are a student in the school. Being away from home and their parents, it is part of our responsibility to teach these students social skills in order to become responsible citizens and lifelong learners. It is our responsibility to teach these students how to work with others as a collaborative worker while understanding and demonstrating academic integrity so that that they may be a critical thinker.

Focus Group A 5-7

It appears that the most prevalent need for our international students and English Language Learners is the development of their English skills in reading, comprehension, writing, listening, and speaking. Some of the low performance data for our standardized test scores and academic grades are directly correlated to the lower English proficiency of many of our international students who are English Language Learners.

We also realize that there are other needs that our international students may have that are not as obvious that we have addressed. Some of the needs are a result of culture, socioeconomics and the absence of strong adult supervision. Some international students have low motivation and lack of responsibility which impacts their progress as better collaborative workers, lifelong learners and responsible citizens. We have addressed these issues through several Professional Development Workshops and the adoption of the new counseling service, Outreach Concern, Inc. for the current academic year.

Since the Midterm Progress Report and Visit, we have modified and improved our programs and offerings to address the immediate needs of our English Language Learners. The English Language Development Program and Curriculum has been expanded, the August English Language Development Program has been expanded with experiential learning, and the English Language Learners cohort classes have been established. These improvements have helped our students become better critical thinkers and lifelong learners.

Focus Group B

We foster new ways of learning, introducing international students to a curriculum which de-emphasizes rote memorization while emphasizing individual opinions. Teachers help international students hone their own voice. With our varied population, students are often paired in the classroom with a more capable student to encourage growth in both students and in the process of working as collaborative workers. We facilitate language acquisition in order to expand educational opportunities for our students. We cultivate passion by offering choice within the parameters of an assignment so international students may make progress as lifelong learners.

Our Community Service Requirement illustrates our emphasis in creating citizens who will be responsible to one another, not just for themselves. Furthermore, our new efforts in which we more actively screen and follow up with homestay parents as well as tracking student attendance encourage students to be more responsible in and outside of the classroom.

Focus Group C

We identify the needs of each international student by placing them in appropriate level classes based on their English abilities as demonstrated on English and Mathematics placement test scores. We have noticed a difference in many of our international students classroom experiences and expectations that is reflected in their classroom interactions which has driven a change in our methods of instruction and assessment. Cultural differences influence the way that many international students demonstrate their ability to make progress as a collaborative worker, a critical thinker, a lifelong learner and a responsible citizen.

Focus Group D

We must continue to adapt and refine our curriculum and assessments to address the specific needs of international students as lifelong learners, as collaborative workers, as responsible citizens with developing skills in critical thinking appropriate to their academic cohort. We emphasize experiential learning through activities with the Associated Student Body, field trips in the Los Angeles area, sports teams and especially involvement in the Visual and Performing Arts and technology programs of the school most of which are new ways of learning for many international students. Along with our focused orientation programs and specific English Language Development Program and Curriculum, these experiential learning activities give our international students many opportunities to improve English skills and speed up social integration as well as directly address their skills as collaborative workers, critical thinkers, lifelong learners and responsible citizens.

We have a number of cultural events each year to give our international and domestic students ways to appreciate various cultures of the world and also ways to celebrate their own culture within the student body. Because we recognize that international students with limited English ability find it more difficult to complete assignments and homework on their own, we provide the After School Program so they can find additional and specific help from teachers each day as needed.

Important Questions

The important questions that have been raised by the analysis of the student performance, demographic, and perception data are identified by each Focus Group.

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Focus Group A 1-4

1. How are transient and transfer students' transcripts of grades affecting our data?
2. If we take students throughout the academic year, is the end of the year GPA giving a true picture of our students development?
3. Is the traditional form of collecting data a helpful tool for us, as we are admitting students throughout the year and at different levels of English proficiency and academic readiness.

Focus Group A 5-7

1. How can we best disaggregate the data to reflect our student's true performance, e.g., by separating students by length of enrollment?
2. How do we meet the needs of both domestic and international students while still working to integrate both groups into a unified school community?

Focus Group B

1. Do you find that communication via email, Jupiter, parent/teacher meetings, Parents Association Meetings, and phone calls provide effective lines of communication?

Focus Group C

1. How can we improve the perception of our school to the domestic population as a college preparatory school?
2. How can we change the perception of international students that they need to be full and active participants in all aspects of student life and embrace the American high school culture?

Focus Group D

1. What can we do to continue to meet the needs of our very diverse student population?
2. What works and what needs improvement in the programs we already offer?

Chapter IV: Self-Study Findings

Category A 1-4: Organization for Student Learning **Schoolwide Focus Group Committee**

Chair:	Mr. Kim Chan
Administration:	Ms. Tina Bonacci
Faculty:	Ms. Xochitl Bermejo
Faculty:	Ms. Rebecca Edwards
Student:	Abdullah Alkhalidi, Class of 2018
Student:	Hayden Barz, Class of 2016
Student:	Christy Wang, Class of 2016
Student:	Maxine Yuan, Class of 2016
Parent:	Mr. Phil Raycraft, Donovan - Class of 2016
Host Parent:	Mrs. Irma Gonzalez, Bill - Class of 2018
Alumni Parent:	Dr. Brad Miller, Eva - Class of 2010
Alumni Parent:	Mrs. Julie Miller, Eva - Class of 2010
Alumni:	Ms. Jenna Clarizo, Class of 2010
Alumni:	Ms. Eva Miller, Class of 2010
Alumni:	Ms. Margarette Deagon, Class of 2012
Community Member:	Dr. Dino Clarizio, Jenna - Class of 2010

A1. School Purpose Criterion

The school has established a clear vision and mission that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student.

Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the school and its constituency.

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

Findings	Supporting Evidence
<p>At Arroyo Pacific Academy, based upon our Mission Statement, our Philosophy and our Expected Schoolwide Learning Results, we help our students to develop the knowledge and skills to communicate, calculate, create, research and reason.</p> <p>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 learning as collaborative workers, critical thinkers and responsible citizens.</p> <p>Mission Statement Arroyo Pacific Academy is a learning institution where academic achievement has the highest priority within a learning environment that is supportive and encouraging.</p> <p>Philosophy Priority is given in academic achievement. Academic programs are offered to high school students.</p> <p>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 their talents and concentrates on intellectual and academic potential.</p> <p>All work accomplished by the highly qualified faculty and staff reflects the Mission Statement and Philosophy. The administration, faculty and staff regularly communicate the importance of the Mission Statement and Philosophy. We</p>	<p>Mission Statement</p> <p>Philosophy</p> <p>Website</p> <p><i>School Handbook</i></p> <p><i>International Student Handbook</i></p> <p><i>Faculty & Staff Handbook</i></p> <p>An ESLR Evaluation by each teacher is on each Progress Report and Report Card for all courses for each student</p> <p>The Advanced Placement Scholar Institute</p> <p>The General High School Program</p> <p>The Assisted Learning Program</p> <p>The English Language Development Program</p> <p>The After School Program</p> <p>The Credit Recovery Program</p> <p>The Directed Studies Program</p> <p>The Visual and Performing Arts Department and Programs</p> <p>SSD Coordinator’s IEP Accommodation Utilization Notes</p> <p>ASB Clubs</p>

believe that we are successful in implementing our clearly written Mission Statement and Philosophy to serve our constituency through collaboration by creating individualized education through Faculty Meetings, Parents Association Meetings, Administrative Meetings, and Associated Student Body meetings.	Athletics
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Purpose, Schoolwide Learner Outcomes, and Profile Data

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

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 school's Mission Statement, Philosophy and the Expected Schoolwide Learning Results have been impacted by the student profile data as can be seen by the revised ESLR indicators and the 2 Critical Learner Needs.</p> <p>The school's Mission and Philosophy focuses on unique learners. We accept transfer students throughout the year whose educational progress and needs for college preparedness are varied and require personalized educational plans. Among these students are international students with diverse levels of English proficiency.</p> <p>We believe we do an excellent job of integrating a large number of students who we prepare for four year colleges and universities through matriculation with personalized educational plans. Given the large body of international students among our population, they provide experiences and opportunities for local students to share knowledge and experiences that identifies as preparedness for future global competency.</p> <p>Current educational research is presented and shared during Professional Development Meetings and Workshops both on campus and off campus. Of special note, 8 faculty members attended the Fall 2015 CATESOL Conference in order to gain resources for our students to integrate and matriculate.</p>	<p>Revised ESLR Indicators</p> <p>The Critical Learner Needs</p> <p>Expanded English Language Development Program and Curriculum</p> <p>Professional Development</p>

Involvement of All

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.

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*

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outcomes and 2) to determine their effectiveness.

Findings	Supporting Evidence
<p>Arroyo Pacific Academy ensures the development/refinement of our Mission Statement, Philosophy and Expected Schoolwide Learning Results involve the faculty, parents, administration and study body through meetings conducted by each group. The parents communicate with the administration and with teachers through monthly Parents Association Meetings, conversations, and emails. Students communicate with teachers and administrators through conversations, Jupiter Ed, and emails.</p> <p>The data from all surveys, conversations and meetings demonstrate the highly effective involvement of the school community in its educational directive and process for involving representatives of the entire school community in the development/refinement of the Mission Statement, Philosophy, and the Expected Schoolwide Learning Results.</p>	<p>WASC FOL Surveys</p> <p>Students and Parents on WASC Focus Groups</p> <p>Monthly Parents Association Meetings</p> <p>Academic Newsletters</p> <p>Parent Service Hours Program</p> <p>Weekly Faculty Meetings</p> <p>Weekly Administration Meetings</p>

Consistency of Purpose, Schoolwide Learner Outcomes, and Program

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

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 and the Expected Schoolwide Learning Results are consistently exemplified through all events, programs and services such as: Honors Assemblies, Cultural Assemblies, ASB Spirit Activities, SAT Preparation Program, Advanced Placement Scholar Institute, English Language Development Program, Assisted Learning Program, Visual and Performing Arts Programs, presentations, and at Graduation.</p>	<p>Honors Program</p> <p>ESLR on the Progress Report and on Report Cards</p> <p>AP Test Results</p> <p>Play Programs</p> <p>Concert Programs</p> <p>Festival of the Arts Programs</p> <p>English Language Development Program: Student Enrollment and the Number of Students Who Move Up a Level</p>

Communication about Vision, Mission, and Schoolwide Learner Outcomes

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.

Prompt: *Examine the effectiveness of the means to publicize the purpose and the schoolwide*

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learner outcomes to the students, parents, and other members of the school community.

Findings	Supporting Evidence
<p>Arroyo Pacific Academy's Mission Statement, Philosophy and the Expected Schoolwide Learning Results are posted on the school's website. This is a source that is accessible to all with a computer and internet access. The Mission, Philosophy and the Expected Schoolwide Learning Results are posted in each classroom and office for students, parents and visitors to view. Students are evaluated each grading period regarding their performance with the Expected Schoolwide Learning Results. The school is very effective at publicizing the Expected Schoolwide Learning Results to students, parents, and other members of the school community.</p>	<p>School Website <i>School Handbook</i> <i>International Student Handbook</i> <i>Faculty and Staff Handbook</i> <i>Guideline for International Homestay Students and Host Parents</i> School Newsletter APA Facebook Page Progress Report Sample Report Card Sample Jupiter Accounts APA Foundation Marketing Materials WASC FOL Survey Results</p>

Regular Review/Revision

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.

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 with a regular review process of the Mission Statement, Philosophy and the Expected Schoolwide Learning Results.</p> <p>The process is collaborative and inclusive with the Governing Authority, Administration, and Faculty. Each quarter, the faculty meets to discuss overall student performance and identify key needs in light of the Expected Schoolwide Learning Results. The English Language Development Program and Curriculum has been expanded. Twice a year, English Language Development testing occurs to track English Language Learners' progress in English Language</p>	<p>Marketing and Branding Meetings Administration Meetings ESLR with Revised Indicators Faculty Meetings Student Review Meetings Professional Development for WASC and English Language Development</p>

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<p>Development by the Summer English Language Development teachers and year-round English Language Development teachers. These assessments and reviews address the current English Language Learners population by assigning students in their appropriate reading and comprehension ability levels for maximized learning. This process addresses the future needs of the school given the local and global trend of an increased international student population at the school. Current and future learner needs have also been identified by the 2 Critical Learner Needs.</p>	<p>English Language Development Test Results Creation of English Language Development Cohorts 2 Critical Learner Needs</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The school values a highly collaborative approach where all stakeholders are valued in the educational process. This has allowed the school establish and maintain a clear vision and mission that reflects the beliefs and philosophy of Arroyo Pacific Academy.</p> <p>This criterion is being effectively addressed through the collaboration of the community members with regular meetings to assess individual student needs and to review and update the Expected Schoolwide Learning Results with revised indicators. It has also been addressed through the 2 Critical Learner Needs.</p>	<p>Monthly Parents Association Meetings Weekly Faculty Meetings ESLR with Revised Indicators 2 Critical Learner Needs WASC FOL Survey Results</p>

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

Findings	Supporting Evidence
<p>The Mission Statement and Philosophy clearly addresses the 2 Critical Learner Needs as identified in the self-study. All stakeholders have been involved in the Focus on Learning process. The school has a very clear focus on teaching and learning so that all students can make progress with the Expected Schoolwide Learning Results as Collaborative Workers, Critical Thinkers, Lifelong Learners and Responsible Citizens.</p> <p>To be prepared for the 21st Century, domestics and international students will need a high level of literacy skills. Our increasing population of English Language Learners will need to be prepared for a wide-range of college, university and career opportunities.</p>	<p>The Mission Statement Statement of Philosophy</p> <p>Expected Schoolwide Learning Results with Revised Indicators</p> <p>Schoolwide Action Plan</p>

<p>Because of our small community, we find that a personal approach to education may be realized and swiftly implemented for the benefit of individual students. More specifically, the 2 Critical Learner Needs demonstrates that our school is regularly addressing individual student needs.</p>	<p>2 Critical Learner Needs</p>
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A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school’s mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegates implementation of these policies to the professional staff and (c) monitors results.

Indicators with Prompts

Clear Policies and Procedures

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

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

Findings	Supporting Evidence
<p>Arroyo Pacific Academy is a proprietary school and is owned by Arroyo Pacific Inc.</p> <p>The owner of Arroyo Pacific Inc. is Mr. Philip Clarke who selects members of the Board of Arroyo Pacific Inc. for this corporation which is the parent corporation of Arroyo Pacific Academy. Mr. Clarke is the sole member of the corporation and has chosen two long time colleagues to form the Governing Authority Board with him.</p> <p>The President of the Board oversees the financial and property areas of the school.</p> <p>Mr. Robert S. Walley, Vice President oversees the academic, organizational, and co-curricular areas of school policies for the Board.</p> <p>Mr. Robert Nguyen, Vice President oversees the admissions and marketing policies of the school for the Board.</p> <p>The Governing Authority Board approves all policies and handbooks and evaluates their implementation. The Board gives full authority to the COO/Principal and the administrative team to implement the policies and organizational procedures of Arroyo Pacific Academy.</p> <p>Currently, all members of the Governing Authority Board are also members of the school administration with specific responsibilities as the President, the Dean of Studies/Director</p>	<p>Governing Authority</p> <p>The Board of Arroyo Pacific Inc.</p> <p>Governing Authority and Administration Job Descriptions Administration, Faculty, and</p>

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<p>of Professional Development and the Admissions Director. They work with the Principal, the Vice Principal and the Business Manager in the implementation of school policies and procedures. This ensures effective implementation of Governing Authority Board policies as the school grows and develops.</p>	<p>Staff Organization Chart</p>
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Pretraining of Potential Board Members

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.

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

Findings	Supporting Evidence
<p>As the Governing Authority develops, new members will undergo Board Member Training courses organized by Independent/Private Schools. There is currently no decision to expand Board membership and therefore, no training is required.</p>	<p>N/A</p>

Relationship of Policies

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

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
<p>The Governing Authority is actively involved in establishing instructional direction, setting goals for students achievement, implementing policies, and monitoring of academic results.</p> <p>The policies created by the Governing Authority adequately support the school's Mission Statement, Philosophy and the Expected Schoolwide Learning Results through its programs and operations.</p>	<p><i>Administration, Faculty, Staff Handbook</i></p> <p><i>School Handbook</i></p> <p><i>International Student Handbook</i></p> <p><i>Guideline for International Homestay Students and Host Parents</i></p> <p>Weekly Administration Meetings</p>

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
The school does not offer online instruction but teachers make use of support technology and online resources. The school has very clear policies in the online <i>School Handbook</i> concerning Computer Use and Privacy	Computer Use and Privacy Policy

Involvement of Governing Authority

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.

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
<p>Since all 3 members of the Governing Authority, Mr. Philip Clarke, President, Mr. Robert S. Walley, Vice President, and Mr. Robert Nguyen, Vice President, are also members of the school administration, they are closely involved in regular review and refinement of the school's Mission, Philosophy and the Expected Schoolwide Learning Results.</p> <p>The Governing Authority also attends regular Professional Development in-service programs offered by the Director of Professional Development and professional agencies to address the Expected Schoolwide Learning Results and the Critical Learner Needs identified by the faculty in the self-study.</p> <p>The Governing Authority uses a variety of strategies to remain current in research-based knowledge about effective schools through Mr. Robert S. Walley, who serves as a WASC Visiting Committee Member. He is also a Visiting Committee Chairperson and a Committee Member for the Western Catholic Education Association (WCEA) in Los Angeles, Orange County, and in San Diego.</p>	<p>Weekly Administration Meeting</p> <p>Mr. Robert S. Walley, Director of Professional Development</p> <p>WASC Membership as Visiting Committee Member</p> <p>WCEA Membership as both Visiting Committee Chairperson and Visiting Committee Member</p>

School Community Understanding

Indicator: The school community understands the governing authority’s role.

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

Findings	Supporting Evidence
The school recognizes that the Governing Authority members are part of the fabric of the school and its decision making processes. Members of the school community are very aware that the owner/President has final authority but favors an	Organization Chart

inclusive mode of governance where the community has input when changes are being made.	
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Relationship to Professional Staff

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.

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
<p>The Governing Authority has a clear understanding regarding the relationship between the governing Board and the professional staff. The members of the Governing Authority are integral to the operations of administration and the professional staff. They understand the distinct roles of the COO/Principal and other administrators and staff. The administration team is closely consulted and makes recommendations for policy changes to the Governing Authority.</p> <p>Arroyo Pacific Inc. as the entity which finalizes policies and strategic planning especially in financing and infrastructure while giving great autonomy to the operational side of the school to carry out these policies and plans.</p> <p>Mission, Philosophy, Expected Schoolwide Learning Results, and strategic planning are reflected in the yearly review of the <i>School Handbook</i>, budgets, and the twice yearly strategic planning/workshops/retreats attended by the full administrative team.</p>	<p>Governing Authority, Administration, Faculty and Staff Job Descriptions</p>

Board Evaluation/Monitoring Procedures

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.

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
<p>The Governing Authority Board members are intimately involved with the monitoring of student performance, overall school programs, overall school operations, and the fiscal</p>	<p>Weekly Administration Meetings</p>

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<p>health of the school. The President who is the proprietor, works directly with the Vice President/Dean of Studies, Vice President/Director of Admissions, Principal/COO, Vice Principal, and Business Manager on these matters.</p>	<p>D & F Lists Vice President/Dean of Studies Classroom Observations Fiscal Health at Administration Meetings by the Business Manager</p>
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Complaint and Conflict Resolution Procedures

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

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
<p>School administrators and other personnel handle complaints from students, parents and other appropriate entities. The Principal/COO determines all resolution outcomes which pertain to internal operations.</p> <p>The President/Owner handles all matters pertaining to civic authorities and other external authorities which includes overseas schools and agents. He is also the "go to" appeal of decisions made by the Principal/CCO if a final resolution is required.</p>	<p>Teachers Satisfaction as Demonstrated in Meetings and Conferences</p>

Evaluation Procedures

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

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

Findings	Supporting Evidence
<p>The Governing Authority has established evaluation procedures. Since all 3 members of the Governing Authority are also members of the school administration, the administrative team participates in evaluation of the entire school (financial, academic and operations) which is ongoing and thorough regular Administration Meetings, Faculty Meetings, and Student Review Meetings.</p>	<p>Weekly Administration Meeting and Reports Vice President/Dean of Studies Classroom Observations and Walkthroughs Teacher Self-Assessment Performance Report</p>

Evaluation of Governing Authority

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

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

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Findings	Supporting Evidence
Currently, the Governing Authority utilizes a self-evaluation process and general review of the success of the school's operations and finances.	Governing Authority Members Meetings with the President

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The Governing Authority plays an integral role in the school. The current Governing Authority is composed of founding administrators who were also teachers at Arroyo Pacific Learning Center, the Middle School and Arroyo Pacific Academy. This gives members a unique perspective whose self-evaluation meets the criterion for assessment of policies and procedures.</p> <p>When the Governing Authority Board is expanded in the future, our goal is to use a School Board Handbook evaluation instrument to give specific focus on Board responsibilities.</p>	<p>Governing Authorities Policies and Practices for School Operations</p> <p>Governing Authority and Administrators Responsibilities</p> <p>Vice Presidents' Reports and Meetings with the President</p>

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

Findings	Supporting Evidence
<p>The Governing Authority works closely with the administration in making sure all students receive a quality education. This criterion fully demonstrates the Governing Authority and its full commitment to support the school's plans to address and to respond to the 2 Critical Learner Needs as identified in the self-study.</p> <p>The Governing Authority has built a strong and trusting relationship with the administration, faculty and staff. Because the school gives priority to the Critical Learner Needs, the Board members give great attention to the policies, procedures, and financial commitments to address the Critical Learner Needs. The Board, with the administration, will regularly addresses our commitment to supporting the Critical Learner Needs to ensure that there are no barriers to learning.</p> <p>The faculty works closely with the Vice President/Dean of Studies and the administration to ensure that we are highly effective in meeting our school's Critical Learner Needs.</p> <p>The Governing Authority Board's self evaluations demonstrate a commitment to ensure facility development and</p>	<p>Funding of Infrastructure</p> <p>Funding of Student Support Programs</p> <p>Funding of Expanded English Language Development Program</p> <p>Funding of Additional Teachers</p> <p>Funding of Professional Development</p> <p>Funding of Educational Resources</p>

improving academic and support programs to address the identified Critical Learner Needs.	
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A3. School Leadership Criterion

The school leadership (a) makes decisions to facilitate actions that focus the energies of the school on students’ achievement of the schoolwide learner outcomes (b) empowers the staff and (c) encourages commitment, participation and shared accountability for student learning.

Indicators with Prompts

Defined Responsibilities, Practices, etc.

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.

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 defined policies, rules and procedures as stated in the <i>Faculty and Staff Handbook</i> . The policies and the organizational chart are clear and understood by administration, faculty and staff because they are reviewed annually by the Governing Authority. At the beginning of each academic year, teachers review and sign the Teacher Job Description and the Academic Advisor Job Description to renew the commitment to their role as a teacher and mentor. If there are any questions, they are discussed at any time in faculty meetings or during weekly administration meetings.	<i>Faculty and Staff Handbook</i> Signed Job Descriptions in Employee Files

Existing Structures

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

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

Findings	Supporting Evidence
As a small school with many veteran teachers with new teachers who are all committed to the Mission Statement and the Philosophy, the school has strong existing structures for internal communication, planning and resolving differences. Communication is personal and clear by way of dialogue, private conferences, emails, Administration Meetings, Faculty Meetings and Department Meetings. Planning and creating a better school is an ongoing conversation among administration, faculty and staff. Every attempt is made to	Administration Meetings Faculty Meetings Departmental Meetings for Math, Science, Visual & Performing Arts, English, Social Studies English Language Development Teachers Regular

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<p>listen and to try to resolve differences or issues. The existing structures for internal communication, planning and resolving differences are very effective and differences are resolved if possible.</p> <p>For those differences that cannot be resolved, school administrators and other personnel handle complaints from students, parents and other appropriate entities. The Principal/COO determines all resolution outcomes which pertain to internal operations. The President/Owner handles all matters pertaining to civic authorities and other external authorities which includes overseas schools and agents.</p> <p>The President is the "go to" appeal of decisions made by the Principal/CCO if a final resolution is required.</p>	<p>Communication Visual and Performing Arts Teachers Regular Communication Easily Accessible Administrators Jupiter/Email/Discipline Log School Calendar</p>
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Involvement of Staff

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.

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 leadership, faculty and staff consistently make decisions and initiate activities and plans that enable students to achieve the Expected Schoolwide Learning Results. We are a community where academic achievement has the highest priority within a learning environment that is supportive and encouraging.</p> <p>The processes and procedures for involving faculty and staff in shared responsibility, actions, and accountability to support student learning is very effective. The processes are effective because of the shared responsibilities made clear by these assignments: Academic Advising assignments, After School Program assignments, Club Moderator Assignments, Coaching assignments, prefecting and supervision assignments, and Saturday School assignment. This is effective because at regular Faculty Meetings and we can review and alter these assignments if necessary.</p>	<p>Academic Advising Schedule After School Program Schedule Club Moderators Coaching List Prefecting Schedule Saturday School Schedule Administration Meetings Faculty Meetings Student Review Meetings Professional Development Meetings and Workshops Visual and Performing Arts Directors Schedule Community Service Program ASB Club List Moderator List Student Review Meetings</p>

	Teacher’s Regular collaboration
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Evaluation of Existing Processes

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

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

Findings	Supporting Evidence
The school leadership and faculty are committed to continuous school improvement to support student learning through collaboration, cooperation, assessments, data analysis, and best practices to promote student achievement at regular Administration Meetings, Faculty Meetings, Professional Development Meetings, and Student Review Meetings. Because of consistent and regular review of programs and services, the school has maintained and increased its commitment to focus on student achievement and successful student learning.	Administration Meetings Faculty Meetings Professional Development Meetings Student Review Meetings

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Arroyo Pacific Academy is a highly collaborative team where all stakeholders are valued in the educational process to realize the Mission Statement, Philosophy and the Expected Schoolwide Learning Results. Faculty and staff members share their opinions and their feedback concerning the existing processes and actions of the administration which are focused on successful student learning. The administration and faculty collaboratively realize the school’s Philosophy because priority is given to success in academic achievement as to what we expect students to learn and accomplish.	Mission Statement School Philosophy Expected Schoolwide Learning Results Administration Meetings Faculty Meetings

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

Findings	Supporting Evidence
The Mission Statement, Philosophy, and Expected Schoolwide Learning Results clearly addresses the Critical Learner Needs identified in the self-study. All teachers are	Master Schedule Teacher Schedules

<p>dedicated to the realization of the Mission Statement, the Philosophy, and the Expected Schoolwide Learning Results for all students.</p> <p>The dedicated teachers are highly qualified and willingly participate in Professional Development both on campus and off campus to clearly focus on successful student learning. Much of our Professional Development and Student Review Meetings address the needs of our students and those students academically at risk. The administration and faculty will continue to address the 2 Critical Learner Needs. Mr. Philip Clarke, President, has made a financial commitment to the Critical Learner Needs so that all students may be successful as Collaborative Workers, Critical Thinkers, Lifelong Learners, and Responsible Citizens.</p>	<p>Professional Development</p>
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A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school’s purpose and engage in ongoing professional development that promotes student learning.

Indicators with Prompts

Employment Policies/Practices

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

Prompt: *Evaluate the clarity of the employment policies 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 administration takes pride in selecting the most qualified candidates for each position. The administration has clear employment policies, practices and expectations related qualification requirements of faculty and staff. The school employs a fully qualified faculty and staff as documented in the Community Profile. Qualifications for all positions are defined by job descriptions that are reviewed annually.</p> <p>The faculty and staff are offered employment based on their education, qualifications, teaching or work experiences, professional experiences and interests, and personal characteristics as they demonstrate an understanding of and commitment to the Mission Statement, Philosophy, and the Expected Schoolwide Learning Results.</p> <p>The school does not offer online instruction as all courses are taught by a teacher in a classroom.</p>	<p><i>Faculty and Staff Handbook</i></p> <p>Faculty and Staff Demographic Survey</p> <p>Signed Faculty Job Descriptions</p> <p>Signed Academic Advisor Job Description</p>

Qualifications of Staff

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

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
<p>The administration reviews all information regarding faculty and staff backgrounds, education, work experience, training, preparation, personal and professional recommendations, and a complete background check is performed. All faculty and staff who are offered employment must receive fingerprint clearance from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) through the school prior to a contract being offered for employment.</p>	<p>Faculty Files</p> <p>Professional Development Topics in the Community Profile</p>

Maximum Use of Staff Expertise

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.

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

Findings	Supporting Evidence
<p>The administration assigns faculty teaching assignments based on each teacher’s education, experience, expertise, knowledge, qualifications, training, and love for teaching to maximize the use of their expertise in accomplishing quality student learning so that all students may realize the Expected Schoolwide Learning Results.</p>	<p>Master Schedule</p>
<p>The administration provides for New Teacher Orientation prior to the opening school year Faculty Meetings and Professional Development.</p>	<p>New Teacher Orientation</p>
<p>The administration supports, encourages, and provides for professional development opportunities frequently with time, personnel, and fiscal resources. Teachers regularly attend and participate in Professional Development Meetings and Workshops organized by the Director of Professional Development.</p>	<p>Monthly Professional Development Meetings</p>
<p>Teachers are encouraged and financially supported to attend Professional Development workshops off campus to enhance</p>	<p>Individual Professional Development</p>

<p>their expertise and lifelong learning. Teachers attend Advanced Placement Workshops if they are teaching in the Advanced Placement Scholar Institute. The school does not offer online courses.</p>	
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Defining and Understanding Practices/Relationships

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

Prompt: *Evaluate the administrator and faculty written policies, charts, 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
<p>The Governing Authority evaluates the administration and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership, faculty, and staff.</p> <p>The school has clearly defined policies, rules and procedures as stated in the <i>Faculty and Staff Handbook</i>. The policies and the organizational chart are clear and understood by administration, faculty and staff.</p> <p>At the beginning of each academic year, teachers review and sign the Teacher Job Description and the Academic Advisor Job Description to renew the commitment to their role as a teacher and mentor. If there are any questions, they are discussed at any time in Faculty Meetings or during weekly administration meetings. The administration, faculty and staff understand the relationships of leadership, faculty and staff.</p>	<p><i>Faculty and Staff Handbook</i></p> <p>Faculty and Staff Organization Chart</p> <p>Signed Faculty Job Descriptions</p> <p>Signed Academic Advisor Job Description</p>

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning 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.

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?*

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Findings	Supporting Evidence
<p>The administration and faculty are dedicated to each of our students regardless of their specific needs. We pride ourselves in getting to know each one of our student’s strengths and weaknesses so that we can help each student achieve and succeed through the Expected Schoolwide Learning Results.</p> <p>The processes and procedures for involving faculty and staff in shared responsibility, actions, and accountability to support student learning throughout all programs is effective through collaboration, assessments, data analysis, and best practices to promote student achievement.</p> <p>The school does not offer online instruction as all courses are taught by a teacher in a classroom.</p> <p>Representative examples and data regarding impact on student learning are:</p> <p>The mid-quarter and end of quarter D & F List that identifies students who need assistance and academic interventions such as enrollment in the After School Program, counseling and/or tutoring.</p> <p>The Student Review Meetings are effective for supporting student learning since all teachers meet and discuss each student who is not performing well in school.</p> <p>Academic Advisors are very effective for the day to day success of the students.</p> <p>The After School Program is effective for giving students extra time to complete work with support.</p> <p>The Jupiter Log allows for teachers to communicate with administration so the administration can effectively deal with the issues that arise in the classroom.</p>	<p>List of Prefecting Duties</p> <p>Honor Rolls</p> <p>Club Moderator List</p> <p>Athletic Coach List</p> <p>College and Careers College Field Trip List</p> <p>Master Schedule</p> <p>The D & F List</p> <p>Teacher and Student Referrals for Outreach Concern, Inc. Counseling</p> <p>Student Review Meetings</p> <p>Disciplinary Referral List</p> <p>Academic Advisor Job</p> <p>Attendance/Assignment to the After School Program Lists</p> <p>Jupiter Log</p>

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
<p>The school does not offer online instruction as all courses are taught by a teacher in a classroom.</p>	<p>N/A</p>

Support of Professional Development

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.

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 administration supports professional development, dedicated personnel, materials and fiscal resources to facilitate all students achieving the academic standards and the Expected Schoolwide Learning Results which are all very effective. The administration fosters a spirit of innovation and empowers the faculty to make day-today decisions to help all students achieve and to reach their highest potential.</p> <p>Faculty presentations of Professional Development activities allow for a collaborative effort in incorporating new ideas and researched-based techniques into curricula. This collaborative process of teachers instructing teachers gives all teachers a stake in the success of each other’s expertise. Success is measured by observation of each other’s classes, test and assignment scores and student progress with the Expected Schoolwide Learning Results.</p> <p>The faculty regularly attends a significant number of professional development meetings and workshops both on and off campus. Examples of the content of on campus professional development includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Benchmark Assessments: Faculty ● Best Practices & Curriculum Alignment by Departments: Faculty ● Best Practices & ELL Best Practices: Faculty ● Best Practices by APA Faculty: Faculty ● Best Practices for English Language Learners: Faculty ● Best Practices in Action: Critical Thinking, Motivation and Building Resiliency: Faculty ● Bullying: Faculty & Staff ● California State Frameworks and Model Curriculum Standards: Faculty ● <i>Causes & Cures in the Classroom: Getting to the Root of Academic & Behavior Problems</i>: 13 teachers with Faculty Presentations ● Connecting Curriculum Mapping and Technology: Faculty ● Creating a Professional Development Plan: Faculty ● Curriculum Implementation: California State Frameworks and Curriculum Mapping Research, 	<p>Professional Development Budget</p> <p>School Budget</p> <p>Reflecting on the Professional Development Experience form</p> <p>Vice President/Dean of Studies Classroom Observations and Walkthroughs</p>

<p>Discussion and Development: Faculty</p> <ul style="list-style-type: none"> ● Curriculum Mapping Application and Presentation: Faculty ● Deeper Learning for English Language Learners: Faculty ● Differentiated Instruction in Action: Faculty ● Differentiated Instruction: Faculty ● Differentiating Instruction to Address Multiple Intelligences: Faculty ● Differentiating the Common Core Curriculum to Meet the Needs of English Language Development Students by Ms. Joan Collazo: Faculty ● Differentiation: Key Principles and Introduction: Faculty ● Differentiation: Lessons from the Master Teachers: Faculty ● Differentiation: The Goals of Differentiation: Faculty ● English Language Development Student Schedule Improvements by Mrs. Leticia Tufenkdjian: Faculty ● ELL: Demonstrate Scientific Content and Language Skills: Faculty ● English Language Development Standards: Faculty ● English Language Mainstream and Alternative Programs: Faculty ● ESL/ELL Language Development: Faculty ● Facts about English Language Learners in California: Structured English Immersion: Faculty ● Getting Results with Curriculum Mapping: Faculty ● High Quality Curriculum: Faculty ● Implementing the Common Core Curriculum in the Mathematics Classroom by Ms. Joan Collazo: Faculty ● Master's Program Research & ELL Best Practices by Ms. Samantha Fuszara: Faculty ● Motivational Practices for International Students in the Classroom by Ms. Samantha Fuszara: Faculty ● New Teacher Survival Guide: Differentiating Instruction to Address Multiple Intelligences: Faculty <p>In addition, the school and individual teachers have an online PD in Focus subscription through the Association for Supervision and Curriculum Development (ASCD).</p> <p>PD In Focus is on-demand professional learning platform which provides online access to ASCD's extensive library of teaching practice videos. PD In Focus connects research-based practices with real-life examples of effective</p>	<p>ASCD PD in Focus Online Subscription</p>
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classroom instruction.	
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Supervision and Evaluation

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

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
The school's supervision and evaluation procedures in order to promote professional growth of the faculty is effective. The Director of Professional Development regularly visits and observes teachers teaching in the classrooms. Each faculty member completes a Teacher Self-Assessment Performance Report to identify areas of strength and areas for professional development opportunities which corresponds to the Teacher Summative Performance Report. Teachers are allowed to request professional development in any area of their choosing. The administration is committed to and promotes personalized professional development to ensure effective teaching. The Director of Professional Development supports the faculty by providing performance feedback consistently and frequently.	Professional Development Forms Teacher Self-Assessment Performance Report Teacher Summative Performance Report Vice President/Dean of Studies Classroom Observations and Walkthroughs

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
The school does not have an online instructional staff to supervise and evaluate.	N/A

Measurable Effect of Professional Development

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

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 the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
Over the past 3 years, the faculty has attended a significant number of Professional Development meetings and workshops both on and off campus. The professional	Professional Development List

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<p>development and learning opportunities for teachers has a positive impact on student learning.</p> <p>Throughout the year, the faculty participate in Professional Development Meetings that cover a variety of topics. Some of the notable topics include a presentation on English Language Learner students and their specific needs, an introduction to 21st Century Skills, and the topic of bullying in schools. The presentation for bullying has resulted in reduced number of disciplinary referrals, improving the environment for student learning and quelling any discontent or stress between students or teachers.</p> <p>The English Language Learner presentation has afforded teachers insight on the perception of ELL students and how to adapt their classes to accommodate student learning and facilitate increases in student performance.</p> <p>The introduction to 21st Century Skills has provided teachers with additional media to promote student learning that parallels the Expected Schoolwide Learning Results. Since the presentation of these ideas, student work has improved in quality and production as demonstrated with lower populations of D/F students on the semester Report Card.</p> <p>Overall, the on campus and the off campus professional development meetings and workshops have resulted in improved student performance.</p> <p>In addition, in daily Study Halls, teachers have the additional role of being an Academic Advisor to students. This role allows teachers to mentor their students to promote good study skills, and provide guidance towards academic success. Having this program within the schedule has reduced the number of students on the D & F List, which is an example of improved student performance.</p>	<p>CATESOL Conference</p> <p>Bullying Presentation</p> <p>ELL Professional Development</p> <p>21st Century Skills Presentation</p> <p>Academic Advisor Job</p> <p>Decreasing Amount of Students on the D & F List each Quarter</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The administration makes decisions to facilitate actions that focus the energies of the school on students' achievement of the Expected Schoolwide Learning Results, empowers the faculty and encourages commitment, participation and shared accountability for student learning. The criterion is being sufficiently addressed because the school provides a positive educational environment for students to achieve, to excel and</p>	<p>Administration, Faculty and Staff Qualifications on File</p>

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<p>to succeed. The administration, faculty and staff are qualified for their assigned responsibilities. They are committed to the school’s Mission Statement, Philosophy, and the Expected Schoolwide Learning Results. The faculty and staff are fully engaged and committed to ongoing Professional Development that promotes student learning. They appreciate the many opportunities for schoolwide and individual Professional Development both on and off campus. The faculty appreciates the shared responsibility, actions, and accountability to support student learning throughout all programs.</p>	<p>Professional Development as listed in Community Profile</p>
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The Governing Authority works closely with the administration in making sure that all students receive a quality education based upon our Mission Statement, our Philosophy and our Expected Schoolwide Learning Results. The administration and faculty are committed to help our students to develop the knowledge and skills to communicate, calculate, create, research, and reason.</p> <p>Mr. Philip Clarke, President, has made a financial commitment to the Critical Learner Needs so that all students may be successful as Collaborative Workers, Critical Thinkers, Lifelong Learners, and responsible citizens. The school is committed to address the 2 Critical Learner Needs to prepare our students well for their futures.</p>	<p>The Schoolwide Action Plan</p>

Category A 5-7: Organization for Student Learning
Schoolwide Focus Group Committee

Chair:	Mr. Robert Nguyen
Administration:	Mr. Joseph Blackman
Faculty:	Mr. Ron Wilson
Staff:	Mr. Terry Kwoh
Staff:	Ms. Jennifer Tseng
Host Parent:	Mr. Dean Peters, Yuqi - Class of 2018
Parent:	Mrs. Teresa Montes de Oca, Bryce - Class of 2019
Student:	Sofia Alvarez, Class of 2018
Student:	Daniel Lam, Class of 2017
Student:	Tanner Sherlock, Class of 2018
Alumni Parent:	Mrs. Donna Salter, Jennifer - Class of 2010
Alumni Parent:	Mrs. Gigi Scully, Francis - Class of 2010
Alumni:	Mr. John Deagon, Class of 2010
Alumni:	Ms. Margarett Deagon, Class of 2012
Alumni:	Mr. Daniel Wheeler, Class of 2008
Community Member:	Mrs. Marlene Griffith
Community Member:	Mr. Austin Richey

A5. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school’s purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Indicators with Prompts

Caring, Concern, High Expectations

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

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>Arroyo Pacific Academy is a learning institution where academic achievement has the highest priority within a learning environment that is supportive and encouraging. The fundamental mission of the school is to promote and provide an environment that is caring, nurturing and respectful of our students’ individual differences while encouraging high expectations and learning. This is demonstrated in the Mission Statement and with the creation and support of the following programs: the Assisted Learning Program; the After School Program; the Advanced Placement Scholar Institute; the Honor Roll; the Premier Scholar Program; the Visual and Performing Arts Program; International Student Orientation, and various student clubs and school sponsored activities through the Associated Student Body.</p> <p>The concern for our students’ well being is demonstrated both inside and outside the classroom. In the mornings, some of our faculty have prefecting assignments, which include monitoring students and welcoming and greeting them as they come onto campus. Our teachers provide academic advising to our students during class, during Study Hall and during the After School Program. Outside the classroom, students have access to our new on-campus counseling program, Outreach Concern, Inc. Since the 2014-2015 academic year, the school has also hired on-campus security services to safeguard our students. With the creation of The Clarke Center, we are able to expand the courses we offer in the Visual and Performing Arts, Technology, Media Production, Sound Recording and Fitness to allow our student more exposure to creative, experiential and performance-based opportunities and to allow them to advance in those areas. Our clubs and activities are also student driven.</p>	<p>The Assisted Learning Program The International Student Program The After School Program The Advanced Placement Program The Premier Scholar Program The Honor Roll & GPA Improvement Awards International Student Orientation Program ASB Club List ASB Events and Activities Faculty Prefecting List Outreach Concern, Inc.</p>

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<p>Since most of our students are from other countries, we also strive to provide an environment that is culturally accepting and welcoming for all students. Our International Student Orientation was designed to both welcome the students to our school while respecting cultural differences. We realize that for many international students, coming to a new country is a culture shock, so we try to introduce them to the differences of an American education system and American culture while still allowing them to honor their respective cultures. For example, we occasionally have cultural assemblies to educate and celebrate certain cultural holidays and we try to diversify our food offering to accommodate different cultures.</p>	<p>Cultural Assembly Agendas</p>
<p>Also, there has been an international student delegate position created in the school's Associated Student Body so that the international students have a representative in the student government. During the International Student Orientation, for those students who are not familiar with the area, we discuss what is available within the nearby cities that may be familiar to them to help them with their transition. We also have Welcome Week at the beginning of every school year and Spirit Week during the Spring Semester to help promote a feeling of community and support among the students while recognizing their cultural backgrounds.</p>	<p>ASB Roster International Student Orientation Welcome Week Agenda Spirit Week Agenda</p>
<p>One of the primary focuses of our school is to provide academic support for our students while offering programs that are challenging and engaging. Our Assisted Learning Program is designed to help those students who may be struggling academically and may need accommodations with some of their classes or modifications with their educational plan. Our Premier Scholar Program and the Advanced Placement Scholar Institute Programs are available to those students who want more rigorous and academically challenging courses. Within our Advanced Placement Scholar Institute , we have an open enrollment policy that encourages and allow those students, who may not normally have been qualified to be in an Advanced Placement course, to register for some of our AP classes. In addition, we have weekly Faculty Meetings, many of which are focused on reviewing individual student performance and progress.</p>	<p>Assisted Learning Program Premiere Scholar Program Advanced Placement Scholar Institute Faculty Meeting Schedule</p>

Student Self-Esteem

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

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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 administration and faculty believes that raising student self-esteem promotes personal success and happiness for each of our students. Teachers engage and motivate students to achieve and excel through the Expected Schoolwide Learning Results. Some of the avenues we have to acknowledge and celebrate student success are the Academic Awards Assembly where we acknowledge students who have achieved the Honor Roll, as well as recipients of other achievements, like the GPA Improvement Award. We also have distinction awards, like Department and General Excellence Awards, that are given during our graduation ceremony.</p>	<p>Honor Roll Awards GPA Improvement Awards Graduation Awards</p>
<p>The National Honor Society fosters student self-esteem through high expectations and recognition of successes. It is designed to recognize students based on their academics, character, leadership and community service. Ms. Joan Collazo is the moderator of the school’s chapter.</p>	<p>National Honor Society Teacher Job Description</p>
<p>The school’s Facebook page and the school’s online news program are also used to highlight special accomplishments made by current and former students. To help cultivate self-esteem, a sense of community, and individual expectations, we encourage school spirit through the Associated Study Body events like Welcome Week, Spirit Week and class competitions where different grade levels compete with each other based on participation. The school upholds higher expectations for our students by encouraging them to sign up for more challenging programs, like the Premier Scholar Program and the Advanced Placement Scholar Institute, and the fact that our AP Program has open enrollment demonstrates our commitment to helping students achieve and excel, thus raising their self-esteem.</p>	<p>School’s Facebook page Welcome Week Spirit Week The Premier Scholar Program The Advanced Placement Scholar Institute</p>
<p>The school demonstrates its concern for students’ well being and self-esteem with the Assisted Learning Program and the After School Program. These programs provide support for those students who are struggling academically or who have not been successful in their previous educational experience. The After School Program has proved to be beneficial for other students as well. Furthermore, the introduction of our new counseling service, Outreach Concern, Inc. this year is another example of the school’s dedication to ensuring the happiness and welfare of our students.</p>	<p>The Assisted Learning Program The After School Program Outreach Concern, Inc.</p>

Mutual Respect and Communication

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

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

Findings	Supporting Evidence
<p>The school strongly encourages effective communication and mutual respect between administration, faculty, staff, parents and students. Some examples of the forms of communication that we utilize are the email correspondences and accessible information on Jupiter, Parent/Guardian Newsletter, Parents Association Meetings, and the school’s website, online APA News programs and the Arroyo Pacific Facebook page.</p>	<p>WASC FOL Surveys</p>
<p>The Jupiter Ed online information system allows students and parents, host parents or guardians open access to monitor student attendance, academic progress, see student grades on assignments, read teacher notes or comments, and also allows them to directly contact the administration and the student’s teachers. Jupiter Ed also gives the faculty the ability to notify the parents, host parents or guardians and the students of any issues, concerns or praises regarding a student. Usually, if there any immediate issues, like attendance, in addition to correspondences by email, the school will also directly call the parent, host parent or guardian. The school will always make an attempt to follow up with parents, host parents and guardians when necessary with written communication, especially with our international parents.</p>	<p>Jupiter Grading System</p>
<p>We strongly believe in open communication and a quick response by the administration to address any significant parental concerns. Through the Parent/Guardian Newsletter and the Parents Association Meetings, the parents, host parents and guardians are kept abreast of current or upcoming school events and other pertinent information. The parent meetings are good venues that allow an open forum for parent, host parent and guardian questions and feedback which support mutual respect between the parents, host parents and guardians with the faculty and administration.</p>	<p>Parent /Guardian Newsletter Parents Association Meetings</p>
<p>Mutual respect and effective communication is achieved by parents, host parents, guardians and faculty are given the opportunity to communicate and develop relationships by participating in and attending school and Arroyo Pacific Foundation events. Both parents and faculty are encouraged</p>	<p>Arroyo Pacific Foundation Events</p>

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<p>to volunteer for these events. The school requires the parents of domestic students to complete service hours to the school and foundation. The school’s website, Facebook page, and APA News programs are also good venues for our school to communicate with our parents, host parents, guardians and students by posting announcements and school related news.</p> <p>In addition to Jupiter, our students and faculty are given the opportunity for open communication and to develop mutual respect during the daily Study Hall and during the After School Program. Students also have direct accessibility to their teachers during break and lunch time. The school also finds that the WASC FOL Parent and Student Surveys are a valuable form of communication and a good way for the parents and students to freely express their opinions.</p> <p>Communication is also supported by the personal and crisis counseling that the school offers with the professional counseling service we have employed this academic year, Outreach Concern, Inc. Effective and ongoing communication between faculty, staff and parents is one of the listed items required by our faculty and staff in their job descriptions.</p>	<p>Parent Service Hours Program</p> <p>School Website</p> <p>APA Facebook Page</p> <p>APA News Broadcasts</p> <p>5th Period Study Hall</p> <p>After School Program Schedule</p> <p>WASC FOL Parent and Student Surveys</p> <p>Outreach Concern, Inc.</p> <p>Faculty and Staff Job Descriptions</p>
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Teacher Support and Encouragement

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

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 dedicated teachers are encouraged and fully supported to adopt and implement new innovative approaches to enhance student learning. The school has an allotted budget for the purpose of faculty Professional Development. Teachers are recommended to attend training workshops and conferences in their respective fields with the intention of learning new ideas and methods that may help better educate our students.</p> <p>For example, the school encouraged and funded the costs to provide our English Language Development teachers and teachers from other departments to attend a conference that discussed the topics of how to better educate non-native English speakers.</p> <p>The school supports our math teachers when to attend math conferences that deal with new techniques in teaching and assessing students through the Common Core. Teachers are</p>	<p>Professional Development Content in the Community Profile</p> <p>Professional Development Classes and Programs</p> <p>AP Workshops</p> <p>Professional Development</p>

<p>also encouraged to research and become familiar with alternate methods of assessment and differentiated instruction.</p> <p>New ideas and techniques are shared among the faculty during the department and the weekly Faculty Meetings. The school's subscription to ASCD/PD in Focus has proven to be a valuable resource for our faculty and administration to use for learning about the latest trends in education. In addition, our school strongly believes in the use of faculty feedback for introducing improvements to our curriculum and classroom methodology to ensure a high level of support and encouragement for teachers to use innovative approaches to enhance student learning.</p>	<p>Calendar: Faculty Meeting Schedule</p> <p>Subscription to ASCD / PD in Focus</p>
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Safe, Clean, and Orderly Environment

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

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>Arroyo Pacific Academy has many programs in place to ensure the safety of our students, faculty and staff, while providing a clean, orderly, and peaceful environment to learn and to teach. We employ the services of a janitorial company that provide daily cleaning and custodial service. We also have regularly scheduled maintenance for all of our systems (heating and cooling, alarm and fire sprinkler, plumbing, computers) as well as per need basis. There is a list of approved vendors and maintenance contractors that we use frequently for all of repair and service needs.</p> <p>For school safety and prevention, we employ the services of On Scene consulting. They have assisted the school with developing an Emergency and Safety Plan, as well as providing training for our faculty and staff and providing direct support for our administration. Based on their recommendation, we have purchased emergency kits for each of our students, conducted regularly scheduled earthquake preparedness drills, and updated fire and earthquake evacuation plans.</p> <p>For our students' safety, the school has contracted with Tan's International Private Security and hired a full time security</p>	<p>Specialty Services</p> <p>On Scene Consulting</p> <p>School Emergency Plan</p> <p>School Emergency Kits</p>

<p>guard who monitors the students as they travel between the two buildings and watches for any students leaving campus or strangers entering our campus. In the mornings, during break, and during lunchtime and after school, faculty members have prefecting assignments, which include assisting the flow of traffic as students are dropped off and picked up, watching students as they enter and leave campus, and monitoring the students on campus.</p>	<p>Tan's International Private Security Prefecting Assignments</p>
<p>For our students' internet safety, the school has a long standing contract with Mr. Saf Weinberg, owner of 365 Insomnia Technologies - PC/MAC Solutions. While providing expert computer repair and maintenance, they have implemented a firewall for the network infrastructure. All users are non admin roles on each computer and we have BYOD set-up in the buildings. Internet safety is taken seriously both inside and outside of the classroom. The school has a very clear Computer Use and Privacy Policy, Bullying/Cyberbullying Policy, Camera Phones Policy, Forbidden Activities Policy, Good Reputation of the School Policy, and Unauthorized Student Web Sites Policy as stated in the <i>School Handbook</i>. Faculty members are expected to monitor students while in The Clarizio-Webb Computer & Research Center to make sure they not visiting any non-approved websites or using the computers for non-approved activities.</p>	<p>365 Insomnia Technologies - PC/MAC Solutions <i>School Handbook</i> policies: Computer Use and Privacy, Bullying/Cyber-Bullying, Camera Phones, Forbidden Activities Policy which includes sexting and cyberbullying, Good Reputation of the School, Unauthorized Student Web Site</p>
<p>All freshmen are enrolled in the 2 semester Information Technology course. In this course, students learn about Digital Safety and Security: Identifying Threats, Issues, and Defenses. This is the foundational course for future tech classes.</p>	<p>Information Technology Course Description and Syllabus</p>
<p>To ensure our student's safety in regards to the Internet and computer usage, we have certain programs in place. First, our wifi has restricted access, so only student, staff and faculty computers are allowed on the Internet. Students may not access our wifi with their cell phones, laptops, or ipads. This helps our faculty better monitor which websites our students are visiting since the computers will be either in the classroom or in The Clarizio-Webb Computer & Research Center.</p>	<p>The Clarizio-Webb Computer & Research Center 365 Insomnia Technologies - PC/MAC Solutions</p>

<p>have been placed on the computers and our wireless routers to limit student access to particular websites.</p> <p>With the addition of Mr. Ali Moghaddam, he has created a new Network and Security Club to train students in 21st Century Networking and Security skills.</p> <p>To help ensure a safe, clean and orderly place that nurtures learning, faculty and staff members are asked and expected to chaperone student events, such as the Prom, Winter Formal and other student dances, the Fall and Spring Performing Arts productions, The Festival of the Arts, movie nights, and schoolwide field trips or theme park events. Often, our parents and guardians are also asked to chaperone the student events as part of their service hour requirement.</p>	<p>ASB Club List</p> <p>Faculty and Parent Chaperones List</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The administration, faculty and staff provide a safe, clean and orderly place that nurtures learning, The school’s Mission Statement is a reality because we are a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. We provide a safe and nurturing environment that supports individual differences. The goals set by the administration are all correlated to the current Schoolwide Action Plan, which are designed to improve our program</p> <p>Since the student demographics have changed within the past 6 years to include an increased population, as well as a higher number of international students, our programs and our approach to educating students have adapted to reflect these changes. Through a collaborative effort from the school’s administration, faculty, staff, parents/guardians/host parents and students, many of our programs have been modified and have evolved to address this change and new trends in education for English Language Learners. The improvements to our curriculum, facilities, staffing and programs are centered around the objectives of providing a safe, clean, caring environment where the students are respected, challenged, supported and recognized for their success and achievements.</p> <p>We also value and support any new approaches that our faculty can incorporate into their teaching. Open</p>	<p>The English Language Development Curriculum</p> <p>Cohort Class List</p> <p>The Clarke Center Facilities</p> <p>List of New Teachers in 6 Years</p>

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<p>communication between our faculty, staff, parents and students is one of our top priorities. When educating international students, being able to communicate with their biological parents is essential and sometimes the key to providing the extra support that the students need. Further developing more open and constant communication with international parents is an ongoing goal of the administration.</p> <p>The administration also strives to develop the following areas: more acceptance by the international students to seek counseling to help improve their self esteem; incorporating more innovative approaches to help better educate our students; and introducing more co-curricular activities that will help raise the students’ own expectations and allow them to be recognized. The school and its leadership continue to be fully committed to the accomplishment of the Schoolwide Action Plan and the continued success of our students.</p>	
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Prompt: *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>The school environment in regards to our concern for our students’ physical and emotional wellbeing and safety, lines of communication, faculty support, and overall community lends itself to address and work on the identified Critical Learner Needs. As a result, this criterion is instrumental and essential in our ability to meet our Critical Learner Needs.</p> <p>Since our Mission Statement is to provide a learning environment that is supportive and encouraging, our objective is to identify our individual students’ needs and help them be successful which is in line with our Critical Learner Needs. The programs we have in place, like the Assisted Learning Program and the expanded English Language Development Program, demonstrate our commitment to our students and our willingness to adapt our offerings to better suit our students’ needs. The methods we use to achieve that, for example, providing extra social, academic and mental health support, is in line with the goals of our Critical Learner Needs.</p>	<p>The Assisted Learning Program The After School Program The Academic Advisor roster The English Language Development Program and Curriculum ASB Roster Outreach Concern, Inc. ASB Clubs and Activities</p>

A6. Reporting Student Progress Criterion

The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students’ progress to the rest of the school community.

Indicators with Prompts

Reporting Student Progress

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.

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>Information regarding student progress towards achievement of the school’s academic standards and the Expected Schoolwide Learning Results is shared with the Governing Authority Board on a weekly basis through Administration Meetings. Teachers both inform and are informed through weekly Faculty Meetings, and specifically during meetings which focus on the schoolwide Student Review. Student Review Meetings are held during each quarter.</p> <p>In addition, as Academic Advisors for a group of students, each faculty member has access to each student’s detailed grade report for all of the student’s classes that quarter. Students have access to their Jupiter Grades account and can access current information on their academic progress and attendance at any time, as do parents, host parents and guardians. This information is reviewed on an ongoing basis with the student’s Academic Advisor during Study Hall.</p> <p>Parents, host parents and guardians are notified explicitly with Progress Reports in the middle of each quarter, and with Report Cards at the end of each quarter which include an evaluation of the student’s progress in achieving the Expected Schoolwide Learning Results. These processes allow for both ongoing and specifically scheduled information methods to the school’s various stakeholders and are effective in reaching the governing authority, teachers, students, and parents, host parents and guardians.</p>	<p>Administration Meeting Faculty Meetings Staff Meetings D & F/GPA Reports Student Review Meetings Academic Advisor Student Rosters Jupiter Grades with Student & Parent Accounts Progress Report Sample Report Card Sample</p>

Monitoring of Student Growth

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

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 school has a system in place and monitors the progress of all students toward meeting the academic standards and</p>	<p>Jupiter Grades, Teacher</p>

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<p>Expected Schoolwide Learning Results through a layered system designed to identify those students progressing satisfactorily and those students who need additional time and assistance. The process begins with Jupiter Grades, where teachers input attendance, assignment grades, and comments about ESLR achievement for each student. Parents, host parents, guardians and students have access to Jupiter Grades and can communicate with teachers regarding progress in each class. Teachers notify parents, host parents, guardians of general and academic concerns when they arise, and develop plans for improvement.</p>	<p>Accounts Jupiter Grades, Student & Parent Accounts Teacher Message Logs in Jupiter</p>
<p>Students who are missing assignments or need additional help are assigned by the teacher to the After School Program (ASP) at 6th period through Jupiter Grades by sending a referral to the Principal’s Assistant, Ms. KC Deagon, who then assigns the student to the teacher, or another teacher in that department, for 6th period that day. Students are notified by the assigning teacher, and again at 5th period when an ASP List of assigned students to the After School Program is distributed to all teachers.</p>	<p>After School Program Assignment Logs in Jupiter After School Program Lists of Assigned Students</p>
<p>The After School Program at 6th period runs Monday through Thursday from 2:45p.m.-3:4p.m. on regularly scheduled school days. ASP is also open to any student who would like additional help after school. Students are free to self-report and attend any teacher’s after school Study Hall. Full-time teachers are present for ASP 2 days a week, with half following a Monday/Wednesday schedule, and the other half following a Tuesday/Thursday schedule.</p>	<p>After School Program Schedule</p>
<p>During Fall Quarter I of this academic year, there were 318 instances of students assigned to the After School Program, and 499 instances of students reported as attending period 6. This demonstrates the After School Program is being utilized by both teachers and students. Parents or host parents may request and have requested to enroll their sons, daughters or international students in ASP as well. This request is made to and scheduled as needed by the Vice Principal, Mrs. Leticia Tufenkdjian.</p>	<p>After School Program Enrollment Records</p>
<p>Each student is assigned an Academic Advisor, a member of the faculty, who, in most cases, is the student’s 5th period Study Hall teacher. For students who are taking one of the 3 courses Band II, Band III, or Media Production II which are scheduled during 5th period, generally their 5th period teacher is their Academic Advisor. The majority of students are</p>	<p>Academic Advisor Description Academic Advisor Student Roster</p>

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<p>assigned a Study Hall for the purpose of beginning homework and seeking help from their teachers as part of our regularly scheduled courses.</p> <p>Each Academic Advisor has access on Jupiter Grades to all of their advisees' assignments and grades that term. This allows the Academic Advisor to review each student's progress in all courses and discuss challenges and strategies for improvement where needed. The Academic Advisor will assist each student in identifying missing assignments and content areas where more time and assistance is needed.</p> <p>Progress Reports are compiled after four weeks are completed in each eight-week quarter. Report Cards are compiled and sent home in the week after each quarter ends. Grades and the teacher's evaluation of Work Habit, Citizenship and ESLR Achievement with teacher comments are reported. All Progress Report and Report Card grades are reviewed by the Dean of Studies for determining Academic Probation status. Students placed on Academic Probation may be assigned on a permanent basis to the After School Program following Progress Reports and/or Report Cards.</p> <p>Each quarter the administration and faculty meet to conduct a Student Review Meeting, where teachers share experiences, best practices, and strategies regarding students who need additional help. Beginning with the Spring Quarter I Student Review, we began discussing the 2 Critical Learner Needs as they relate to individual students. The meetings include information about both academic and personal challenges students may have, and strategies for moving forward. Through the Student Review Meetings, the administration is better able to assess each students' academic plan and to make adjustments when needed, including scheduling conferences with parents or host parents to coordinate and implement recommendations made by the faculty.</p> <p>Parents and host parents are encouraged to approach the administration regarding student progress at any time, primarily through the Vice Principal, Mrs. Leticia Tufenkdjian's office. The administration has an open door policy for discussing any student's situation and for developing strategies for improvement. Parents and host parents may approach members of the administration at the end of the school day and monthly Parents Association meetings. The Principal, Principal's Assistant, Dean of Studies, Vice Principal, and College Counselor regularly respond to Jupiter</p>	<p>Study Hall Roster</p> <p>Jupiter Grades Access for Teachers</p> <p>Progress Report with ESLR Comments Sample</p> <p>Report Card with ESLR Comments Sample</p> <p>Academic Probation List</p> <p>Student Review Meetings</p> <p>The D & F List</p> <p>Parent/Host Parent Conferences</p>
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<p>messages, email, phone calls, and walk-in appointments from parents, host parents and faculty members.</p> <p>Schedule changes, tutoring requests, After School Program enrollment, classroom methodology, and behavioral strategies are explored and generally guided by the Vice Principal for implementation with faculty members. Specific issues may be shared at weekly Administration Meetings for further clarification and advice.</p> <p>As students enter Arroyo Pacific Academy an academic plan is prepared for them. This plan is updated throughout the academic year to reflect courses that need to be taken in Summer School, and to reflect college plans. The College Counselor, Mr. Daniel Johnson, meets with each grade level class to discuss college and career plans each year and presents information to parents at each month's Parents Association Meeting. Beginning in the junior year, the College Counselor meets individually with students to assess progress and further develop their individual plans for after graduation. This assessment helps guide scheduling through the Vice Principal's office.</p> <p>Beginning with the 2015-2016 academic year, professional counseling services by Outreach Concern, Inc. have been added to the school's support program to assist all students and to monitor a student's progress toward meeting the academic standards and the Expected Schoolwide Learning Results. Students may be referred for on-site counseling by teachers and parents/host parents, or may self-refer. This service offers another layer of monitoring, specifically connecting organizational, emotional, and personal challenges with academic assessment and strategies for improvement.</p> <p>The standards used in the determination of learning are formed from the Expected Schoolwide Learning Results as we teach students to be Collaborative Workers, Critical Thinkers, Lifelong Learners, and Responsible Citizens.</p> <p>Academic standards are based on meeting the University of California a-g requirements where possible for the Advanced Placement Scholar Institute Curriculum, the College Preparatory Curriculum, and the English Language Development Curriculum, which also is based on High School 9-10 ELA and 9-12 English Language Development Standards which are aligned to CAHSEE Tested Skills. The English Language Development Curriculum has been approved by the U.S. Immigration and Customs Enforcement.</p>	<p>Administration Meetings</p> <p>Student Academic Plan in Jupiter Sample</p> <p>Summer School Registration Form</p> <p>Parents Association Meeting Agenda</p> <p>Outreach Concern, Inc. Office & Documentation</p> <p>Expected Schoolwide Learning Results</p> <p>UC Approved Course List</p>
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<p>The General High School Curriculum and the Assisted Learning Curriculum allows for methodological and content accommodations to meet College Preparatory and/or Graduation requirements in light of the needs of English Language Learners and approved educational recommendations as listed on current learning disability documentation.</p> <p>Each course is guided by the goals, objectives, and standards listed in the Course Description which is reviewed and approved by the Dean of Studies. The majority of courses meet the UC a-g standard and follow the California Department of Education Standards & Frameworks. Courses in the Mathematics and Science Departments have integrated California Common Core standards where appropriate.</p>	<p>Assisted Learning Program Tracking</p> <p>Course Descriptions</p>
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Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<p>Since the 2009-2010 Accreditation and Visit, the school is educating an increased number of international students and a substantial increase of English Language Learners. Assessment results of these students has guided several changes in the school program and curriculum while maintaining the Mission and Philosophy of the school. The English Language Development Program has expanded in the number of teachers and the number of courses offered based on assessment results. Many international students come to the school with varying levels of English speaking, reading, comprehending, listening, and writing experience. The school maintains its commitment for English Language Learners acquisition of academic language by providing a comprehensive support system, where students receive specialized, comprehensive English language instruction.</p> <p>To assess and provide additional English proficiency development, the school continues to utilize the EDGE Reading, Writing, and Language curriculum. The curriculum and instruction recognizes the linguistic, academic, and cultural diversity of students and strives to support all</p>	<p>Faculty Directory Employment Records</p> <p>Master Schedule</p> <p>EDGE Curriculum & Course Descriptions</p>

<p>students as they make progress in achieving the Expected Schoolwide Learning Results.</p>	
<p>The adoption and implementation of the EDGE Program resulted from assessment done by our Dean of Studies and by Mrs. Marge Holman, who was hired to lead our English Language Development Program in its early stages. Mrs. Holman joined the faculty as a result of feedback from our English instructors who taught our first English Language Development courses. The English Language Development classes were initially instituted to support student success in the regular college prep curriculum. The teachers in all departments with their experiences and assessments determined the need to fully implement the English Language Development Curriculum as researched and created by the Dean of Studies which was approved by the Student and Exchange Visitor Program.</p>	<p>Faculty Directory Employment Records</p>
<p>This curricular improvement and implementation, rather than just being additional classes offered more support and instruction for our English Language Learners. Assessment results of the students in these initial English Language Development courses guided the decision of the Dean of Studies to recommend to the President the need to hire a teacher with qualifications and experience to teach English Language Learners. The administration hired Ms. Katy Ramsey as the English Language Development Assessment Lead who would guide program improvement, English Language Learner placement, track student progress through the English Language Development courses, and provide feedback and recommendations to the administration for the development and improvement of the English Language Development Curriculum.</p>	<p>English Language Development Assessment Lead Job Description</p>
<p>Every new international student is given an EDGE Placement Exam and a Writing Assessment upon entrance to the school. Results of the exams determine if a student will be placed in English Language Development courses, general high school courses or UC a-g approved courses. Based on assessment results, English Language Learners are provided with the appropriate level English Language Development classes. The emphasis is to develop skills in understanding, speaking, reading, writing and thinking in English, as well as academic vocabulary and the use of technology.</p>	<p>Administration Meeting-English Language Development Teachers Recommendations English Language Development Assessment Exam Calendar EDGE Placement Results Class Rosters Exam Score Tables English Language Development Roster Changes</p>
<p>Based on assessment results, the school has enhanced the English Language Development three-level program, with a</p>	<p>English Language Development</p>

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<p>fourth level possible, dependent upon the constraints of the current Master Schedule. Assessment results have guided adaptations over time to meet the needs of our students. English Language Development I, II, and III, have been required and now, English Language Development: Reading & Vocabulary has been added to the curriculum to address the Newcomers at the Beginning CELDT 1.</p>	<p>Level Assessment Exam English Language Development Class Rosters</p>
<p>Based on assessment results, English Language Development courses now follow a semester schedule, similar to that of Advanced Placement Scholar Institute courses, to provide year-round language learning and development. Students remain in a particular English Language Development level class until they demonstrate the ability to move up to the next course or out of the program altogether. Assessment exams are given each semester, and English Language Development teachers meet to assess each student’s progress when determining changes in English Language Development placement levels. Teacher recommendations are forwarded at the end of each semester to the Vice Principal to adjust students’ class schedules.</p>	<p>Curriculum Guide, online Master Schedule English Language Development Roster Changes English Language Development Achievement Award Lists</p>
<p>Assessment results across the curriculum guided the decision to place English Language Learners into cohorts for regular English courses and Social Studies courses where possible. Cohort placement allows teachers to better prepare language level appropriate curriculum and assessment in these departments which heavily require English reading and writing skills. In addition, the English curriculum has been enhanced with the adoption of 3 support textbooks for English Language Learners in the non UC approved English courses: English Grammar, Vocabulary Workshop and a Reader.</p>	<p>English Language Development Teacher Recommendations English Language Development and Social Studies Cohorts Textbook List</p>
<p>Assessment results across the curriculum guided the decision to continue to offer the intensive English Language Development Intensive Summer Program, requiring new international students to attend in the month of August, prior to the beginning of the full school year. During this time, 4 of our teachers work with the new students to assess and develop language skills, as well as provide a smaller and welcoming environment to help student acclimatize to school in a new country. Experiential learning through Field Trips introduce students to Southern California, and which are tied to the curriculum developed by the English Language Development teachers, are conducted each week during the program. At the end of the Intensive Summer Program, the teachers review assessment results and place the students into the appropriate</p>	<p>English Language Development Summer Program Syllabi Student Rosters</p>

<p>English Language Development level for the academic year. The teachers also prepare a report and meet with the administration early in the school year to provide feedback and offer recommendations for further developing the school’s English Language Development Curriculum to address the English Language Learner needs.</p> <p>The acquisition of English requires a collaborative effort between teachers and specialists, as well as Professional Development for all faculty on how to deliver rigorous, grade-level content and provide language-rich, instruction for all English Language Learners. The impact that international students have had on the school, curriculum and methods of assessment can be clearly seen in that 22% of Professional Development meetings and workshops over the past 3 years have been dedicated to addressing the international student needs and the English Language Learner’s needs.</p> <p>Each of the 4 current English Language Development teachers and the Principal have attended EDGE training. Many of the on campus Professional Development sessions have focused on English Language Learners. Much of the feedback during Faculty Meetings and Student Review Meetings has focus on assessment results of international students and English Language Learners and how to develop the school’s programs to meet their educational and social needs. Ms. Katy Ramsey, fills the position of English Language Development Assessment Lead, created two years ago, under the supervision of the Dean of Studies, Mr. Robert S. Walley. Ms. Samantha Fuszara has been hired to teach English Language Development classes specifically because of her advanced TESOL degree and experience teaching English Language Learners. Her teaching schedule is almost completely dedicated to English Language Development courses to help our English language Learners..</p> <p>Other examples of assessment results guiding development of the school’s programs include the following:</p> <ol style="list-style-type: none"> 1. Implementation of Outreach Concern, Inc. counseling services to support student organizational, academic, and personal growth. 2. Expansion of Media Production courses to meet student interest, support overall academic success and provide career-focused training. 3. Addition of Computer Programming to the school’s curriculum for the current academic year. 	<p>Administration Meeting</p> <p>Professional Development Listed in Community Profile</p> <p>EDGE Training Attendance Record</p> <p>Professional Development List</p> <p>Faculty/Staff Meetings</p> <p>Organizational Chart</p> <p>Employment Records</p> <p>Master Schedule</p> <p>Outreach Concern, Inc. Office</p> <p>Master Schedule</p> <p>Master Schedule</p>
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<p>4. Refinement of the school's College and Career Program and Curriculum.</p> <p>5. Addition of Advanced Placement Chemistry to the science curriculum.</p> <p>6. The continuation of Advanced Placement Preparation courses in summer school, required for all students who wish to take an AP class during the school year.</p> <p>7. Offering of after school math, English, and essay-writing workshops for juniors and seniors. Within the past 3 years, we have also offered an after school TOEFL prep course and SAT prep course.</p> <p>8. The After School Program, both as a requirement for students placed on Academic Probation, and for all students for free tutoring.</p> <p>9. Development of a Scholar Program which includes Honors level courses, e.g., English I Honors and Physical Science Honors.</p> <p>10. An increase in the number of faculty positions to support new school programs and student opportunities.</p> <p>11. Holding semester examinations over 2 days instead of 1 day to allow more time for each class.</p> <p>12. Integration and expansion of Visual and Performing Arts and Technology courses to connect with the current platforms of this generation.</p> <p>13. Resource allocation to continue improving and enhancing the equipment and offerings for the Visual and Performing Arts, Music, Fitness and Technology programs in The Clarke Center.</p> <p>14. Dedication of The Philip Clarke College & Career Center and Learning Resources Center with development funds for new computers, furniture, and related resources.</p> <p>15. Addition of boys and girls basketball to the athletics program.</p> <p>16. Addition of new clubs, such as the Food Club and Video Game Team.</p> <p>17. Improvements to the theater's lighting and sound equipment.</p> <p>18. Addition of Christmas and Spring Concerts to the school calendar as part of the Music Program.</p> <p>19. Addition of Band and Chorus classes, and the creation of the Rock & Jazz Bands and The Clarke Center Art Ensemble to expand the Music Program.</p> <p>20. Change in Career Day programs to foster greater parent and student involvement.</p>	<p>College & Career Course Descriptions Master Schedule</p> <p>Summer School Schedule & Student Rosters</p> <p>College and Career Center Records</p> <p>After School Program Rosters Academic Probation Roster</p> <p>Scholar Roster Master Schedule</p> <p>Employment Records</p> <p>Master Calendar</p> <p>Master Schedule</p> <p>Equipment Purchase Records</p> <p>Philip Clarke College & Career Center</p> <p>Team Rosters/Season Schedules</p> <p>Student Activities Quarterly Reviews Robert S. Walley Performing Arts Theatre</p> <p>Concert Programs</p> <p>Master Calendar</p> <p>Career Day Agendas</p>
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<p>21. Adjustments in school orientation programs to better prepare students for school and academic requirements.</p> <p>These examples are a product of the use of assessment results over the last three years to drive changes in the school program, professional development activities, and resource allocation.</p>	<p>Orientation Agendas</p>
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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
<p>The school has incorporated a significant number of online resources relating to school administration, stakeholder communication, professional development, course content, and curriculum delivery and modality. These online opportunities and tools connect students, teachers, and parents across a variety of online platforms, including:</p>	
<p>1. Jupiter Grades, implemented for the 2013-14 school year: classroom and administrative database for reporting attendance, communicating daily assignments, inputting and reporting grades, determining ESLR achievement, comments from teachers, progress reports, transcripts, contact information, and a messaging system among students, teachers, and parents.</p>	<p>Jupiter Grades Accounts</p>
<p>2. Juno, ongoing implementation: Jupiter Grades educational module which allows for the creation of online quizzes and lessons, to submit and grade assignments online, to find materials from other teachers and publishers, and which allows students to work on computers or mobile devices, with scores loaded directly into the teacher’s gradebook. The use of Juno is in the beginning stages.</p>	<p>Juno Platform</p>
<p>3. Textbook Resources: incorporation of online content delivery and assessment tools linked to classroom texts.</p>	<p>Textbook Resources</p>
<p>4. Content-Related Websites: webpages related to specific course topics for building background knowledge, accessing various modes of learning, reinforcing basic content, extending knowledge of the topic, and for research.</p>	<p>Online Resources</p>
<p>5. Student Activity Blogs: providing a forum for students to express their experiences in co-curricular activities, such as the Food Club.</p>	<p>School Website Food Club Blog</p>

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<p>6. Naviance, implemented for the 2015-16 school year, provides students and parents with college planning and career assessment tools, and assists the College Counseling Office in coordinating college applications and tracking alumni progress through their college years.</p> <p>7. ASCD PD in Focus Online: the Director of Professional Development uses these resources in planning and implementing various faculty professional development modules throughout the year.</p> <p>8. Survey Monkey: used for getting feedback from stakeholders regarding demographic data and school programs.</p> <p>9. Arroyo Pacific Academy Website, updated Fall 2015, provides links to various school resources.</p> <p>10. Eagle TV, online television broadcast station for streaming live school broadcasts across the web.</p> <p>11. Google Docs for submitting assignments and providing feedback.</p> <p>12. APA Facebook Page for marketing the school programs and communicating with stakeholders and the community.</p>	<p>Naviance Website</p> <p>ASCD PD in Focus Online</p> <p>Survey Monkey</p> <p>School Website</p> <p>Eagle TV Website</p> <p>Google Docs Accounts</p> <p>APA Facebook Page</p>
<p>A significant amount of Professional Development has gone into preparing teachers to use Jupiter Grades and its associated platforms, as well as more general topics on using technology in the classroom. One teacher is currently exploring the use of cellphones in English classes as a platform for content delivery and reinforcement, with the goal of guiding potential future school curriculum policies. Technology in each classroom provides access to the internet through teacher computer stations which are connected to large screen televisions viewable by all students in the class. Faculty computers have internet access. Future plans include hardwiring the teacher stations and separating them from student-accessible school computers on the WiFi system.</p>	<p>Professional Development listed in Community Profile</p> <p>Classroom Computer Stations</p> <p>Classroom Televisions</p> <p>Internet Routers & Connections</p>
<p>These changes over the last 3 years have effectively moved the school programs and their interface platforms forward. Professional development in these areas has assisted faculty, staff, students, and parents in the methods for utilizing these online resources. With the implementation of these resources, the breath of online resources offered by the school has been significantly increased. Going forward the school is focused on enhancing the depth to which these resources are utilized in order to further support student achievement and student needs.</p>	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Student progress is assessed, reported, and used to drive continuous improvement of the school program. The greatest indicator of that is the growth of the student body over the last 6 years, the allocation of significant resources to open The Clarke Center facilities and support the student programs these facilities offer, the addition of new programs and new faculty to support them, and the evolution of the school’s programs to meet the needs of its student population and subgroups within that population.</p> <p>The school’s stakeholders all play a role in the process, and are afforded significant opportunities to participate and provide feedback.</p>	<p>Registered Student Lists</p> <p>The Clarke Center</p> <p>Master Schedule</p> <p>Employment Records</p> <p>Organizational Chart</p> <p>Administrative Board Meeting Minutes</p> <p>School Calendar: Faculty/Staff Meetings</p> <p>Parent Meeting Agendas</p>

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

Findings	Supporting Evidence
<p>Student progress assessment, reporting, and results positively contribute to the school’s ability to address the identified 2 Critical Learner Needs. Each of these have guided and will continue to guide how the school addresses the varying learning abilities of each student, from domestic to international, from assisted learning to scholar, from native English speaker to English Language Learner, from college track to career track, and from each of the various levels of previous educational attainment our students bring to the school. In particular, the dramatic change in the school’s population towards international students has been served well by the opportunities for continuous and regularly scheduled assessment of student progress by the faculty and administration. The school’s programs and support for English Language Learners has evolved in a substantial way as a result, and will continue to do so over time to better meet the needs of our students as identified in the Critical Learner Needs.</p>	<p>All of the Student Progress Resources listed in the A6 Criterion</p>

A7. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Indicators with Prompts

Broad-based and Collaborative

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

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 can document that our planning process is broad-based, collaborative and has commitment of the stakeholders, including the faculty, staff, students, parents and host parents. Planning for curricular, co-curricular activities, professional development and facilities is a mutual process involving administration and faculty with input from parents/guardians/host parents and students.</p>	<p>Curricular and Co-curricular Activities</p>
<p>Parents/guardians/host parents provide input and solicited feedback to the administration at monthly Parents Association Meetings as well as through surveys. Student and parent/host parent feedback helped change and improve school programs, such as student course selection and development events. Plans are evaluated in light of the school’s Mission Statement, Philosophy and the Expected Schoolwide Learning Results. Planning for school improvement and enrollment is a collaborative effort between administration, faculty and staff. Minutes from Parents Association Meetings, Faculty and Staff Meetings and Administration Meetings document the ongoing discussions.</p>	<p>Parent/Guardian Meetings Surveys</p>
<p>The administration in collaboration with the faculty evaluates the work of each area of the school on an ongoing basis and develops plans for the improvement of classroom instruction and the school. The administration facilitates improvement of classroom instruction and student learning in light of the, Teacher Self-Assessment Performance Report, Teacher Summative Performance Report and documents and discussions of additional contributions beyond the classroom. These tools allow teachers to individually focus and reflect on teaching strategies and goals. The administration provides opportunities for required and voluntary in-service and workshops, peer coaching and mentoring, and other formal and informal programs of improvement.</p>	<p>Faculty Meetings Administration Meetings Agenda and Minutes Teacher Self-Evaluation for Continuous Improvement Teacher Self-Assessment Performance Report Teacher Summative Performance Report Documents and Discussions of Additional Contributions</p>

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<p>The administration and faculty cooperatively support academic programs and services to meet the needs of all students accepted to the school. This includes programs for students with diagnosed learning disabilities in the Assisted Learning Program as well students in the Advanced Placement Scholar Institute. Recently, we have incorporated an Honors Program as well as expanded the Advanced Placement Scholar Institute curriculum for highly qualified students who desire an academically rigorous and fused college preparatory program of studies. The administration evaluates school curriculum in light of the Expected Schoolwide Learning Results, the California State Frameworks and Content Standards, the UC and CSU a-g Subject Requirements and in collaboration with the faculty develops and refines programs to address students’ specific learning needs and aspirations.</p> <p>The administration has maintained a school planning process which is broad-based, collaborative and appreciates the commitment and support of stakeholders through a network of internal and external groups of students, alumni, parents/guardians/host parents, alumni parents/guardians/host parents and prominent community members who provide input and comment with the ongoing school improvement process. These supportive stakeholders share their gifts, ideas and talents in support of all programs, services, events and activities of the school.</p>	<p>Beyond the Classroom</p> <p>Assisted Learning Program</p> <p>Advanced Placement Scholar Institute Courses</p> <p>Honors Program Courses</p> <p>Advanced Placement Scholar Institute</p> <p>Expected Schoolwide Learning Results</p> <p>California State Frameworks and Content Standards</p> <p>UC and CSU a-g Subject Requirements</p>
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School Plan Correlated to Student Learning

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.

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 leadership facilitates school improvement which is driven by the Schoolwide Action Plan. The Plan is directly correlated to the analysis of student achievement data, the Critical Learner Needs, Expected Schoolwide Learning Results, and the academic standards in order to enhance quality learning for all students, including the English Language Learners. Student achievement analysis of the Expected Schoolwide Learning Results is regular and ongoing</p>	<p>Schoolwide Action Plan</p> <p>Expected Schoolwide Learning Results</p> <p>Student Self Evaluation Essays</p> <p>National Honor Society</p> <p>Advanced Placement Scholar</p>

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<p>as students complete ESLR Self-Evaluation Essays throughout the year with a parent/guardian signature. Students are evaluated on each Progress Report and Report Card with their ESLR achievement.</p> <p>Student achievement data is collected from a variety of summative external, authentic, and formative assessments such as standardized tests such as Mid-Term Exams, Semester Exams, PSAT/NMSQT results, SAT results, Advanced Placement results, English Language Development placement results, Mathematics placement results, and 2 assessment during the academic year. Student data is also collected from mid-quarter Progress Reports, quarterly Summative Reports and Individualized Education Plans. All of the mentioned determine what our student learner needs are and broadens each curriculum area to further include components that challenge students to think critically and creatively. Our English Language Learners are also assessed with semester placement exams within the English Language Development program.</p> <p>The Schoolwide Action Plan and updates are agenda items for faculty and staff meetings and administration meetings. Goals are reviewed for the administrator’s area of responsibility as it relates to the Schoolwide Action Plan. The administration oversees the faculty and staff and all are held accountable for upholding the Schoolwide Action Plan and student achievement concerning the Critical Learner Needs, Expected Schoolwide Learning Results, and academic standards. The Schoolwide Action Plan is realized by the structures of these meetings. The administrators and faculty frequently review student progress through weekly meetings led by the administration, as well as quarterly student reviews among the entire faculty. The goals of the professional development, administrator and faculty meetings, as well as student reviews are to help the faculty and staff become more proficient in ongoing school improvement and monitoring of student progress.</p>	<p>Institute</p> <p>Standardized Tests such as PSAT/NMSQT, SAT, AP Exams</p> <p>English Language Development Placement Exams</p> <p>Mathematics Placement Exams</p> <p>Mid-Quarter Progress Reports</p> <p>Quarterly Summative Reports</p> <p>Individual Educational Plans</p> <p>ASB Documentation</p> <p>Assisted Learning Program</p> <p>Advanced Placement Scholar Institute Courses</p> <p>Honors Program</p> <p>Administration Meetings</p> <p>Faculty Meetings</p> <p>Quarterly Student Reviews</p> <p>On-site and Off-site Professional Development</p>
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Systems Alignment

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.

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 administration, faculty and staff are committed to ongoing growth and improvement in all programs and services. Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for that purpose.</p> <p>Some of the recent Professional Development topics include, but are not limited to, Best Practices and Curriculum Alignment for English Language Learners, Motivational Practices for International Students in the Classroom, and attendance at conferences such as the California Chapter of Teaching English to Speakers of Other Languages.</p> <p>Teacher self-evaluations, are given to each instructor annually at the beginning of the academic year while informal evaluations and assessments are conducted throughout the academic year through observations and discussions with the instructors in private meetings and conversations. The Teacher Self-Assessment Performance Report correlates to the Teacher Summative Performance Report. Teachers identify areas of Strength and Areas Needing Improvement and are encourage to select Professional Development to address their areas for improvement.</p> <p>Strategic planning for the purpose of ongoing school improvement is an ongoing conversation in administration and faculty meetings. The administration effectively guides the work of the school, and provides for accountability through monitoring of the current Schoolwide Action Plan. Regular opportunities are built in throughout the academic year to reflect on what is working well and where a plan to improve is needed. These opportunities are based on, and assessed through faculty service learning meetings, department meetings, parents association meetings and administration meetings. Assessments and progress are also monitored through publications, partnerships, revisions of the <i>School Handbook</i>, and curriculum requirements. The administration, faculty and staff engage in this reflective analysis individually, as a committee of the whole, by department, and by program to ensure strategic planning for the purpose of ongoing school improvement.</p>	<p>Professional Goals</p> <p>Teacher Self-Evaluations</p> <p>Strategic Planning</p> <p>On-site Professional Development</p> <p>Off-site Professional Development</p> <p>Teacher Self-Assessment Performance Report</p> <p>Teacher Summative Performance Report</p> <p>Faculty Meetings</p> <p>Department Meetings</p> <p>Parent Association Meetings</p> <p>Administration Meetings</p> <p>Publications</p> <p>Partnerships</p> <p><i>School Handbook</i></p> <p>Curriculum Requirements</p>

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

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

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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 Governing Authority, with the administration, is fully committed to providing the time, the finances, the materials and the personnel to implement, monitor, and accomplish the goals of the Schoolwide Action Plan as part of a continuous cycle of improvement. The Schoolwide Action Plan will be the driving force behind the allocation of these resources.</p> <p>Financial, personnel, time and material resources have already be invested in the implementation of the Schoolwide Action Plan. This include further expansion and development of our programs, offerings, marketing, alumni relations and facilities. Most of our non-operational fiscal resources and time will be devoted to the development, expansion and improvement of our facilities, faculty and staff development, and curricular and co-curricular programs and departments. Additional financial and personnel resources will be added to improve areas of our school, like marketing and recruitment. Focused recruitment efforts in enrollment growth areas, better use of partnerships with local schools and educational professionals, and international student programs assure that the school successfully recruits those students who are in concert with the Mission and Philosophy of Arroyo Pacific Academy.</p> <p>While sound operational management already exists, Arroyo Pacific Academy benefits from other resource base to accomplish the Schoolwide Action Plan. Resources have and will be allocated from the Arroyo Pacific Foundation and Development Office efforts for advancement of improving alumni and parent relations. The donations, volunteer time, grants and gifts to the Arroyo Pacific Foundation contribute towards the long-term financial viability of the school. The ongoing Parent Pledge Program, Heritage Endowment Fund, Foundation events strengthens the ability to surmount challenges and realize opportunities so as not to rely solely on the strength of existing resources.</p>	<p>Naviance</p> <p>New Facilities Expansion</p> <p>School and Foundation events</p> <p>Faculty & Staff Development</p> <p>Curricular and Co-Curricular Programs and Departments</p> <p>Marketing and Recruitment</p> <p>Partnerships with Local Schools</p> <p>Communications with Therapists</p> <p>International Student Program</p> <p>Arroyo Pacific Foundation</p> <p>Alumni/Parent Donations</p> <p>Volunteer Lists</p> <p>Grants and Gifts</p> <p>Parent Pledge Program</p> <p>Heritage Endowment Fund</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

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Findings	Supporting Evidence
<p>The school leadership facilitates school improvement which is driven by our current Schoolwide Action Plan that will enhance quality learning for all students, has school community support and involvement, and effectively guides the work of the current Schoolwide Action Plan.</p> <p>Through a collaborative effort from the school and parents/guardians/host parents and students, all of the policies, rules, procedures, expectations, teacher professional development initiatives, instruction, resources allocations, curricular and co-curricular program components support students in achieving high standards and the Expected Schoolwide Learning Results to maintain the school’s commitment to a continuous cycle of improvement.</p> <p>The administration facilitates improvement of classroom instruction and student learning in light of the Teacher’s Self-Evaluation for Continuous Improvement, Teacher Self-Assessment Performance Report, Teacher Summative Performance Report, with discussions of additional contributions beyond the classroom. The current Schoolwide Action Plan is directly correlated to the analysis of student achievement data, the Critical Learner Needs, Expected Schoolwide Learning Results, and academic standards. Student achievement analysis of the Expected Schoolwide Learning Results is regular and ongoing as students complete an ESLR Self-Evaluation Essays. The Governing Authority, with the administration, is fully committed to provide the time, the finances, and the personnel to implement, monitor, and accomplish the current Schoolwide Action Plan. Arroyo Pacific Academy continues to be fully committed to the accomplishment of the current Schoolwide Action Plan today and for our future so that all students may learn, achieve and excel.</p>	<p>Collaboration of School, Parents/Guardians/Host Parents and Students</p> <p>Collaboration of Faculty and Staff</p> <p>Professional Development</p> <p>Curricular and Co-Curricular Programs</p> <p>Expected Schoolwide Learning Results</p> <p>Teacher Self-Evaluation</p> <p>Teacher Self-Assessment Performance Report</p> <p>Teacher Summative Performance Report</p> <p>Progress and Semester Reports Sample</p> <p>ESLR Self-Evaluation Essay</p> <p>Governing Authority</p> <p>APA Foundation</p>

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

Findings	Supporting Evidence
<p>One of the goals of the Governing Authority and the administration is to use the resources of the school to respond to the current Schoolwide Action Plan in order to address our 2 Critical Learner Needs. Part of the current Schoolwide Action Plan is directed to the development of school facilities and improvements in school programs and offerings to better serve our student and families. This is validation that the</p>	<p>The Clarke Center and Campus Expansion Plan</p>

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<p>Governing Authority, administration and faculty are fully dedicated to addressing our students' needs and ensuring that our students, both international and domestic, are successful as Collaborative Workers, Critical Thinkers, Lifelong Learners and Responsible Citizens.</p>	<p>The Assisted Learning Program The English Language Development Program and Curriculum New Courses and English Language Development Cohort Courses for English Language Learners</p>
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Our school commits a large amount of the financial, personnel, time, and material resources to all student programs and especially to those students who need assistance in either the Assisted Learning Program or the International Student Program. Since the stakeholders are the contributors to the development and identifying of our students' needs and areas of growth, this criterion is especially integral and directly related to the Critical Learner Needs.

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

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

Category A: Organization for Student Learning: Areas of Strength

1. The administration and faculty provides a holistic approach to assessing student growth.
2. The administration, faculty and staff are committed to meet the learning needs of all students.
3. The Mission Statement, Philosophy, and the Expected Schoolwide Learning Results are clearly established, communicated, understood, and lived.
4. Frequent assessment of our students through testing and Student Reviews.
5. Accommodations and modifications for Assisted Learning students and monitoring of the students.
6. Individualized plans for our students and flexibility to adapt our programs to address our students' needs.
7. Friendly, encouraging, and nurturing environment provided by the administration, faculty and staff.
8. Full programs and facilities for the Visual & Performing Arts, Technology and Health and Fitness.
9. Ability to welcome and matriculate late large numbers of transfer students successfully.
10. Ability to offer an English Language Development Program for our international students and English Language Learners.
11. The large number of electives and co-curricular activities and options we offer and the accessibility for our students to participate in those events and clubs

Category A: Organization for Student Learning: Areas of Growth

1. Provide further Professional Development resources for the English Language Development Program and the English Language Learners in response to their learning needs. Critical Learner Need #2
2. Refine the Governing Authority and clarify the roles of the individuals on the Board.

Category B: Curriculum, Instruction, and Assessment
Schoolwide Focus Group Committee

Chair:	Ms. Samantha Fuzsara
Administration:	Mr. Robert S. Walley
Faculty:	Mr. Ryan Conley
Faculty:	Mr. Patrick Huang
Faculty:	Mr. Daniel Johnson
Faculty:	Ms. Katy Ramsey
Staff:	Ms. Martha Millspaugh
Parent:	Mrs. Jo Anne Heuser, Edward - Class of 2018
Parent:	Mr. Phil Raycraft, Donovan - Class of 2016
Host Parent:	Irma Villegas Gonzalez, Bill - Class of 2018
Host Parent:	Joe Gonzalez, Bill - Class of 2018
Student:	William Borrelli, Class of 2016
Student:	Eric Mao, Class of 2018
Student:	Patrick Boldt, Class of 2016
Alumni Parent:	Mrs. Teri Magula, Luke - Class of 2014
Alumni:	Mr. Luke Magula, Class of 2014
Community Member:	Ms. Mariko Tu, Education Director at the Norton Simon Museum

B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

“Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.” One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Indicators with Prompts

Current Educational Research and Thinking

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.

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>Arroyo Pacific Academy provides a challenging, comprehensive, meaningful, relevant, and rigorous college preparatory curriculum. The teachers provide each student with the means to realize the Expected Schoolwide Learning Results.</p> <p>Teachers keep up to date with current and relevant educational research related to their particular curricula areas. School administration supports these efforts by providing bimonthly Professional Development meetings and workshops wherein speakers from within and from outside the school are invited to present on relevant topics. Furthermore, the school provides faculty with the means necessary to travel to educational conferences. When faculty members return from said conferences, they are encouraged to share their findings with other faculty, be this at a departmental meeting or a faculty meeting. Faculty also participates in course specific training when being assigned to teach from new texts and asked to teach Advanced Placement Scholar Institute courses.</p> <p>In terms of curriculum revision, the faculty is directed to refresh their courses annually by the Dean of Studies. Specific areas for improvement are reviewed at the opening Faculty Meeting and Workshop. Faculty must provide the Vice Principal with new Lesson Plans for each quarter every year.</p>	<p>Professional Development Meeting Topics in the Community Profile</p> <p>CATESOL Conference in Professional Development Binder</p> <p>California Mathematics Council in Professional Development Binder</p> <p>EDGE Training in Professional Development Binder</p>

<p>This maxim applies to new teachers as well as veteran teachers who have taught the same course multiple terms. This motivates faculty to constantly hone and revise their courses to create lessons that are comprehensive, effective, current, relevant, and impactful.</p> <p>Moreover, when the demographic of the student population shifts, faculty and staff are agile enough to shift with them. For example, when the faculty and staff acknowledged that many international students needed specialized courses for their English literature requirement, major changes followed. The establishment of the cohorts with their own specialized curriculum and texts was created to address the needs of the students illustrate that the school is adroit enough to keep curriculum relevant for its students.</p>	<p>Cohort Courses List</p>
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Academic Standards for Each Area

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.

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>Arroyo Pacific Academy provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for improvement of programs, learning, and teaching. All subject areas and courses have defined academic standards that meet national or state standards, and the majority have expectations that meet University of California a-g requirements. Many courses have prerequisite which identify the academic standard needed in a course for the student to be successful.</p> <p>All students are encouraged to follow the most appropriate and rigorous academic path as they work on completing the graduation requirements. Graduation requirements are aligned with and exceed the University of California a-g requirements. Students must complete 220/250 units for graduation. Each subject completed with a passing mark is equivalent to 5 units per semester.</p> <p>The following are the required subjects at Arroyo Pacific Academy:</p>	<p>Master Schedule</p> <p>Course Textbooks Aligned to CA State Standards</p> <p>Course Textbooks: Mathematics and Science aligned to CA Common Core</p> <p>UC Approved Course List</p>

College & Careers: 10 units
English: 40 units
Mathematics: 30 units
Modern Languages: 20 units
Physical Education/Health: 10 units
Science: 40 units
Social Studies: 40 units
Technology: 10 units
Visual & Performing Arts: 40 units
Electives: 10 units

The Expected Schoolwide Learning Results are realized in the following sequence of courses. Course titles with * are University of California a-g approved.

APA Graduation Requirements and Course Offerings

College & Careers: 1 Year

College & Careers, Grade 11
 SAT Preparation, Grade 11
 Community Service, Grades 9 - 12

English: 4 Years

English I*, Grade 9
 English 9
 English II*, Grade 10
 English 10
 English III*, Grade 11
 English 11
 English IV*, Grade 11
 English 12
 AP English Language & Composition*, Grades 9 - 12
 AP English Literature & Composition*, Grades 9 - 12
 Creative Writing, Grades 9 - 12
 Film History, Grades 9 - 12
 Speech*, Grades 10 - 12

English Language Development

English Language Development: Reading & Vocabulary, Grades 9 - 12
 English Language Development I, Grades 9 - 12
 English Language Development II, Grades 9 - 12
 English Language Development III*, Grades 9- 12
 English Language Development Intensive Summer Program, Grades 9 - 12

Mathematics: 3 Years

Algebra I*, Grade 9

<p>Algebra 9 Basic Mathematics, Grade 9 Geometry*, Grade 10 Conceptual Geometry, Grade 10 Algebra II*, Grade 11 Algebra 2, Grade 11 Business Mathematics, Grade 11 Pre-Calculus*, Grade 12 Calculus*, Grade 12 AP Calculus AB*, Grades 11-12 AP Calculus BC*, Grades 11-12 Statistics*, Grades 11-12 AP Statistic*, Grades 10-12</p> <p>Modern Languages: 2 Years Spanish I*, Grade 9 Spanish 9 Spanish II*, Grade 10 Spanish 10 Spanish III*, Grade 11 or 12 American Sign Language I*, Grades 9 -12 American Sign Language II*, Grades 10 - 12 American Sign Language III*, Grades 11 - 12 Chinese I*, Grades 9 - 12 Chinese II*, Grades 9 - 12 Chinese III*, Grades 9 - 12 AP Chinese Language & Culture*, Grades 10 - 12</p> <p>Physical Education/Health: 1 Year Health & Fitness, Grade 10 Fitness for Team Sports, Grades 11-12 Physical Education I, Grade 9 Team Sports Grades, 9 - 12 Weight Training, Grades 11-12</p> <p>Science: 4 Years Physical Science, Grade 9 Science 9 Biology*, Grade 10 Biology 10 AP Biology*, Grades, 10-12 Chemistry*, Grade 11 Chemistry 11 AP Chemistry*, Grade 11 Earth Science*, Grade 11 Physics*, Grades 11-12 Physics 12</p>	
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<p>AP Physics 1*, Grades 11-12 AP Physics 2*, Grades 11-12 Conceptual Physics*, Grades 9-12 AP Environmental Science*, Grades 9-12 Astronomy, Grades 10-12 Forensic Science, Grades 10-12 Environmental Science, Grades 10-12 Marine Biology, Grades 11-12</p> <p>Social Studies: 4 Years World History I*, Grade 9 World History 9 World History II*, Grade 10 World History 10 U.S. History*, Grade 11 U.S. History 11 AP U.S. History*, Grade 11 Economics*, Grade 12 AP Macroeconomics* Grade 12 AP Microeconomics* Grade 12 Government*, Grade 12 AP U.S. Government & Politics*, Grade 12 Business Entrepreneurship, Grade 12 Current Events, Grades 9-10 Philosophy, Grades 10-12 Psychology*, Grades 11 - 12 Psychology 12, Grade 12 AP Psychology*, Grades 11 - 12</p> <p>Technology: 1 Year Information Technology, Grade 9 Communication for the 21st Century, Grades 9 - 12 Introduction to Computer Programming, Grades 9 -12 Computer Applications & Design, Grades 9 - 12 Digital Audio, Grades 9 - 12 Digital Photography, Grades 9 - 12 Graphic Design, Grades 9 - 12 Lightwave, Grades 9 - 12 Media Graphics, Grades 9 - 12</p> <p>Visual & Performing Arts, 4 Years World Arts, Grade 9 Applied Music Theory*, Grades 10-12 Band I*, Grades 9 - 11 Band II*, Grades 9 - 12 Band III, Grades 9 - 12 Chorus I, Grades 9 - 12</p>	
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<p>Chorus II, Grades 9 - 12 Dance I*, Grades 9 - 12 Dance II, Grades 10 - 12 Digital Audio*, Grades 9 - 12 Drama Production I - IV, Grades 9 - 12 Media Production I*, Grades 9 - 12 Media Studies, Grades 9 - 12 Media Production II, Grades 10 - 12 Advanced Media Production Lab, Grades 10 - 12 Music Appreciation, Grades 9 - 12 Music History*, Grades 9 - 12 Music Survey, Grades 9 - 12 Music Theory*, Grades 9 - 12 Technical Theater I - IV, Grades 9 - 12 Visual Arts I*, Grades 9 - 12 Art 9, Grades 9 - 12 Visual Arts II*, Grades 10 - 12 Art 10 - 12, Grades 10 - 12 Performing Arts I*, Grades 9 - 12 Drama Survey 1, Grades 9 - 12 Performing Arts II*, Grades 10 - 12 Drama Survey 2, Grades 10 - 12 Yearbook, Grades 9 - 12</p> <p>Electives Students select electives from most departments depending on their interest and career plans.</p> <p>The Master Schedule reflects the school's Philosophy as priority is given to success in academic achievement. All students have the opportunity to and are encouraged to select from a variety of Advanced Placement Scholar Institute courses. All students are required to select from a wide variety of Visual and Performing Arts courses each academic year.</p>	<p>Course Selection Form</p> <p>Master Schedule</p>
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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
The school does not offer online instruction.	N/A

Congruence

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

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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>Between the classroom and our testing, there is congruence and there is correlation. We have found that many of our students are proficient in most subject areas as indicated by the Honor Roll. However, we have recognized that we need to do more in order to facilitate the learning needs of our students as identified by the 2 Critical Learner Needs.</p> <p>There is congruence between the actual concepts and skills taught, the academic standards, and the Expected Schoolwide Learning Results based on the common use of grading rubrics, state-standard aligned textbook test resources, and student portfolios to demonstrate student progress as Collaborative Workers, Critical Thinkers, Lifelong Learners and Responsible Citizens.</p>	<p>Honor Rolls</p> <p>Grading Rubrics Sample</p> <p>Benchmark Tests Sample</p> <p>Student Work Sample Files</p> <p>Course Syllabi Samples</p>

Student Work — Engagement in Learning

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

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
<p>Students are engaged in learning as the school gives priority to success in academic achievement for all students to attain the Expected Schoolwide Learning Results. The standards-based curriculum is achieved through the academic standards that meet national and state standards, the California Common Core standards, and the University of California “a-g” requirements.</p> <p>Teachers incorporate activities, assignments, projects and presentations for students to demonstrate competence through the Expected Schoolwide Learning Results in their lesson plans. Projects and performance-based assessments are linked to standards. Students are taught fundamental and advanced skills in the science classrooms that enabled them to participate in Science Olympiad, which is based upon state standards. With the Common Core, the math curriculum is further incorporating more open-ended instruction, where</p>	<p>Samples of Student Work: Standards-Based Curriculum</p> <p>Samples of Student Work: Demonstrated Competence Through the Expected Schoolwide Learning Results</p> <p>Grading Rubrics Sample</p> <p>Science Olympiad Certificate</p> <p>Math Common Core</p> <p>Open-Ended Samples</p>

learners must write about and verbally explain their solutions, not just compute. Students at Arroyo Pacific Academy are provided with comprehensive guidance through their Academic Advisor and the College and Career Counselor to achieve a standards-based curriculum as Collaborative Workers, Critical Thinkers, Lifelong Learners and Responsible Citizens.	Academic Advisor Job Description Mr. Daniel Johnson, College and Careers Counselor
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Accessibility of All Students to Curriculum

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.

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
The school provides access for all students to receive a rigorous, relevant and coherent curriculum in the Advanced Placement Scholar Institute Curriculum, the College Preparatory Curriculum, the General High School Curriculum, the Assisted Learning Program, and in the English Language Development Program and Curriculum. The After School Program, the Assisted Learning Program, the English Language Development Program, the excellent student to teacher ratio of approximately 8:1, and the small class size of 2 to 15 students per class along with the individual attention and support by the Academic Advisor affords every student the access to the college preparatory curriculum. The administration and faculty are dedicated to each one of our students regardless of their specific needs. We pride ourselves in getting to know each student’s strengths and weaknesses so that we can help each student achieve and succeed. The school regularly reviews the demographics and the situations of students throughout the course offerings at Faculty Meetings and Student Review Meetings. The curriculum and course offerings have been expanded and enhanced during the past 3 years to address the learning needs	Mission Statement Statement of Philosophy Academic Advisor Job Description Student Review Meetings D & F Lists

<p>of all students. We meet the needs of all students through a variety of courses, programs, and resources provided to each student.</p>	<p>U.C. a-g Approved Course Lists AP Approved Course Lists</p>
<p>The After School Program is designed for students to receive additional help from their teachers. It is also for students who are behind in credits and provides them an educational advantage to help them be successful in school.</p>	<p>The After School Program Schedule</p>
<p>The Assisted Learning Program is for students with documented or perceived learning disabilities. The school does not provide IEP, 504 Plans, or professional evaluations for students. Parents/guardians of a student with disabilities are required to provide specific documentation to the Dean of Studies. IEPs and other documentation provided to the school which has been given to students who require individualized accommodations and help to overcome their learning disability is utilized by all faculty members.</p>	<p>Documentation available in Mr. Walley's office</p>
<p>The school has proven instructional practices and appreciated services to facilitate access and success for special needs students. The school does not provide special education services. The school has programs, dedicated teachers and curriculum modifications that provide support for all students in improving their academic performance while infusing higher learning expectations of individual achievement. Students in the Assisted Learning Program are enrolled in Advanced Placement Scholar Institute courses, UC a-g approved courses, and in general high school courses. Students in this program receive personalized attention, instruction, and accommodations that fit into the overall educational program of the school.</p>	<p>The Assisted Learning Program</p>
<p>The Credit Recovery Program is designed for seniors who are behind in credits. This program provides seniors an educational advantage to help them be successful in school by remediating failing grades and earning credits for missing requirements so that they may graduate on time from the school.</p>	<p>Jupiter Grades</p>
<p>The English Language Development Program and Curriculum has been developed, expanded and taught to transform English Language Learners to the appropriate level of language proficiency. The program provides student access to the curriculum and promotes cross-cultural understanding.</p>	<p><i>International Student Curriculum Goals</i></p>
<p>The Advanced Placement Scholar Institute courses motivate students who aim to excel academically. AP courses</p>	<p>English Language Development Intensive English Program</p>

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<p>are aligned with College Board approved curriculum to further prepare students for college-level proficiency.</p> <p>A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. Support for all students including special needs students are:</p> <ul style="list-style-type: none"> ● The After School Program ● The Assisted Learning Program ● The Credit Recovery Program ● The English Language Development Program <p>Teachers are committed to raising student expectations of their ability to achieve and ensuring them the opportunity to be academically successful in all courses and programs.</p>	<p>Scholars Program Information</p> <p>AP Approved Course List</p>
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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
The school does not offer online instruction.	N/A

Acceptable Student Achievement

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

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

Findings	Supporting Evidence
<p>Each department through the curriculum, methods of instruction, and a variety of assessments offer numerous opportunities for students to demonstrate student achievement in mastery of course content and the Expected Schoolwide Learning Results with the revised indicators.</p> <p>Performance indicators are benchmark assignments that demonstrate the student's understanding of course content and critical thinking skills. Many of the benchmark assignments demonstrate cumulative learning, collaborative work, 21st century skills, and critical thinking, over a period of time. Some examples of benchmark assignments are mid-term tests and class projects.</p> <p>Student work is the primary evidence for acceptable student achievement of the academic standards and the Expected Schoolwide Learning Results. We define the performance of student success through our Expected Schoolwide Learning</p>	<p>Student Work Samples</p> <p>Assignments & Rubrics Samples</p> <p>ESLR Self- Evaluation Essay Sample</p>

<p>Results and achievement as defined by each indicator. Student work is driven by the collaboration of teachers and curriculum.</p> <p>The curriculum development process is highly tied to the Expected Schoolwide Learning Results. Curriculum is reviewed and evaluated by Mr. Robert S. Walley, Dean of Studies, aligning it to Arroyo Pacific’s identified Expected Schoolwide Learning Results. Teachers evaluate student achievement on Progress Reports and Report Cards where there is a special evaluation for ESLR progress and performance. Students receiving unacceptable grades and low marks in the Expected Schoolwide Learning Results with clear indicators are discussed at the Student Review Meetings where we use collaborative efforts to help the student reach their target level of achievement.</p>	<p>Progress Report Sample Report Card Sample</p> <p>Calendar: Student Review Meetings</p>
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Integration Among Disciplines

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.

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 faculty often engages in interdisciplinary integration. There is integration among disciplines at the school. The development of collaborative working and critical thinking are cross-curricular learning expectations. Faculty members build cross-curricular connections among departments so that students apply critical thinking skills and achieve writing across the curriculum in the following courses:</p> <ul style="list-style-type: none"> ● English & History ● English Language Development & all departments for ESLR Self Evaluation Essays ● College and Careers & English & English Language Development ● Drama Production & English & English Language Development ● Performing Arts & English ● Performing Arts & Visual Arts ● Visual Arts & Drama Production 	<p>Teacher Files of Student Work</p>

Curricular Review, Revision, and Evaluation

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

Prompt: *Comment on the 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’s curriculum review, evaluation, and review processes for each program, graduation requirements, credits, grading policies, and homework policies are effective and is under the direction of Mr. Robert S. Walley, Dean of Studies. Each quarter, for every course, teachers submit their course descriptions and syllabi to the Vice Principal, Mrs. Leticia Tufenkdjian.</p> <p>There are several recognized curricular learner needs. The first being students that require extra assistance in their courses. Individualized Educational Programs are given to those students and accommodations are made in order to ensure their specific needs are being met.</p> <p>Another recognized curricular learning need is within the international student population and the English Language Learners. There is a high level of lower English proficient students that attend Arroyo Pacific Academy. In order to accommodate their English Language Learning needs, cohorts were developed for the History and English classes in each grade level. These classes are tailored to the English proficiency level of the students and they utilize English Language Learner resources. Science and Math English Language Development cohort classes are in discussion in response to our Critical Learner Need and the teachers recommendations. The administration and faculty are dedicated to providing a challenging, coherent, and relevant curriculum for all students.</p>	<p><i>The Curriculum Guide</i>, online</p> <p>Course Descriptions</p> <p>Course Syllabi</p> <p>IEPs and other documentation in Dean of Studies office and individual teacher’s yellow folder</p> <p>English Language Development Student Placement</p> <p>English Language Development Cohorts List</p> <p>History and English ELL Resources</p> <p>Science ELL Text Proposal</p>

Collaborative Work

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.

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 administration and faculty at Arroyo Pacific often engage in collaborative efforts to examine curriculum design and student work in order to refine lessons, units, and courses. We hold weekly Faculty Meetings where collaboration and group problem solving is the primary focus.</p> <p>Jupiter, our grading and communication program, can also be used to coordinate information between teachers. The most common evidence of this occurs through our Study Hall and in the After School Program where teachers regularly meet to form individual solutions to support student learning.</p> <p>Teachers by departments and across departments regularly discuss and share their curriculum, their student achievement, and their student work in order to enhance and improve assessments, assignments, lessons, and projects. Teachers appreciate the suggestions made by the English Language Development teachers on successful approaches to address the needs of English Language Learners in all courses and in all departments.</p> <p>On and off campus Professional Development opportunities have been provided and have proven to be effective for the dedicated faculty to collaborate and refine lessons, units, and courses.</p> <p>Some examples are:</p> <ul style="list-style-type: none"> ● Advanced Placement Conferences ● Best Practices & Curriculum Alignment by Departments ● Best Practices & English Language Learners Best Practices ● California Mathematics Council ● California Science Education Conference ● CATESOL Conferences for teachers of English Language Learners ● Deeper Learning for English Language Learners ● Differentiated Instruction in Action ● Differentiating the Common Core Curriculum to Meet the Needs of English Language Development Students ● Master’s Program Research & ELL Best Practices by Ms. Samantha Fuszara ● Motivational Practices for International Students in the Classroom by Ms. Samantha Fuszara ● New Teacher Survival Guide: Differentiating 	<p>Calendar: Faculty Meetings</p> <p>Jupiter Grades</p> <p>Study Hall</p> <p>The After School Program</p> <p>Faculty Conversations</p> <p>Reflecting on the Professional Development Experience form</p>

<p>Instruction to Address Multiple Intelligences</p> <ul style="list-style-type: none"> Peer Tutoring, Project-Based Learning, Activities-Based Learning 	
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Accessibility of all Students to Curriculum

Indicator: All students have accessibility to a challenging, relevant, and coherent curriculum.

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

Findings	Supporting Evidence
<p>Arroyo Pacific Academy provides all students accessibility to a challenging, relevant, and coherent college preparatory curriculum. We update the curriculum along with acquiring new resources to remain current with educational advancements. The approval process put forward by the College Board for Advanced Placement Scholar Institute courses and the University of California a-g Course Submission process also provides a level of universal accessibility.</p>	<p>Curriculum Guides</p> <p>Master Schedule</p> <p>UC a-g Course List</p>
<p>The Assisted Learning Program is designed to address the individual needs of our students this includes but is not limited to students with disabilities. These students have a very specialized and personal learning plan which allows for accessibility to a challenging, relevant, and coherent curriculum.</p>	<p>The Assisted Learning Program</p>
<p>By examining the demographics and the distribution of students throughout the class offerings, we have identified a Critical Learner Need in this area concerning the accessibility of our international students with low English proficiency and low skills. Some steps have already been implemented to ensure this critical group has accessibility to curriculum. The structure of the Edge Program and the use of cohorts give the English Language Learners increased accessibility.</p>	<p><i>International Student Curriculum Goals</i></p> <p>Semester D & F Lists</p> <p>Edge Program Details</p> <p>Cohort List</p>
<p>Professional Development is the primary way we address issues of accessibility, assessment and methods of instruction. We have undergone professional development to reach all students but also, we have specifically targeted English Language Learners because we have identified this group of students as a critical learner need.</p>	<p>Reflecting on the Professional Development Experience form</p> <p>2 Critical Learner Needs</p>

Policies — Rigorous, Relevant, Coherent Curriculum

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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.

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 effectively assesses its curriculum for rigor, relevancy, and coherency through a clear process in which the faculty with Mr. Robert S. Walley, Dean of Studies, assume critical roles. We have a full commitment to realize the current Schoolwide Action Plan.</p> <p>The Dean of Studies is charged with keeping up to date with the State Standards, Common Core, and the UC approval process. At the beginning of each academic year, teachers are required to submit courses for the University of California a-g Course Submission process. The Dean of Studies assigns particular courses to key faculty members each year. These faculty members, experts in their fields, must research best practices, current standards with an eye to the Mission of this institution in order to best submit a course for UC a-g approval.</p> <p>Faculty members in each department assesses the curriculum and its rigor, relevancy, and coherency by reviewing textbooks and resources used in the curriculum. They are encouraged to propose new texts if a text is 3 year old. Teachers evaluate the text for being ineffective, outdated, or without rigor. Furthermore, the Vice Principal, Mrs. Leticia Tufenkdjian, evaluates lesson plans for each course on a quarterly basis.</p> <p>The school has an effective process through which key stakeholders assess the curriculum in relation to school policies and procedures to ensure a rigorous, relevant, and coherent curriculum so that students may achieve the Expected Schoolwide Learnings.</p>	<p>UC Approved Course List</p> <p>Textbook Changes List</p> <p>Lesson Plans in Vice Principal, Mrs. Leticia Tufenkdjian's digital files</p>

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
The school does not have outsourced curriculum.	N/A

Articulation and Follow-up Studies

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 workforce, or meeting their personal goals.

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. Intermittently, we receive students from Barnhart, Pasadena Christian, and Sequoyah schools.</p>	<p>Mr. Robert Nguyen, Director of Admissions</p>
<p>The Admissions Office does not have examples of articulation with local feeder schools. The Admission Office does work with returning and new international Agents to secure international student enrollment. Ms. Tina Bonacci, Director of International Programs, works with international Agents and travels to China to represent the school in new markets. She is responsible for creating and organizing the Media Blitz Programs with Mr. Ron Wilson and Mr. Steve Creason in The Clarke Center for visiting international middle school students.</p>	<p>Ms. Tina Bonacci, Director of International Programs</p> <p>Media Blitz Schedules</p>
<p>The College and Career Program and Mr. Daniel Johnson, College and Career Counselor, provides for current, effective, and informative instruction that prepares students for pursuing further education, entering the workforce, or meeting their personal goals.</p>	<p>College and Career Information Samples</p>
<p>The school effectively communicates with local colleges and universities as we have many college representatives visit campus each year. The College and Career Program conducts at least 2 field trips each academic year to local colleges. In addition, the school has also participated in a program with our local community college, Pasadena City College, where a representative visits and helps enroll students. Once they have successfully transitioned to college we have had some challenges effectively tracking students.</p>	<p>College/University Visits List</p>
<p>The school conducts alumni follow-up at alumni events that provide insight to the effectiveness of the instruction to prepare students for pursuing further education.</p>	<p>Alumni Reunion Materials</p>
<p>The WASC FOL Alumni and Alumni Parent Survey results revealed the following:</p>	<p>WASC FOL Alumni Survey #1</p>

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<p>Based on the Alumni Survey #1, 82% of the alumni reported that they were well prepared for the intellectual challenges of college studies and/or career training. 87% of the alumni reported that they were well prepared for the social challenges of college life and/or career training. 71% of the alumni reported they have been able to make a connection between the Arroyo Pacific Academy education and their college/career. 81% of the alumni reported that they were well prepared with the skills necessary for the world of college studies and/or work. 84% of the alumni reported that they were well prepared with the knowledge necessary for the world of college studies and/or work. Also, 89% of the alumni reported that they had meaningful learning experiences inside and outside the classroom.</p>	<p>Emails and Conversations with Alumni Alumni Campus Visits</p>
<p>Based on the Alumni Parent Survey #1, 82% of the alumni parents reported that their student was well prepared for the intellectual challenges of college studies and/or career training. 71% of the alumni parents reported that their student has been able to make a connection between her/his Arroyo Pacific Academy education and her/his college/career. 80% of the alumni parents reported that their student was well prepared with the skills necessary for the world of college studies and/or work. 79% of the alumni parents reported that their student was well prepared with the knowledge necessary for the world of college studies and/or work. Also, 89% reported that their student had meaningful learning experiences inside and outside the classroom.</p>	<p>WASC FOL Alumni Parent Survey #1 Emails and Conversations with Alumni and Alumni Parents</p>
<p>Anecdotal evidence and verbal testimonies of alumni and alumni parents provide poignant testimony as to the effectiveness and satisfaction with the school's curriculum, programs, and services. Without exception, returning students reveal they were prepared for college. The school will soon turn this anecdotal evidence into actual data as we have recently acquired a valuable resource, Naviance Alumni Tracker. This tool organizes information from the National Student Clearinghouse to better track and interact with our alumni. The new Schoolwide Action Plan will allow the College Counselor and the administration to gather and track graduates, which in turn will allow the school to analyze the effectiveness of its academic programs.</p>	<p>Naviance Alumni Tracker</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Post-graduate data reveals that the curriculum at Arroyo Pacific Academy encourages and promotes academic success upon graduation. The number of students attending colleges or universities upon graduation varies for a variety of reasons. There are some students that return to their home countries and others have repeated senior year in order to bring their GPA up to attend a dream school. There has been a drop in students attending two year programs/language programs. It is those students seeking alternatives to a better university life. The students attending four year programs upon graduation remains constant.</p> <p>Arroyo Pacific Academy provides a variety of programs to the diverse group of students who attend the school. Through the English Language Development Program, English Language Development cohorts, the Assisted Learning Program, the Premier Scholar Program, and many more resources offered, students are given a personal, coherent, and relevant curriculum.</p>	<p>Advanced Placement Scholar Institute Program</p> <p>Assisted Learning Program</p> <p>English Language Development Program</p> <p>English Language Development Cohorts</p> <p>College Board Profile</p> <p>Advanced Placement Scores</p> <p>SAT Scores</p> <p>PSAT/NMSQT Scores</p>

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

Findings	Supporting Evidence
<p>The school’s ability to address the English Language Learner and international student’s needs are affected by the school’s ability to implement the 2nd Critical Learner Need. Many of the students arrive and struggle to improve their English language proficiency. This affects their overall GPAs greatly. Most of the students that are failing core and elective classes are in low English Language Learner levels. Their language level and their inability to comprehend the core high school classes and elective classes affect their ability to perform well in their classes. The school is fully committed to the Critical Learner Needs as identified in the Schoolwide Action Plans.</p>	<p>English Language Development Program Enrollment</p> <p>English Language Development Cohorts</p> <p>GPA of International Students</p> <p>D & F Lists</p>

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes.

Indicators with Prompts

Research-based Knowledge

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.

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>At Arroyo Pacific Academy teachers stay current with instructional content taught and research-based instructional methodology. The faculty plans and implements teaching and learning experiences based on best practices and research-based knowledge. The faculty researches, designs, and delivers a variety of learning experiences and opportunities which actively engage students at a high level of learning. The faculty provides opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess as they demonstrate competent mastery of course content which results in student achievement of the Expected Schoolwide Learning Results.</p>	<p>Professional Development Conference List</p>
<p>Math instructors attended the California Math Council on Common Core Math Standards before the Common Core was implemented. Therefore, our math department was amply prepared when these standards changed. The textbooks were aligned and the educators were ready to lead the students.</p>	<p>Professional Development Meetings and Conferences</p>
<p>As our international student population began to boom, a cutting edge, age-appropriate English language learning curriculum was needed. Our English Language Development lead teacher began attending a series of conferences wherein she learned the relevant course material available. After presenting her findings, a decision was made to implement the EDGE Program. Consequently, every teacher who teaches an English Language Development course with EDGE at this institution has been required to attend an all-day EDGE training course so that the instructors are informed of the most effective means in which to teach English Language Learners. Additionally, our Professional Development sessions provide teachers with current best practices in content and methodology.</p>	<p>EDGE Training Participants List</p> <p>EDGE Training Materials</p>
<p>Teachers in the Advanced Placement Scholar Institute attend conferences and workshops in the subject area for the AP</p>	

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<p>courses they teach. These courses help students acquire the skills and habits they need for success in college. AP teachers have been trained to help students improve writing skills, sharpen problem-solving abilities, develop time management skills, and study habits.</p> <p>All teachers receive training and are aware of the importance and requirements of the instructional content for approved courses on the University of California a-g Course List.</p> <p>Finally, most instructors (64%) have a Master’s Degree in the content that they teach.</p>	<p>AP Professional Development Meetings and Conference Materials</p> <p>Mr. Robert S. Walley, Director of Professional Development</p>
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Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
The school does not offer online instruction.	N/A

Planning Processes

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.

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
<p>The planning process at Arroyo Pacific Academy is effective for many reasons. Formative tests, such as the PSAT and EDGE Language Placement test, are used to identify the aptitude of students in order to engage all students actively at a high level of learning consistent with the academic standards and the Expected Schoolwide Learning Results.</p> <p>Many courses also utilize the test generator software or a textbook’s tests or quizzes to assess and to engage all students actively at a high level of learning consistent with the academic standards and the Expected Schoolwide Learning Results.</p> <p>The planning process also incorporates reviews of student performance to engage all students actively at a high level of learning consistent with the academic standards and the Expected Schoolwide Learning Results. Lastly, Arroyo Pacific Academy holds departmental and interdisciplinary meetings to ensure that academic standard and the Expected Schoolwide Learning Results are being meet, as well as</p>	<p>Resources in Teacher Resource Room and Dean of Studies office</p> <p>PSAT Data in the Community Profile</p> <p>EDGE Placement Test: see Ms. Katy Ramsey, English Language Development Assessment Lead</p> <p>Shared document library in Vice Principal Mrs. Leticia Tufenkdjian’s digital files</p> <p>Department and Interdisciplinary Meetings listed in the Community Profile</p>

establish best practices actively engaging students at a high level of learning.	
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Professional Collaboration

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.

Prompt: *Comment on 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>Administrators and teachers certainly use various collaborative strategies to examine curricular design and student work to improve learning and teaching. Administrators make a habit of visiting classrooms throughout the school year. They open up dialogues with teachers regarding successful classroom approaches and areas which can be improved.</p> <p>Every quarter, all teachers submit their daily lesson plans for the entire quarter to the Vice Principal for her review. She can respond and help lead improvements. This also creates a shared curriculum library wherein teachers can review other lesson plans for guidance and inspiration.</p> <p>Teachers carry on departmental meetings to discuss best practices and strategies with particular students and particular material. Teachers share their best practices at Faculty Meetings and in conversations throughout the day to improve learning and teaching. Examples of the selection of the instructional approaches may be seen in different departments based on opportunities for students to be collaborative working, critical thinking, lifelong learning and responsible citizens:</p> <p>English Department:</p> <ul style="list-style-type: none"> ● Analyzing author’s backgrounds as it relates to their literary works ● Developing and honing writing and critical reading skills in preparation for college entrance exams and compositions ● Evaluating their own writing and the writing of their peers through peer editing 	<p>Lesson Plan Files in Vice Principal, Mrs. Leticia Tufenkdjian’s digital files</p> <p>EDGE Scores: Ms. Katy Ramsey, English Language Development Assessment Lead’s digital file</p> <p>Cohort Course List</p> <p>Evidence All Departments: Student Work: Teacher Evidence California Frameworks Curriculum Guide Course Syllabi</p>

<ul style="list-style-type: none"> ● Identifying the difference between plagiarism and paraphrasing ● Learning to compose various styles of academic and creative writing including research papers, analytic essays, and poetry ● Learning to read actively to enhance enjoyment and comprehension ● Mastering citation within their analytical writing ● Mastering research techniques ● Reading advanced literature from several periods of history and genres to draw connections to values, customs, institutions, and literature ● Recognizing themes in various forms of literature ● Studying the concept of counter-argument allowing students to understand the importance of viewing an issue from varying sides ● Utilizing grammatical rules as set by the school-adopted MLA guidelines ● Writing, speaking, and analyzing literature <p>Mathematics Department:</p> <ul style="list-style-type: none"> ● Exposing students to the latest technologies to teach or illustrate concepts interactively ● Facilitating students' internet access making data and research available for individual/group projects ● Participating in a variety of alternative assessments including oral reports, projects and experiments in addition to traditional assessments ● Practicing integrated curriculum by solving problems related to social studies, science, and other subjects where appropriate ● Reading and writing about math supporting the goal of subject-specific literacy supported by instructional scaffolding ● Using manipulatives such as geometric shapes, rulers, protractors, and conic section shapes creating a physical connection to theoretical and visual mathematical concepts ● Using TI Presenter and Emulator software helping teachers model the use of the graphing calculator for problem solving and critical thinking <p>Science Department:</p> <ul style="list-style-type: none"> ● Demonstrating critical analysis of problems presented during informative assessment exercises such as in-class discussions 	<p>Projects</p> <p>Class Observations</p> <p>Quizzes</p> <p>Tests</p> <p>Semester Examinations</p> <p>Essays</p> <p>Research Projects</p> <p>Portfolio Rubric</p> <p>Rubrics</p> <p>Jupiter.com</p> <p>Timed Writing Assignments</p> <p>Teacher's Editions and Resources</p> <p>Textbook Selections</p> <p>Multimedia Projects</p> <p>Student Presentations</p>
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- Drawing on previous knowledge and experiences to integrate new information and concepts from a chapter
- Guiding students and holding them responsible for their time management with respect to homework studying for exams, preparing and completing laboratories
- Incorporating technology through the production of multimedia presentations of concepts learned in class
- Integrating concepts covered in the fields of Biology, Chemistry and Physics through collaborative and cooperative learning opportunities such as labs and group activities
- Thoughtfully engaging in discussions of new scientific discoveries and their societal, environmental, and historical impact

Social Studies Department:

- Analyzing historical documents, using critical thinking so as to develop stronger written and oral arguments
- Building organization, note-taking and research skills by using library and internet resources
- Developing and honing writing and critical reading skills in preparation for Advanced Placement Exams
- Developing the concept of counter-argument to broaden understanding of opposing positions when addressing various issues
- Learning to work independently and in a group setting
- Making oral presentations, enhancing confidence and oratory skills
- Observing human behavior and making preliminary diagnosis with regard to the Diagnostic and Statistical Tools (version IV)
- Using collaborative learning to assist peers with learning material for exams
- Using critical thinking to write, speak, and analyze historical documents and films
- Utilizing frequent writing assessments to develop skills necessary to prepare for the Advanced Placement Exams
- Utilizing grammatical rules and guidelines as set by the MLA style guide

Technology Department:

- Applying the material covered in the text to complete the exercises at the end of each section or chapter

- Completing teacher-generated projects by mastering Microsoft Office tools: Word, PowerPoint and Excel programs
- Creating projects using the TriCaster, Lightwave 3D, PowerPoint, Pro Tools 10, GarageBand, Quicktime Audio, and Python

Health & Fitness Department:

- Acquiring the knowledge of the components of fitness and the ability to measure fitness levels
- Laying a foundation for lifelong fitness by acquiring the knowledge and rules of varied physical activities and sports
- Understanding our body systems that affect fitness levels
- Using and applying knowledge of fitness components to develop individual or group fitness programs

Visual & Performing Arts Department:

- Being able to utilize art and music vocabulary when producing artworks and music in the classroom or studio
- Communicating ideas in paintings and drawings, performing and writing music and monologues and designing dances
- Cultivating critical listening skills and developing an appreciation and respect for music as an art form
- Developing a knowledge of rhythm, melody, and harmony as the basic components of musical composition
- Evaluating and assessing art and music incorporating detailed standards and terminology and developing principles and fundamentals to illustrate the content of the artworks
- Expressing an admiration and grasp of art and music through discussions and presentations
- Finding a solution to artistic and performance issues based on individually, originality, and rational assessment
- Observing and recreating the human anatomy in figure drawings
- Studying and discussing significant periods of art and music in artworks and musical compositions

Modern Languages Department:

- Advancing students’ reading comprehension skills and critical thinking using a variety of reading selections
- Demonstrating knowledge through a variety of hands-on Visual Arts related projects. Reading, researching and discussing political and social issues in countries where the target language is spoken
- Developing student’ note-taking abilities
- Expanding students’ oral proficiency through question/answer, situational dialogues, oral presentations, and class discussions
- Learning modes of communication: interpretive, presentation, interpersonal and applying them to the target language
- Learning organizational skills by keeping an organized binder/portfolio
- Strengthening students’ listening skills through level appropriate dialogues, conversations and excerpts
- Summarizing acquired information as a way to prepare for chapter tests and the semester examination
- Supporting students’ vocabulary development with targeted vocabulary presentation and practice
- Utilizing note cards, self-quizzing and assessment, peer instruction, oral presentations, and multimedia presentations to learn and reinforce material

Finally, administrators and teachers each quarter participate in Student Reviews Meetings across all departments in which administration, faculty and staff discuss students and various approaches in order to arrive at best practices.

Specifically speaking, the English Language Development Program administers EDGE Placement Tests, Reading Tests, and Language Tests throughout the year. Based upon the communication of those scores to the Dean of Studies and the Vice Principal, the Master Schedule is created and student schedules are established. This process allows the school to accommodate and educate our English Language Learners in the correct courses.

Furthermore, when the admitted English Language Learners were testing at lower levels of English proficiency and struggling in UC approved English and History courses, the administration upon suggestions from the English Language Development teachers, teachers from all departments, and the Dean of Studies, English Language Development cohort

Calendar: Student Review Meetings

Master Schedule

<p>classes were established. This necessitated changes to the Master Schedule and individual student schedules which afforded English Language Learners to be provided with courses taught at their level of reading and comprehension.</p> <p>All of the above improvements show how administrators and teachers use various collaborative strategies to examine curricular design and student work to maintain a commitment to improve learning and teaching for all students.</p>	
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Professional Development

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

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

Findings	Supporting Evidence
<p>The administration and faculty demonstrate their commitment to professionalism and to remain current in researched-based professional knowledge and apply the knowledge to improve teaching and learning. The school has made a commitment to ongoing Professional Development that is provided bimonthly by Mr. Robert S. Walley, Director of Professional Development. A wide range of Professional Development is offered as listed in the Community Profile. Teachers are also supported in furthering growth in their profession outside of school Professional Development. Attending conferences and workshops are encouraged by the administration. Personal files of individual professional development are recorded and kept on each faculty and staff member.</p>	<p>Mr. Robert S. Walley, Director of Professional Development</p> <p>Professional Development Documentation in Binders</p>

Challenging and Varied Instructional Strategies

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

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>Students are definitely engaged actively learning to achieve both academic standards and the Expected Schoolwide Learning Results.</p> <p>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 Expected Schoolwide Learning Results may be seen in different departments as students demonstrate critical thinking, problem solving, knowledge and application, and the development of a wide range of technological skills.</p> <p>English Department:</p> <ul style="list-style-type: none"> ● Students analyze and reflect on literary works with written responses of various lengths ● Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments ● Students are consistently and routinely exposed to challenging vocabulary which they incorporate into their personal writing and speaking ● Students learn and utilize MLA formatting in their formal papers ● Students participate in Advanced Placement courses provided they meet prescribed grade criteria in previous related courses ● Students practice writing personal statements in preparation for college applications ● Students strive to articulate their ideas, both spoken and written, in a clear cogent manner ● Students write both short and extended research projects on topics related to course materials ● Students write counter-arguments to develop critical thinking skills <p>Mathematics Department:</p> <ul style="list-style-type: none"> ● Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments ● Students are dynamically engaged with current technology through the use of digital presentation technology ● Students are given clear and precise rubrics for various projects which allow them to see if they are doing the problems correctly, and if not, to give them the opportunity to immediately access the teacher's assistance to correct their mistakes 	<p>Evidence All Departments:</p> <p>Student Work: See Teacher's Evidence</p> <p>California Frameworks Curriculum Guide</p> <p>Course Syllabi</p> <p>Projects</p> <p>Class Observations</p> <p>Quizzes</p> <p>Tests</p> <p>Semester Examinations</p> <p>Essays</p> <p>Research Projects</p> <p>Portfolio Rubric</p> <p>Rubrics</p> <p>Jupiter.com</p> <p>Timed Writing Assignments</p> <p>Teacher's Editions and Resources</p> <p>Textbook Selections</p> <p>Multimedia Projects</p> <p>Student Presentations</p>

<ul style="list-style-type: none"> ● Students are taught the learning principles of mathematics: work on a specific type of problem, doing several repetitions of that same type of problem to learn it, getting immediate feedback from their teacher from an answer key and making conscious corrections of their mistakes which studies show better encode the information ● Students learn to calculate theoretical and exponential probabilities using real-life examples and activities so that they can see how math is used in everyday life ● Students participate in a variety of individual, small group, and large group experiences ● Students participate in Advanced Placement courses provided they meet prescribed grade criteria in previous related courses ● Students perform traditionally effective assignments such as problems solving sets from their textbook as well as taking quizzes and exams which develop good study habits and encourages their academic dedication ● Students use programmable graphing calculators throughout their academic careers to assist in problem solving and to aid in conceptual understanding and manipulation of large numbers which requires motivation, patience, and dedication ● Students who experience difficulty with mathematics are provided a variety of course options such as Algebra 9, Basic Mathematics, Conceptual Geometry, Algebra 2, and Business Mathematics <p>Science Department:</p> <ul style="list-style-type: none"> ● Students are kept informed through daily and weekly expectations and deadlines which are revealed in a “game plan” ● Students participate in Advanced Placement courses provided they meet prescribed grade criteria in previous related courses ● Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments ● Students solve real life example problems making science more relevant, relevant, relatable, and memorable ● Students learn about nutritional information labels to understand calories, fat, protein, carbohydrates and their connection to food and exercise 	<p>Labs</p>
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- Students learn about energy efficiency through examples of wind and solar power, hybrid cars, and nuclear power
- Students are held responsible for missed assignments and lectures when they are absent and are expected to be responsible and resourceful in obtaining these from classmates, teachers or thought online sources
- Students are made aware of the latest scientific news and discuss how it may impact their lives
- Students research, present and debate current topics such as stem cell research, recycling, hybrid vehicles, nutrition and medicine, life expectancy, to enhance cooperative learning and critical thinking skills
- Students use deductive reasoning skills during class discussions and labs
- Students respond to teacher's questions on various topics being studied
- Students use deductive reasoning skills to determine the reason 'why' something occurs
- Students complete class and homework assignments that require both critical thinking and analytical reasoning
- Students create stories and art to illustrate various concepts and ideas in science
- Students complete science projects that require them to use photographs and pictures as well as other forms of information to effectively illustrate the topic
- Students complete projects requiring them to research information about scientists
- Students use illustrations and other types of drawings to illustrate vocabulary words
- Using microscopes, students draw what they see while observing various specimens such as cells, bacteria, tissues, etc.
- Students research personal and scientific information about prominent physicists and present this information in an easy-to-read, comprehensible format or as a children's book
- Students incorporate technology with video clips and PowerPoint presentations
- Students make connections between individual subject areas by integrating related ideas that overlap multiple subject areas such as economics, history, health, mathematics

- Students research and discuss significant findings and analyze the impact of these discoveries
- Biology students learn how different events may relate to each other by applying statistics and probability to Mendelian Genetics
- Students research and learn how meeting basic exercise recommendations by participating in both aerobic and strength-training workouts contributes to better overall health
- Students relate math skills needed in physical and life sciences by translating word problems into equations and problem sets
- Students use critical thinking in problem solving by applying the steps of logical processes
- Students study and practice the steps of the scientific method
- Students analyze and draw conclusions from lab experiments by completing detailed lab write-ups
- Students use models and diagrams while doing conversation problems between grams, moles and molecules or atoms
- Through differentiated instruction students receive a variety of learning experiences resulting in greater comprehension
- Students demonstrate analytic and critical thinking skills while applying valid reasoning capabilities to written and mathematical problem solving
- Students use explicit information in the form of graphs and charts to compare and contrast two or more pieces of information and infer their conclusions in written form
- Students create graphic organizers to present scientific vocabulary terms with a range of contextual information such as synonym, definition, sentence, picture
- Students are given formative assessment through the completion of free response questions in AP Biology
- Students are accountable to submit proficient homework that prepares them for higher education and achieving high academic standards
- Using differentiated instruction, students complete study guides, labs, questions and class discussions to prepare them for tests

- Students receive information that is updated as scientific discovery dictates via PowerPoint presentations

Social Studies Department:

- Students participate in Advanced Placement courses provided they meet prescribed grade criteria in previous related courses
- Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments
- Students at different academic levels and with different learning styles engage with the course material through the implementation of developmentally appropriate methods of learning such as kinetic, visual and auditory instruction
- Students evaluate the level of their competency by completing course assessments
- Students employ technology to facilitate learning and foster creativity
- Students integrate MLA formatting in their research projects
- Students engage in timed writing as a means to develop written communication skills
- Students deliver prepared research and analyses reports to the class to enhance their public speaking skills and develop their confidence
- Students engage in problem-solving activities in the form of research projects, PowerPoint presentations and visual art presentations in which they develop and support a thesis
- Students realize the validity of seeking out and relying on original sources as an integral part of studying history

Technology Department:

- Students complete online assessments
- Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments
- Students complete online assessments
- Students explore and work through the exercises in the Word and Excel Programs
- Students use Microsoft Office tools: Excel, PowerPoint, Access, for programming: Python

<p>Health & Fitness Department:</p> <ul style="list-style-type: none"> ● Students demonstrate understanding of the positive correlation between physical activity and academic achievement ● Students engage in meaningful discussions regarding current trends and issues in health and physical education ● Students use critical thinking skills through participation in physical activities and sports ● Students demonstrate understanding of the five components of fitness: muscular strength and endurance, aerobic capacity, body composition and flexibility ● Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments 	<p>Fitness Tests</p>
<p>Visual and Performing Arts Department:</p> <ul style="list-style-type: none"> ● Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments ● Students learn classical historical art methods and recognize the incorporation of these intellectual ideas into their work ● Students use written and oral analysis for evaluation and critique ● Students complete self-evaluations and peer evaluations ● Students discuss and reflect on themes, use of art elements and principles of performance ● Students research and prepare internet resources for use in presentations and performances ● Students use historical works to evaluate and discuss processes, techniques and media ● Students discuss theme and functions of artworks and performances based on historical works 	<p>Student Public Performances, Gallery Displays, and Presentations</p>
<p>Modern Languages Department:</p> <ul style="list-style-type: none"> ● Students receive information about art, music, history, and geography as well as grammar lessons and foundations of language learning ● Students demonstrate critical thinking through cooperative learning assignments and oral presentations ● Students analyze translation texts historically, grammatically and culturally. Students read articles, compare and contrast topics, and in Spanish III 	

<p>produce essays in which they support a particular point of view</p> <ul style="list-style-type: none"> • Students analyze errors by redoing in class and homework assignments • Students demonstrate technological creativity and knowledge by investigating, researching and presenting topics using online resources and computer based skills • Students apply listening comprehension skills by identifying, interpreting and selecting the correct answer from ancillary resources, including audio programs that accompany the text books and internet based resources • Students and parents utilize Jupiter, a virtual agenda to note daily and weekly assignments 	
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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
The school does not offer online instruction.	N/A

Technological Integration

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

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>Teachers of Arroyo Pacific Academy systematically integrate technology within the school, so that all students develop a wide range of technological skills, in a variety of ways and in a variety of courses demonstrated in The Clarke Center.</p> <p>All freshmen are required to complete a two semester course, Information Technology. This is the foundational course for future technology courses. In this course, PowerPoint slides and applets are integrated into course content which significantly improves student understanding of the topics being taught. Assignments given emphasize the use of modern Microsoft Office tools such as Excel, PowerPoint and Access which improves students’ understanding of the tools</p>	<p>The Clarke Center</p> <p>Information Technology Course Description and Syllabus</p>

<p>they will need to function and thrive in a modern work environment.</p> <p>The Clarke Center provides for the continued expansion of the curriculum and the integration of technology in the following facilities:</p> <ul style="list-style-type: none"> ● The Robert V. Nguyen Art Studio ● The Twomey Family Computer Editing Center ● The John & William Clarke Master Control Room ● The Patricia & Tom Connolly Production Studio ● The Austin Richey Technology Center ● The Robert S. Walley Performing Arts Theatre <p>The college preparatory curriculum offers opportunities for students to learn, to experience, and to demonstrate a wide range of technological skills in the following courses:</p> <ul style="list-style-type: none"> ● Advanced Media Production Lab ● Digital Music I ● Digital Music II ● Digital Photography ● Graphic Design ● Introduction to Computer Programming ● Media Graphics ● Media Production I ● Media Production II ● Technical Theatre <p>A new course has been added to the curriculum for the current 2015 - 2016 academic year, Introduction to Computer Programming is taught by a new teacher, Mr. Ali Moghaddam. The course is for students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It is mainly designed for the attainment of the 21st century skills that are vital to students' success. For example, students will learn Python as a programming language.</p> <p>The school has maintained a robust financial commitment to provide the resources so that all students develop a wide range of technological skills, 21st century skills, and career readiness skills in a variety of ways which may be seen in the following courses:</p> <p>Media Graphics: Lightwave 3D</p>	<p>The Clarke Center</p> <p>Visual and Performing Arts Course Descriptions and Syllabi</p> <p>Technology Course Descriptions and Syllabi</p> <p>Introduction to Computer Programming Course Description and Syllabus</p> <p>Business Office Records</p> <p>The Clarizio-Web Computer & Research Center</p> <p>The Austin Richey Technology Center</p> <p>The Twomey Family Computer Editing Center</p>
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<p>English Language Development Classes:</p> <ul style="list-style-type: none"> ● Google Image ● YouTube.com ● TED Talks <p>History Department:</p> <ul style="list-style-type: none"> ● Google Images ● YouTube.com ● Powerpoints ● Film Clips on DVDs <p>Performing Arts:</p> <ul style="list-style-type: none"> ● Short Video Performances ● RSC Site ● BBC Films <p>Science Department:</p> <ul style="list-style-type: none"> ● YouTube.com ● OneNote Surface Pro <p>Mathematics Department:</p> <ul style="list-style-type: none"> ● Text Support Videos ● Ti Presenter ● Ti Emulator <p>Spanish Classes:</p> <ul style="list-style-type: none"> ● Textbook Online Resources Textbook CD Resources ● Textbook DVD Resources ● Films on DVD <p>Music Classes:</p> <ul style="list-style-type: none"> ● YouTube.com <p>All students have access to computer labs and digital libraries. All textbooks have an online textbook or online resources, or both. Also, grades and assignments for all courses are posted online on Jupiter Grades, so that students, parents, and teachers can actively plan, collaborate, and assess performance.</p>	<p>Online Textbooks and/or Online Resources for Textbooks</p> <p>Jupiter Grades</p>
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Evidence of Results based upon Challenging Learning Experiences

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

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

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Findings	Supporting Evidence
Student work demonstrates critical and creative thinking. Varied instructional tools and strategies promote problem solving, knowledge attainment, and application skills. Students enrolled in Advanced Placement courses, Visual and Performing Arts courses, and Technology courses specifically demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills. For example, specialized classes utilizing modern and relevant technologies like Media Production I and II and Digital Audio, provide students with a new and challenging perspective on learning. These courses utilize the same techniques as traditional classes but they embrace a media that is familiar and inspiring to students.	Student Work in Teacher Files

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
The school does not offer online instruction.	N/A

Student Understanding of Learning Expectations

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

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
The students know the standards and expected performance levels for each area of study in each department. The school does not make use of pacing guides as students are given course descriptions and course syllabi for each class. These documents are explained by their teachers in each class. These documents clearly state what is expected of students and the criteria required to achieve each grade. Students also have regular access to their grades on Jupiter. Students and parents can view the student’s grades and how each assignment, project, test, etc. affects their grades.	Jupiter: Teacher’s Individual Jupiter Class Account Course Descriptions: Vice Principal Electronic Files Course Syllabus: Vice Principal Electronic Files

Student Perceptions

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

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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>Arroyo Pacific Academy provides a personal approach to education. Students understand the expected level of performance based on the standards and the Expected Schoolwide Learning Results. Prerequisites are clearly identified in the Curriculum Guide/Course of Studies.</p> <p>Student-teacher interactions are very effective and ongoing. This is evident in the ESLR Self Evaluation Essays that are completed by all students, each quarter. The WASC FOL Parent and Student Surveys also demonstrate the effectiveness of the student-teacher interaction based on student feedback. The dedicated faculty is always available and ready to help students understand a performance expectation, an academic expectation based on standards and the Expected Schoolwide Learning Results.</p> <p>In particular, the international students and the English Language Learners recognize the helpfulness of student-teacher interactions. This is apparent from the English Language Development Summer Program Survey. Based on the English Language Development Student Survey,</p> <ul style="list-style-type: none"> ● 100% of the students attending believed this program helped build their confidence in the subject areas taught; which were reading comprehension, grammar, conversation, and study skills. ● 100% of the students also stated that the English Language Development Summer Program prepared them for the new school year. ● 95% of the students stated that the program helped them make new friends and ● 94% of the students expressed that this program helped them communicate more effectively in English. This study was conducted at the end of the English Language Development Summer Program. <p>During Graduation in May, seniors are most grateful and comment on a variety of teachers who have made an impact on their high school careers. They also share reflections about their academic program with the standards and the Expected Schoolwide Learning Results.</p>	<p>ESLR Self-Evaluation Essays</p> <p>WASC FOL Parent and Student Surveys</p> <p>English Language Development Summer Program Survey</p> <p>Senior Speeches</p>

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The WASC FOL Alumni Parent and Alumni Surveys document that the learning experiences are relevant in preparing students for college, career, and life.	WASC FOL Parent and Alumni Surveys
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Student Needs

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

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>Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. There are a variety of ways in which students learn and all teachers meet their individual needs appropriately for each subject.</p> <p>Teachers are supplied with instructional aids and technology in order to meet the needs of each class. Each classroom is provided with internet access, a computer, television, and DVD/CD player. Courses that require more technology are equipped with the necessary materials.</p> <p>The Assisted Learning Program is designed for students with documented and perceived learning disabilities and provides a quality educational experience at a slower pace with a modified curriculum and assessments while helping students improve their study skills and enhance self-confidence by extending additional support as recommended in the documentation on file.</p> <p>Teachers work with a variety of students by providing a recognized and appreciated educational advantage. Students with individual learning needs provide the school with their Individualized Education Program (IEP) or other documentation. Each teacher and administrator is provided with a student’s IEP or other documentation at the beginning of the term in order to ensure that individual needs are being met. Accommodations allow for each student to achieve success in their courses. Students with disabilities have equal access to the curriculum.</p> <p>Professional Development is provided bimonthly in order to allow teachers to continue to cultivate their skills and increase their effectiveness in the classroom. Teachers address student needs through the instructional approaches learned at Professional Development conferences, meetings, and workshops.</p>	<p>Mission Statement</p> <p>Instructional Aids/Technology List</p> <p>The Assisted Learning Program</p> <p>Professional Development List In Community Profile</p>

<p>The English Language Development Program was developed in response to the high level of international students and English Language Learners that enter Arroyo Pacific Academy in need of further English language development. Every international student is tested upon entry into the school to evaluate their English proficiency in reading, comprehension and writing to determine if further English language assistance is needed.</p>	<p>The English Language Development Program and Curriculum EDGE Placement Test Writing Assessment</p>
<p>Along with English Language Development classes, separated by language levels, students with lower English language proficiencies are placed into cohorts for some classes. These cohorts allow for some classes to be taught with English Language Development texts and resources. It also allows the teacher to teach the class to the language level of the English Language Learner and provide the instructional approaches appropriate for the subject.</p>	<p>English Language Development Cohorts Class List</p>
<p>The After School Program is another instructional approach used by all teachers. Teachers assign students to this additional Study Hall on Mondays through Thursday from 2:45 p.m. to 3:45 p.m. This program provides extra attention, extra time, and extra educational support to ensure the maximum effectiveness in assisting students who are struggling academically. Finally, the majority of students are assigned to a Study Hall for the purpose of beginning homework and seeking help from their teachers as part of our regularly scheduled courses. Teachers are able to support their students' academic needs and concerns.</p>	<p>The After School Program Study Hall Attendance List</p>

Student Use of Resources

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.

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>Arroyo Pacific Academy provides numerous educational experiences, opportunities, resources, and invitations for learning beyond the limits of textbooks. Students take advantage of the activities, opportunities, current technology, community resources, and media resources as collaborative learners, critical thinkers and responsible citizens. Teachers access and make use of multimedia in all classrooms.</p>	<p>Lesson Plan Files in Vice Principal, Mrs. Leticia Tufenkdjian's Digital Files Multi Media Lesson Plans</p>

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<p>Teachers in all departments prepare lessons and activities that engage students in collaborative and lifelong learning.</p> <p>Furthermore, faculty members utilize community resources and take students outside the classroom and off campus for experiential learning in the Performing Arts. For example, students attend performances at Cal Poly Pomona, the Dorothy Chandler Pavilion, the legendary El Capitan Theatre, the Mark Taper Forum, and the Segerstrom Center for the Arts in Orange County.</p> <p>All students are evaluated on each Progress Report and Report Card as a Collaborative Worker who:</p> <ul style="list-style-type: none"> ● Demonstrates respect and sensitivity to a diversity of ideas, interests and skills of others, ● Employs effective leadership and group skills, and ● Works effectively with others. <p>Mr. Philip Clarke, Founder and President, demonstrates a firm commitment to the importance of study in the Visual and Performing Arts, Technology, Multimedia, Personal Fitness, and provides for a rigorous and meaningful curriculum which is realized in The Clarke Center. The Clarke Center, built in order to provide an educational advantage for students to grow as collaborative workers, critical thinkers, lifelong learners and responsible citizens is a realization of the Arroyo Pacific Advantage.</p> <p>The Arts are alive at Arroyo Pacific Academy. More students are involved in the Performing Arts and in Music education with public performances than ever before. Ms. Xochitl Bermejo and Ms. Katy Ramsey, direct 2 theater productions each school year. Students actively and collaboratively participate in all aspects of educational theatre, beyond acting under the lights. Students plan and help construct the sets and props, manage the stage, run the sound and light boards, and report on the stage productions from our very own, APA Eagle News broadcast.</p> <p>In Media Graphics, Media Production I, Media Production II, and in Advanced Media Production Lab, Mr. Ron Wilson, Technical Director, who is a member of SAG-AFTRA, and the President and Owner of Angelcity Multimedia, Inc., teaches students to make use of resources for learning well beyond the limits of textbooks, demonstrating effective use of current technology which requires critical thinking and collaborative learning utilizing:</p>	<p>English Language Development and English Departments Field Trips</p> <p>Progress Report Sample Report Card Sample</p> <p>The Clarke Center Mr. Robert Nguyen, CEO, The Clarke Center</p> <p>Theater Production Posters and Programs</p> <p>The Robert S. Walley Performing Arts Theatre</p> <p>The Twomey Family Computer Editing Center</p> <p>The John & William Clarke Master Control Room</p> <p>The Patricia & Tom Connolly Production Studio</p> <p>The Austin Richey Technology Center</p> <p>The Ann & Jim Shevlin Music Suite</p>
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Lightwave 3D, a software package is used for rendering 3D images, both animated and static. It includes a fast rendering engine that supports such advanced features as realistic reflection and refraction, radiosity, caustics, and 999 render nodes. The 3D modeling component supports both polygon modeling and subdivision surfaces. The animation component has features such as reverse and forward kinematics for character animation, particle systems and dynamics.

Final Cut Pro, a series of nonlinear video editing software programs. The software allows students to log and transfer video onto an internal or external hard drive, where it can be edited, processed, and output to a wide variety of formats.

TriCaster, an industry product that merges live video switching, broadcast graphics, virtual sets, special effects, audio mixing, recording, social media publishing and web streaming into an integrated, portable and compact appliance is used by students to produce APA Eagle News.

In addition, students make use resources for learning beyond the limits of a textbook that requires effective use of technology which necessitates collaborative learning utilizing Hi Del Cameras, Hi Def Cameras, a Samson Sound Mixer, and a Teleprompter in the television studio.

After school, Mr. Steve Creason, Music Director, who is also a professional guitarist and composer, has a Rock Band that meets regularly to play instruments and learn rock songs. The students perform at the seasonal concerts along with guest musicians. During the school day, students in Band I, Band II, Band III, and in Chorus, make use of:

GarageBand, a software application that allows students to create music or podcasts. Its music and podcast creation system enables students to create multiple tracks with pre-made MIDI keyboards, pre-made loops, an array of various instrumental effects, and voice recordings. Garage Band is on the Mac Pro in the Music Suite.

Music students make effective use of technology using **Audacity**. Audacity is a digital audio editor and recording computer software application. In addition to recording audio from multiple sources, it can be used for post-processing of all types of audio, including podcasts by adding effects such as normalization, trimming, and fading in and out. Audacity has also been used to record and mix entire albums.

Concert Posters and Programs

Music students also make effective use of technology using **Ableton Live**. Ableton Live, a software music sequencer and digital audio workstation designed to be an instrument for live performances as well as a tool for composing, recording, arranging, mixing and mastering. It is also used by DJs, as it offers a suite of controls for beatmatching, crossfading, and other effects used by turntablists, and was one of the first music applications to automatically beat match songs.

In all Music courses students have been taught to go cross platform, in other words, they use whatever program suits the needs of the moment and then students are able to move files to another program and get suitable results. All music for these courses is written in Finale.

Students in Music Theory and Applied Music Theory work in **Musescore**. MuseScore's main purpose is the creation of high-quality engraved musical scores. It can also play back scores through the built-in sequencer and sample library. It natively supports linked parts and part extraction, tablature, MIDI input, unlimited staves, percussion notation, cross-staff beaming, automatic transposition, lyrics and multiple verses. The functionality of MuseScore can be further extended by making use of its plugin system

Applied Music Theory students also work in the Recording Studio. The software of choice in the Recording Studio is **Pro Tools 10** which is the industry-standard audio production platform. It allows students to compose, record, edit, and mix high-quality music or sound for picture, on a Mac or PC. Students also use a Focusrite 8 channel AD converter and a suite of audio plugins.

In Digital Audio, students also use **Pro Tools 10** in the Recording Studio which has also been installed on each computer in the Mac Lab. Students make use of **Tascam Field Recorders** for getting sounds outside the studio. Tascam is the professional audio division of TEAC Corporation. Students also use **GarageBand** for creating rhythm tracks and students convert those MIDI tracks to audio files that are loaded into **Pro Tools 10**. Students make use of Quicktime Audio for recording in the Performing Arts Theatre.

In Music History, students use Total Access via Norton Publishing to access representative recordings of the material under discussion as well as accessing live performances on the internet.

The Recording Studio

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<p>In Visual Arts classes, Ms. Rebecca Edwards teaches the students to make use of Photoshop and Illustrator.</p>	<p>The Robert V. Nguyen Art Studio</p>
<p>At Arroyo Pacific Academy, learning beyond the limits of the textbook is also realized through the Associated Student Body and the clubs which are all inclusive and they are created by students. Every student has the opportunity to join or create a club that he/she are interested in. The clubs provide an opportunity for the students to foster relationships with their peers and teachers while participating in an activity that they enjoy as collaborative workers. Many students participate in one or more after school and in-school clubs.</p>	<p>ASB Club List, Community Profile</p>
<p>The school has long established a community partnership with the Arcadia Rotary Club and most recently, has joined with them to create the Interact Club of Arroyo Pacific Academy. Arroyo Pacific Academy Interact Club is a service club mentored by the Rotary Club of Arcadia, under Rotary International, the biggest service organization in the world.</p>	<p>The Interact Club of Arroyo Pacific Academy FaceBook Page</p>
<p>Mr. Aaron Rose, an Arcadia Rotarian, acts as the Interact Club's Rotary liaison. Under the guidance of Ms. Xochitl Bermejo, the club provides service hour opportunities and numerous other ways to help the community, both locally and internationally. Members of the Interact Club are active volunteers in local events such as volunteering at retirement homes, library readings, beach cleanups, and much more. The goal is to place "Service Above Self", and a big part of Interact is their ability to contribute to global matters. The money raised in activities is donated yearly in a collaborative effort with Rotary to work on international projects.</p>	
<p>The Rotary club donated \$50 to the Interact Club's January service project where students supplied birthday cakes, beverages, and party favors to the monthly "Worthy of Love" birthday party for children living on skid row. Interact Club students have volunteered to help the Rotary by creating a form to receive donations for their annual Field of Honor campaign. Students will be helping with clerical work and field work for the Field of Honor event in May.</p>	
<p>In addition, students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources. Experiential learning through Community Service projects both school sponsored by the Service Club and through the Interact Club with the Arcadia Rotary Club have proven</p>	

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<p>beneficial to our students. Some examples of integration among disciplines have been achieved through:</p> <ul style="list-style-type: none"> ● Blk Girl Book Fair ● La Casa Community Center ● L.A. County Regional Science Olympiad ● Los Angeles Regional Foodbank ● MLK Jr. Day of Service at Woodcrest Elementary School ● National Day of Service through L.A. Works at Washington Irving Middle School ● Union Rescue Mission with WorthyofLove ● Whittier Narrows Nature Center and Wildlife Sanctuary 	
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Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
The school does not offer online instruction.	N/A

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The school provides a challenging, comprehensive, meaningful, relevant, and rigorous, college preparatory curriculum, The school provides an educational advantage with a daily schedule that provides students more time for the dedicated practice that mastery of course content requires.</p> <p>The professional staff uses research-based knowledge about teaching and learning as well as designs and implements a variety of learning experiences for a wide-range of learners. Teachers implement curriculum that meet state and school standards as well as those that target the Expected Schoolwide Learning Results, in creating lessons that foster collaborative workers, critical thinkers, lifelong learners, and responsible citizens.</p> <p>Through the variety of programs offered to the students, such as: English Language Development cohorts, the Assisted Learning Program, Honors and Advanced Placement classes, students are actively engaged at their level of learning. Among the various student groups, all groups are meeting the expectations of the school. Select groups are utilizing the resources provided and exceeding expectations.</p>	<p>The Advanced Placement Scholar Institute</p> <p>English Language Development Program and Curriculum</p> <p>English Language Development Cohorts</p> <p>IEP and LD Documentation in Dean of Studies office</p> <p>Professional Development List</p> <p>Study Hall at 5th period</p> <p>The After School Program</p> <p>UC Approved Course List</p> <p>The Honor Roll</p>

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

Findings	Supporting Evidence
<p>The school has the ability to address the identified Critical Learner Needs and it is meeting them to it’s ability. Through a personalized education approach, educators are able to learn and understand each student’s needs and adapt to them, thus creating a good learning environment for each individual’s growth to become a lifelong learner.</p> <p>The school is also able to address the needs of the international students and the English Language Learners because of small class sizes and regular assessment of English language level advancement. The commitment, dedication, experience, and professionalism of the faculty provides the main resources for the success of our students.</p>	<p>English Language Development Program and Curriculum</p> <p>English Language Development Cohorts List</p> <p>The Assisted Learning Program</p> <p>Instructional Aids/Technology</p> <p>Professional Development List</p> <p>Study Hall</p> <p>The After School Program</p>

B3. How Assessment is Used Criterion

Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources.

Indicators with Prompts

Appropriate Assessment Strategies

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.

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>Teachers use of appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills and the Expected Schoolwide Learning Results is frequent and integrated into the teaching and learning process. The assessment results are the basis for measurement of each student’s progress in a specific discipline, the Expected Schoolwide Learning Results, the evaluation and improvement of curriculum and instruction, and the allocation of resources.</p>	<p>Teacher Assessment Samples</p> <p>ESLR Self-Evaluation Essay or Assignment</p>

<p>Forms of assessments include the following: chapter tests, character analysis, class activities, class discussions, creative projects, essays, ESLR Self Evaluation Essay or Assignment, instant feedback for in class activities, lab reports, MLA research reports, monologue performances, online assessment and activities, oral and multimedia presentations, play evaluations, portfolio/notebook evaluation, review questions, role playing, self-assessments, semester examinations, short answer responses, standardized tests and quizzes, teacher designed tests, theatre games, unit exams, vocabulary quizzes, written essays.</p> <p>Teachers also employ performance-based assessments and authentic assessments. These assessments to measure student progress toward acquiring understanding of a specific body of knowledge or skills include: artwork presentation, debate, improvisations, learning logs, multimedia presentations, open-ended problems, oral presentations, photographic essays, and scale model construction.</p> <p>Language placement tests on newly arrived international students are administered to appropriately measure the language capacity for these learners for placement in the English Language Development classes.</p> <p>To assure that assessment strategies meet the progress of students' learning, security systems for test documents, and the means to maintain the integrity of the assessments are in place. Many teachers utilize a test generator to prepare multiple versions of exams/tests to ensure the integrity of the assessment. Other teachers create their own multiple versions of exams/tests to ensure the integrity of the assessment. Some teachers have a 4 year cycle of assessments.</p> <p>For students who come into the testing room with a phone, teachers take the phone and place it on the teacher's desk or turn the phone into the Principal. Teachers are active in proctoring by walking around the room during quizzes, tests and examinations. Some teachers rearrange desks or tables and space the students apart from one another when possible. A few teachers give the test to the Dean of Studies to keep locked in his office as a means to maintain the integrity of the assessments.</p>	<p>EDGE Language Placement Tests</p> <p>Test Generators for Textbooks</p> <p><i>School Handbook: Cellphone and Camera Phone Policies</i></p>
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Basis for Determination of Performance Levels

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.

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

Findings	Supporting Evidence
<p>Student grades, their academic growth, and performance levels are evaluated effectively and impactfully. Departmental Meetings focus on grading standards in each discipline. Also, faculty members familiarize themselves with Common Core, Advanced Placement, and California State Standards, as well as University of California courses’ standards.</p> <p>The Dean of Studies, Mr. Robert S. Walley, presents useful benchmarking and guidance during Faculty Meetings. Furthermore, he works closely with each teacher and reviews all grades, ESLR Evaluations, Work Habit and Citizenship Evaluations, and teacher comments for both Progress Reports and semester Report Card grades. Finally, Student Review Meetings offer perfect forums for discussing questions that arise surrounding grades, growth, and performance levels. The information is collectively used to strengthen and support the high achievement of all students.</p> <p>The impact and effectiveness for the Basis for Determination of Performance Levels is seen in students’ GPAs and those students who achieve the Honor Roll. In addition, for students needing extra help and support, teachers assign the student to The After School Program. The impact and effectiveness of this academic intervention is seen in students who receive the Semester GPA Improvement Award or the English Language Development Achievement Award.</p>	<p>Jupiter Grades</p> <p>Professional Development List In Community Profile</p> <p>Student Review Meeting</p> <p>D & F Lists</p> <p>GPA in the Community Profile</p> <p>Honor Roll Lists</p> <p>Semester GPA Improvement Award</p> <p>English Language Development Achievement Award</p>

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how effective teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
The school does not offer online instruction.	N/A

Demonstration of Student Achievement

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.

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>Student work and other assessments as planned and implemented by the teachers fulfill the the academic standards and the Expected Schoolwide Learning Results. The intent of the University of California and the California State University a-g Subject Requirements is to ensure that students can participate fully in the first-year programs at the university in a wide variety fields of study. All courses are created and aligned with the Expected Schoolwide Learning Results.</p> <p>Student work and other assessments as planned and implemented by the teachers follow the California State Frameworks and Content Standards. Student work and other assessments as planned and implemented by the teachers fulfill the National Collegiate Athletic Association requirements and courses are both recognized and approved. Student work and other assessments as planned and implemented by the teachers fulfill and are authorized to include the “AP” designation when listed on students’ transcripts. These courses are reviewed by the Advanced Placement Program as part of the College Board’s AP Course Audit.</p> <p>The Course Description and Syllabi explain the curriculum with assignments and assessments whose standards meet or exceed the California State Standards for college preparatory courses. Student work is evaluated by rubrics that are predefined for large projects or tests by the teachers. This process is successful because the teachers are experts in their subject area and know how best to evaluate student work, student achievement of the academic standards, and student achievement of the Expected Schoolwide Learning Results. Arroyo Pacific Academy effectively and intentionally correlates and evaluates students’ performance in the quality of the student work.</p>	<p>UC a-g Approved Course List https://hs-articulation.ucop.edu/agcourselist/#/list/details/3773/</p> <p>California State Frameworks and Content Standards http://www.cde.ca.gov/be/st/ss/</p> <p>National Collegiate Athletic Association http://www.ncaa.org/</p> <p>AP Approved Course List https://apcourseaudit.epiconline.org/ledger/school.php</p> <p>Course Descriptions and Syllabi</p> <p>Grading Rubrics</p> <p>Sample Projects with Rubrics</p> <p>Sample Assessments with Rubrics</p>

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
The school does not offer online instruction.	N/A

Correlation

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

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

Findings	Supporting Evidence
<p>Teachers of Arroyo Pacific Academy correlate assessment to the Expected Schoolwide Learning Results, academic standards, course competencies, and instructional approaches through the development of non-UC approved classes for students who test at various English Language Development levels of English Language proficiency, development of the Scholars Program for those who achieve high test scores, and inform teachers of best practices.</p> <p>The faculty has grown in their knowledge and instructional approaches through Professional Development which includes:</p> <ul style="list-style-type: none"> ● Best Practices and Curriculum Alignment ● Best Practices & ELL Best Practices ● Best Practices by APA Faculty ● Best Practices for English Language Learners ● Best Practices in Action: Critical Thinking, Motivation and Building Resiliency ● Master’s Program Research & ELL Best Practices 	<p>Non-UC Approved Course List</p> <p>The Scholars Program</p> <p>Best Practices: Professional Development List in Community Profile</p>

Modifications/Decisions based on Assessment Data

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.

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. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.</p> <p>Assessment results contribute to the regular and ongoing evaluation, revision, and improvement of curriculum and instruction. We rely on the Aspire and PSAT for our standardized assessment data. We have found the tools associated with these tests to be helpful in developing curriculum and challenging students. Both assessment packages contain an index that allows us to identify students who should be in an advanced track like our honors and Advanced Placement classes.</p> <p>The testing also gives us invaluable data in terms of college and career guidance. There is a predictive quality for students interested in college and the high stakes testing that many schools require. This data is used internally but also in the classroom where 11th grade students interact and understand their PSAT score in the College and Careers course.</p> <p>We also utilize testing to work closely with parents and guardians to see how their student responds to standardized testing. Many students are concerned about their ability to properly represent their ability through a test. We want to identify propensities in our students early so parents and students can be informed.</p> <p>Administration and faculty collaboratively work diligently to ensure that curriculum, instruction, and assessment methods reflect actual growth by students. Personalized student academic support is correlated with student achievement on assessments. The following programs, plans, curriculum, and services demonstrate the school's commitment to modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.</p> <ul style="list-style-type: none"> ● Academic Probation Study Hall ● After School Program ● Assisted Learning Program and Curriculum ● College and Career Education Program and Curriculum ● Credit Recovery Program ● Daily Study Hall with Academic Advisors 	<p>Aspire Testing Data</p> <p>Plan Testing Data</p> <p>PSAT Testing Data</p> <p>AP Potential Analysis by PSAT</p> <p>EDGE English Language Development Testing Data</p> <p>The Advanced Placement Scholar Institute</p> <p>The Philip Clarke College and Career Center</p> <p>Mr. Daniel Johnson, College and Career Counselor</p>

<ul style="list-style-type: none"> ● English Language Development Program and Curriculum ● Expansion of the Advanced Placement Scholar Institute ● Expansion of the College Preparatory Curriculum ● Expansion of the General High School Curriculum ● Individualized Academic Interventions ● International Student Program and Curriculum ● Student Review Meetings ● Summer School ● Teacher Course Assignments ● Textbook selection with online learning features <p>Assessment data is helpful in selecting the topics for both on and off campus Professional Development opportunities as identified in the Community Profile.</p> <p>Assessment data guides the school to make resources available to personalize student academic support which is correlated with student achievement of the Expected Schoolwide Learning Results. For example, having a well-qualified faculty to maintain low class size and an excellent student-teacher ratio. Maintaining the Advanced Placement Scholar Institute, the Assisted Learning Program, the English Language Development Program, and the After School Program so that all students may receive a quality college preparatory education.</p>	<p>Professional Development Content List</p> <p>Mr. Philip Clarke, President</p>
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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

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>All teachers are mindful of the Expected Schoolwide Learning Results and the curricular standards as guidelines in designing instruction, lesson plans, activities, and assessments. Student feedback on their individual academic progress is ongoing and regular. Students feel comfortable providing feedback to administrators and to teachers. In all courses, in all departments, assessment results are important forms of student feedback. Students discuss their academic strengths and areas for improvement with teachers and with their Academic Advisor.</p>	

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<p>Teachers utilize a variety of multimedia programs to monitor student feedback. Survey Monkey and paper surveys have been given to students on different occasions to evaluate the effectiveness of different programs and progress.</p> <p>Small class sizes, the After School Program, and access to administration and teachers allow for immediate and relevant student feedback throughout the school year concerning student achievement of the Expected Schoolwide Learning Results and curricular standards.</p>	<p>Academic Advisor Job Description</p> <p>WASC FOL Student Demographic Survey</p> <p>English Language Development Summer Program Survey</p> <p>English Language Development Fall Semester Survey</p> <p>8:1 Student-Teacher Ratio</p> <p>The After School Program Schedule</p> <p>ESLR Self Evaluation Essays</p>
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Teacher Monitoring

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

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>The administration and faculty monitor student progress frequently, regularly and over time, which is integrated into the teaching and learning process. The monitoring of student progress is formal and informal, formative and summative to determine whether academic standards have been met. Student feedback on their individual academic progress is ongoing and regular as teachers constantly hone and revise their courses to create lessons that are comprehensive, effective, current, relevant, and impactful.</p> <p>Teachers administer Mid Term Exams and Semester Exams to clearly assess student progress. Student progress in meeting the Expected Schoolwide Learning Results and course objectives is regularly and clearly communicated to students and parents/guardians through official Progress Reports, Report Cards, and Academic Advisory Notices through Jupiter.</p> <p>The student organized notebook and portfolio provide a long term view of student progress and success in meeting the Expected Schoolwide Learning Results and course objectives. Students are required to keep a portfolio of their work for each course during each quarter in their organized notebook. Teachers collect and evaluate student work and and the</p>	<p>Lesson Plan Files in Vice Principal, Mrs. Leticia Tufenkdjian’s Digital Files</p> <p>Mid-Term Exam Samples</p> <p>Semester Examination Schedule</p> <p>Progress Report Sample</p> <p>Report Card Samples</p> <p>Notebook/Portfolio Rubric</p>

Arroyo Pacific Academy ACS WASC Self Study Report

<p>portfolio over the course of each quarter. A Notebook/Portfolio Rubric used to evaluate the student's organized notebook. Those bodies of work allow teachers to monitor and compare performance abilities and improvements of students.</p> <p>Teachers use Jupiter to track students and communicate with both students and parents about the student's progress. Student and parent feedback is processed and addressed via email, phone calls, and face to face meetings.</p>	<p>Jupiter Grades and Log</p>
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Arroyo Pacific Academy faculty integrate frequent and appropriate student assessment in the teaching/learning process during Professional Development Meetings, Student Review Meetings, course curriculum submissions, and modification of curriculum and instruction.</p> <p>We use assessment results to:</p> <ul style="list-style-type: none"> ● Measure student progress towards the Expected Schoolwide Learning Results and academic standards ● Ensure regular modification and improvement of curriculum and instructional approaches through the creation of courses appropriate to English Language Learners, students in the Assisted Learning Program, and gifted learner needs ● Identify allocation of school resources to appropriately address such needs <p>The administration and faculty are committed to assess student progress for adjusting curriculum, instruction, and Professional Development. Assessment results are analyzed in order to develop and improve programs and services that best meet the needs of all students.</p>	<p>Master Schedule</p> <p>Professional Development Topics List</p> <p>Academic Probation Study Hall List</p> <p>After School Program List</p> <p>Assisted Learning Program and Curriculum</p> <p>Credit Recovery Program</p> <p>Daily Study Hall with Academic Advisors</p> <p>English Language Development Program and Curriculum</p> <p>International Student Program</p> <p>Summer School Registration Form</p> <p>Calendar: Student Review Meetings</p>

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

Findings	Supporting Evidence
<p>This criterion strongly impacts the school's ability to address the identified Critical Learner Need #1 because multiple assessments based on California State Standards and</p>	<p>Semester Examination Test Results</p>

Arroyo Pacific Academy ACS WASC Self Study Report

<p>California Common Core standards are crucial for placing students correctly, and inform decisions to place special needs or gifted students into the Assisted Learning Program or Scholars Program, respectively, during transcript evaluations and Student Review Meetings.</p>	<p>Semester D & F Lists Aspire, PSAT, ACT, SAT Test Results in Community Profile</p>
<p>This criterion strongly impacts the school’s ability to address the identified Critical Learner Need #2 because multiple assessments based on California’s English Language Development Standards and EDGE assessments are crucial for placing students correctly, and inform decisions to place International Students and English Language Learners into the College Preparatory curriculum or the English Language Development Program.</p>	<p>EDGE Assessment Results</p>
<p>The school has the ability to address the identified Critical Learner Needs and has made a financial commitment to realize improved student learning.</p>	

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

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

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

1. Student academic achievement and improvement is publically recognized by the administration and faculty.
2. Teachers collaborate at formal and informal meetings to ensure a challenging, comprehensive, meaningful, relevant, and rigorous curriculum for all students.
3. Teachers frequently evaluate assessment and instructional materials and methods.
4. The development of cohorts in scheduling sections of classes as it addresses both Critical Learner Needs.
5. The ability of students to enter into Advanced Placement classes. We agree with the College Board's enrollment policy and trial period, resulting in higher access to those classes.
6. Students are given individualized attention by teachers through small classrooms, access to Jupiter grade books, an Academic Advisor and the After School Program.
7. The Clarke Center allows the school to maintain a wealth of curricular options, such as: Arts, Fitness, and Technology.
8. The faculty enjoys varied options for Professional Development.
9. The greater Los Angeles area provides resources in order to apply and extend knowledge.

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

1. Develop and broaden separate cohort of classes for students with lower English language proficiency in order to better meet their learner needs. Critical Learner Need #2
2. Provide appropriate textbooks and testing resources for international students and English Language Learners. Critical Learner Need #2
3. Schedule more frequent Department Meetings in order to address the first Critical Learner Need by exchanging strategies, discussing pedagogy, and adjusting curriculum pacing for individual learning abilities. Critical Learner Need #1

Category C: Support for Student Personal and Academic Growth
Schoolwide Focus Group Committee

Chair:	Mr. Justin Yaeger
Administration:	Mrs. Leticia Tufenkdjian
Faculty:	Ms. Joan Collazo
Faculty:	Mr. Ali Moghaddam
Faculty:	Ms. Danielle Meng
Faculty:	Mrs. Virginia Rendon
Faculty:	Mr. Rick San-Martin
Parent:	Mrs. Vanessa Alden Fadial, Alex - Class of 2019
Parent:	Mr. Robert Martinez, Bryce - Class of 2019
Parent:	Mrs. Teresa Montes de Oca, Bryce - Class of 2019
Student:	Morgan Wang, Class of 2018
Student:	Brendan Mitchell, Class of 2017
Student:	Tanner Sherlock, Class of 2018
Student:	Aidan Paddock, Class of 2016
Alumni Parent:	Mr. Gonzalo Berrones, Aleksí - Class of 2015
Alumni Parent:	Mrs. Genevieve Berrones, Aleksí - Class of 2015
Alumni Parent:	Mr. Gianni Galati, Gianmarco - Class of 2013
Alumni Parent:	Mrs. Lucia Galati, Gianmarco - Class of 2013
Alumni Parent:	Ms. Ruby Kwan, Noah - Class of 2015
Alumni:	Ms. Desiree Strong, Class of 2010
Alumni:	Mr. Aleksí Berrones, Class of 2015
Alumni:	Mr. Scott Nielsen, Class of 2014
Community Member:	Dr. Angel Rendon, MD, Child & Adolescent Psychiatrist

C1. Student Connectedness Criterion

Students are connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Indicators with Prompts

Adequate Personalized Support

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.

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 availability and adequacy of services to support students is varied and adaptable for multiples types of student learners. All support services, activities, and learning opportunities stress collaborative working, critical thinking, lifelong learning and responsible citizenship. Arroyo Pacific Academy has several layers of support for the specific needs of students at any level in order to promote and facilitate the achievement of maximum academic potential.</p> <p>Academic Advisor An Academic Advisor is assigned to each student and is available daily during Study Hall. The administration and faculty collaboratively provide personalized support correlated to the student achievement of the Expected Schoolwide Learning Results. Academic Advisors review with the students their academic status and plan academic intervention strategies where it is needed in order to address academic progress and performance.</p> <p>Academic Probation Study Hall Academic Probation Study Hall is an intervention program to promote academic achievement. The purpose of Academic Probation is to foster academic accountability, responsibility, development and success in students who are struggling academically. This intervention is a plan of assistance for students placed on academic probation. Probation occurs when the semester and/or cumulative GPA falls below a 2.0 or when a student receives an F grade in a course.</p> <p>Academic Probation Study Hall occurs in the After School Program from 2:45p.m. to 3:45p.m. This additional Study</p>	<p>Academic Advisor Job Description</p> <p>Semester D & F List</p> <p>Academic Probation Sample</p>

<p>Hall for students is not optional and parents/guardians are notified when a student fails to attend. This program provides extra attention, extra time and extra educational support to ensure the maximum effectiveness in assisting students who are struggling academically.</p>	<p>Letter</p>
<p>Advanced Placement Scholar Institute The administration and faculty demonstrate their commitment to academic excellence by offering Advanced Placement (AP) courses taught by those who are well trained in their area. The Advanced Placement Scholar Institute and Curriculum offers students an academic challenge and an opportunity to excel.</p>	<p>Class Lists of AP Scholar Institute Courses</p>
<p>After School Program The After School Program is academic assistance scheduled daily during 6th period. It provides students additional time to work on assignments or receive additional help from a teacher. Students needing to remediate course work due to unsatisfactory grades may be assigned to this program by a teacher through Jupiter, a parent, or a host parent. Transfer students are required to complete missing courses and credits and may be assigned to complete missing graduation requirements. This program is also for students in arrears with assignments and provides focused attention for those students who are habitually late with class work or absent from school.</p>	<p>UC a-g Approved Course List</p> <p>After School Program Attendance Lists</p>
<p>Assisted Learning Program and Curriculum The Assisted Learning Program and Curriculum provides students with documented or perceived learning disabilities and/or attention issues with the appropriate support. The administration works with the parents/guardians to develop an education plan. This program has proven to be a supportive learning environment for some of the at-risk students who desire to overcome, to learn, to grow, and to achieve. Presently, there are 17 students (10%) in the Assisted Learning Program.</p>	<p>Assisted Learning Educational Plan Sample</p>
<p>Credit Recovery Program The Credit Recovery Program is designed for seniors who are behind in credits and occurs in the After School Program from 2:45p.m. to 3:45p.m. This academic intervention program provides seniors an educational advantage to help them be successful in school by remediating failing grades and earning credits for missing requirements so that they may graduate on time from the school.</p>	<p>Credit Recovery Sample Letter</p>
<p>College and Career Education Program and Curriculum</p>	

<p>The College and Career Education Program and Curriculum within the Master Schedule enables students to determine their academic goals. The program’s goal is to support all students in gaining enough knowledge to make a responsible, well informed decision when applying to a college/university or preparing for a career. The College and Career Education Program includes the following components:</p> <ul style="list-style-type: none"> ● College and Career Planning Guide: an online and an interactive tool for all students and their parents/guardians ● College and Career Portfolio and Senior Survey: a required assignment for students to research and develop a personal College and Career Portfolio that organizes research on colleges and career opportunities ● College Application Assistance: supporting students during class by preparing the necessary documents for college applications ● College Fairs and Campus Visits: opportunity to attend local college fairs and participate in campus visits of local colleges. A college representative from the California Community Colleges is invited on campus during the Fall Semester each year. College and Career teachers coordinate the visits to various universities during the Fall Semester based on student interest. ● Full-time College and Career Counselor, Mr. Daniel Johnson, schedules personal meetings with each senior throughout the first semester and with juniors beginning in the second semester. Mr. Johnson also has grade-level meetings to prepare students with the college application process. ● The Philip Clarke College and Career Center provides a dedicated office and resources for college and career planning using the online program Naviance. It provides computers dedicated to college and career searches and applications, regular scholarship and financial aid information, current information on upcoming testing dates and requirements. Mr. Daniel Johnson maintains an extensive library of informational material, college catalogs, test preparation materials and more. 	<p>Master Schedule College and Career Curriculum</p> <p>College and Career Planning Guide, online</p> <p>College and Career Portfolio Samples Senior Survey</p> <p>College and University Campus Visits List College and University Reps Visit List</p> <p>Mr. Daniel Johnson, College and Career Counselor</p> <p>Grade Level Meetings</p> <p>The Philip Clarke College and Career Center</p> <p>Naviance Program</p>
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<p>International Student Program The International Student Program welcomes students whose dominant language is not English. The school offers an English Language Development Program. This program and the English Language Development Curriculum is designed to teach students social and academic language skills and to provide cultural immersion to help students succeed in an academic environment and contribute to society.</p> <p>English Language Development Curriculum The English Language Development Curriculum offers opportunities for international students to excel in academic, cultural, and social development in order to become successful, productive members of Arroyo Pacific Academy and their community. The curriculum involves teaching, listening, speaking, reading and writing at appropriate developmental and proficiency levels. The curriculum and instruction recognizes the linguistic, academic, and cultural diversity of students and strives to support all students so they attain their personal goals during and after high school as they achieve the Expected Schoolwide Learning Results.</p> <p>National Testing Program The National Testing Program supports educational and career planning aligned with the Expected Schoolwide Learning Results through a variety of courses and services. There is standardized test preparation for all students.</p> <ul style="list-style-type: none"> ● Juniors are enrolled in College & Careers and College & SAT Preparation courses. Teachers concentrate on the knowledge and skills critical for good test performance. A day is built into the schedule each October so that juniors may take the PSAT. ● A day is built into the schedule in April for freshmen and sophomores to take the ASPIRE test. <p>Study Hall Study Hall is scheduled daily during 5th period and is a continuation of each class. It provides personalized student support and academic advising correlated to student achievement of the Expected Schoolwide Learning Results and the curricular goals. Students continue with their class assignments, begin research and activities in the Library Resource Center and begin their homework. Students have the time and opportunity to speak with their teachers for assignment clarification, help, re-teaching when necessary, and can receive tutorial assistance from a teacher or a peer.</p>	<p>The International Student Curriculum Goals</p> <p>English Language Development Curriculum: EDGE Resources</p> <p>Aspire, PSAT, ACT, SAT Test Results in Community Profile</p> <p>College and Careers Class College & SAT Prep Class</p> <p>Study Hall Class Lists</p>
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Students work on cooperative learning assignments during the second half of Study Hall as needed.

Outreach Concern, Inc.

Beginning in the 2015-2016 academic year, personal counseling services are offered through Outreach Concern, Inc. at the school. Two bilingual professionals provide additional emotional, social, and academic support to all students. The teacher or a student completes a Referral for Counseling Form. The student reports to the Outreach Concern, Inc. Office to speak with one of the two counselors to express her/his concerns.

Outreach Concern, Inc. Office

Professional Referrals

Professional outside referrals are utilized when the administration consults with local private counselors, doctors, psychiatrists, psychologists, and therapists to support individual student interventions and family therapy on an as-needed basis.

Summer School

Summer School classes are offered each year to meet the needs of a variety of students from both public and private schools for enrichment, remediation and Advanced Placement course preparation. The school places great emphasis on learning in the College Preparatory Curriculum. The course of studies instill good study habits which build confidence and determination to ensure academic success for each student who works to his/her potential during the summer term.

Summer School Registration Form

Intensive English Language Development Program

The overall goal of the Intensive English Language Development Program in August is to prepare international students for academic success at the high school level. Students are actively engaged in concentrated work on reading, writing, listening, speaking, pronunciation, giving presentations, and study skills. The English Language Development Curriculum is divided into two main components: Academic Skills and Communication Skills. The four classes each day are Reading Comprehension, Grammar & Writing, Study Skills, and Listening & Speaking. The unique experiential learning component is essential to students' language acquisition. Using English outside of the school and outside of a classroom setting is critical to students' growth as English Language Learners. Students interact with other English speakers in practical ways and in a variety locations in Southern California.

English Language Development Class Lists and Themes

Experiential Learning Field Trips Documentation

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
The school does not offer Online Instruction. However, Mr. Daniel Johnson, College and Career Counselor, offers assistance in The Philip Clarke College and Career Center for further research on possible schools as well as helping students apply to colleges via the Naviance website.	Counseling Office Online Resources Naviance Program

School Support Systems

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

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
Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. The faculty, staff, and administration, guided by the Expected Schoolwide Learning Results and Mission Statement, seek to provide maximum support and effectiveness in addressing and meeting the needs of all students and all learning abilities. The administration and dedicated faculty are very successful in coordinating a variety of support services, intervention programs, and a referral process, all of which are effective and appreciated by students and parents.	Mission Statement
Based on the Focus on Learning Student Survey #1, 88% of the students reported that they are academically supported as a student by the school's services and programs: daily Study Hall, small class size, College and Career courses, College Counselor, Academic Advisor, and only 4 courses per term/quarter.	WASC FOL Student Survey #1
Based on the Focus on Learning Domestic Parent Survey #2, 93% of the domestic parents reported that their student is academically supported as a student by the school's services and programs: daily Study Hall, small class size, College and Career courses, College Counselor, Academic Advisor, and only 4 courses per quarter.	WASC FOL Domestic Parent Survey #2
Based on the Focus on Learning International Parent Survey #2, 78% of the international parents reported that their student	WASC FOL International Parent Survey #2

<p>is academically supported as a student by the school's services and programs: daily Study Hall, small class size, College and Career courses, College Counselor, Academic Advisor, and only 4 courses per quarter.</p>	<p>Master Schedule</p>
<p>The school provides a rigorous, meaningful, and challenging educational program with expanded support services and related activities that provides for maximum effectiveness, including the processes for intervention and referral. We will modify curriculum, student schedules, teacher schedules, based on the learning needs of students, whether that is through English Language Development cohorts, the Assisted Learning Program, or the Scholars Program.</p>	<p>English Language Development Cohorts List Scholars Program Information</p>
<p>Academic Advising and Study Hall Teachers effectively provide support for all students by helping them succeed in class as each Academic Advisor has access to their students' grades in Jupiter. Students are scheduled into a daily Study Hall at 5th period to be able to complete homework and/or get help from their teachers. Students have the same Academic Advisor for the entire academic year. Students are placed with teachers with whom they have a connection, whether that is through ASB, clubs & activities, sports, specific classes, or other needs.</p>	<p>Academic Advisors Description</p>
<p>Advanced Placement (AP) Scholar Institute Advising The Advanced Placement teachers provide support services for maximum effectiveness by offering students summer AP Preparation courses, individualized instruction, additional time, additional attention, extensive help, and support.</p>	<p>AP Teacher List</p>
<p>The After School Program This academic intervention and support service is offered for students to receive extra help by attending a 6th period after school extra study session, free of charge, with teachers who are available Monday through Thursday to help students who are falling behind in class or just need extra help. Students are also required to attend this after school program if they are on Academic Probation, needing Credit Recovery or if their grades have fallen below a certain percentage in any class or classes.</p>	<p>After School Program Attendance Lists</p>
<p>The Assisted Learning Program The Assisted Learning Program provides support for students with documented or perceived learning disabilities, such as a modified schedule or course load, extra time to complete assignments and tests, and alternative methods of assessment. All teachers receive a copy of the professional</p>	<p>Assisted Learning Program Documentation Requirements</p>

<p>recommendations as approved by the Dean of Studies, Mr. Robert S. Walley, from a student’s current documentation on file according to the College Board’s <i>Student Eligibility Form</i>.</p>	
<p>College and Career Advising Program The College Admissions Program was instituted by Mr. Daniel Johnson in 2009. Mr. Johnson provides support to help each student maximize his or her chances of success through services focused on each student’s personal desires, goals, individual strengths, and accomplishments.</p>	<p>Mr. Daniel Johnson, College and Career Counselor The Philip Clarke College and Career Center</p>
<p>English Language Development Cohorts The cohorts are an academic intervention and support service designed to help English Language Learners with low English language skills use appropriate Lexile reading level materials. Presently, cohorts are only in the Social Studies and English Departments. Critical Learner Need #2 will address that this support service needs to be enhanced and improved.</p>	<p>English Language Development Cohorts List</p>
<p>English Language Development Courses The English Language Development courses support international students in the acquisition of English reading, comprehension, writing, speaking and listening. Classes are within the Daily Schedule and are year-long like Advanced Placement courses.</p>	<p><i>International Student Curriculum Goals</i></p>
<p>Based on the Focus on Learning International Parent Survey #2, 80% of the international parents stated their student has improved with being English proficient in reading comprehension, writing, and speaking. Also, 80% of the international parents stated that the school helps their student meet transitional needs from an international school in a different country to American Education.</p>	<p>WASC FOL International Parent Survey #2</p>
<p>The Scholars Program The Scholars Program is designed to support students with higher GPAs and to challenge them in their course load which may include Honors or Advanced Placement courses. Students accepted into this program are a talented group of highly motivated individuals whose goals demand specialized and intense academic preparation and study.</p>	<p>Scholar Program Information Honors Course Descriptions and Syllabi Advanced Placement Course List</p>
<p>Based on the Focus on Learning Student Survey #1, 81% of the students reported that they feel academically stretched and supported as a student. Also, 85% of the students reported that they have meaningful contact with their administrators and teachers.</p>	<p>WASC FOL Student Survey #1</p>
<p>Professional Counseling</p>	

<p>Outreach Concern, Inc. counselors are on-campus to support students and provide interventions as needed. Students may be referred by a teacher or self-referred to work with a counselor; both of whom speak Mandarin and are helping all students. They assist domestic, English Language Learners, and Mandarin-speaking students, concerning academic or personal issues. Outreach Concern, Inc. is a non-profit 501(c)(3) counseling agency created to help students and their parents eliminate the barriers that impact their performance in the classroom. They have been providing counseling and support services to public, private and parochial schools in Los Angeles and Orange Counties for more than 16 years. They have a proven track record of making a significant difference in the lives of students and their families.</p>	<p>Outreach Concern, Inc.</p>
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Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the 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>Arroyo Pacific Academy employs highly competent, motivated, qualified, and caring teachers who develop personalized approaches to learning, and alternative methods of instruction with assessment options that provide students access to and progress in the rigorous standards-based curriculum while achieving the Expected Schoolwide Learning Results.</p> <p>Teachers utilize a variety of effective and greatly appreciated strategies which support access to and progress in the rigorous and meaningful standards-based curriculum for all students. Given the excellent student-to-teacher ratio, we are recognized for knowing our students and responding to their needs. We provide both traditional and alternative methods of instruction and assessment which allow all students the possibility to be successful while achieving a rigorous, standards-based curriculum.</p> <p>Teacher Involvement with Students</p>	<p>Mission Statement</p> <p>Statement of Philosophy</p> <p>Expected Schoolwide Learning Results with Revised Indicators</p>

<p>Our commitment to small class size is one of the recognized hallmarks that ensure teacher involvement with students. The maximum class size of 15 students per course allows teachers time to get to know each student and work with the student in a personalized way to meet their academic needs.</p>	<p>Academic Advisor</p>
<p>The majority of students are assigned an Academic Advisor for the entire academic year. Throughout this time, the Academic Advisor gets to know each student's academic, strengths and areas for improvement so as to support the student in a variety of ways.</p>	<p>WASC FOL Domestic Parent Survey #2</p>
<p>Based on the Focus on Learning Domestic Parent Survey #2, 85% of the domestic parents reported that they believe there is effective communication between teachers and parents. Also, 100% reported that they are comfortable discussing their student's problems or concerns with school personnel.</p>	<p>WASC FOL International Parent Survey #2</p>
<p>Based on the Focus on Learning International Parent Survey #2, 87% of the international parents reported that they believe there is effective communication between teachers and parents. Also, 96% reported that they are comfortable discussing their student's problems or concerns with school personnel.</p>	
<p>A Curriculum that Promotes Inclusion of All Students</p>	
<p>We provide various academic programs for students depending on their individual needs and academic goals. The majority of students are enrolled college preparatory courses which follow the rigorous UC a-g approved curriculum. These courses prepare students to apply to a wide variety of colleges and universities during their senior year of high school.</p>	<p>UC Approved Course List</p>
<p>The majority of our international students require additional attention and focused instruction to improve their English proficiency. The English Language Learners, are provided specialized English Language Development courses with highly dedicated and committed teachers who help them improve their reading, writing, listening, speaking, and comprehension skills. English Language Learners are also provided specialized English and Social Studies cohort classes that address their special language acquisition needs by providing appropriate leveled texts and additional support to ensure their continued success.</p>	<p>English Language Development Program and Curriculum</p>
	<p>English Language Development Cohort Class Lists</p>
<p>Other students require different types of accommodations and personalized approaches to learning due to learning disabilities, challenges and difficulties. The school provides</p>	<p>The Assisted Learning Program</p>

effective and publicly recognized alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. For these students, the Assisted Learning Program provides modifications to the curriculum and methods of assessment to support what students need to be successful learners. These modifications include extended time on assignments, extended time on assessment and alternative methods of assessment.

On the other hand, we have gifted students who have been accepted into the Premiere Scholar Program. Students may participate in the Advanced Placement Scholar Institute courses and/or honors classes. Placement is determined according to program criteria.

Processes for Regular Review of Student Achievement

Our teachers assess each student during the first two weeks of each quarter to ensure proper placement in the correct level of classes. This assessment is communicated to the Vice Principal, Mrs Leticia Tufenkdjian, who schedules all students so the necessary class changes can be made in a timely manner. Students and parents are encouraged to communicate with teachers and administrators if they feel that a particular class is not suited to their needs according to the school policy as stated in the *School Handbook*.

There are quarterly Student Review Meetings, conducted by Mr. Robert S. Walley, Dean of Studies, for faculty members to discuss student achievement, student progress, and individual teachers’ concerns for a student. For some students, the demands and pressures of their academic experience may be overwhelming and stressful. The emotional and behavioral consequences may appear in the classrooms and outside of the classrooms. Faculty may be in a position to identify students who require additional assistance and to refer students to appropriate resources.

The student review is based on the current D & F List, the student’s ESLR achievement, and the concerns brought forward by the student’s teachers. Some of the issues identified in the Student Review Meetings may be addressed with a student and their parents or host parents. Academic Advisors regularly review their advisees’ academic status and are able to address academic concerns as they arise.

Processes and Procedures for Interventions that Address

The Premiere Scholar Program
Honors Course Descriptions
and Syllabi
Advanced Placement Course
List

Class and Teacher Change
Policy

Student Review Meeting

D & F Lists

Academic Advisor

<p>Retention and Redirection</p> <p>Teachers, Academic Advisors, and Administrators review each student’s academic status on a regular basis, in a variety of ways and address concerns in a timely manner. This may include referring a student to an Outreach Concern, Inc. school counselor or an outside counseling service, assigning a student to the After School Program or meeting with students, parents, host parents guardian, or agent.</p> <p>We provide Study Hall every day during 5th period for all students with their Academic Advisors. During this period, students begin to work on their homework and are able to ask their teachers questions related to the course content or their homework. During Study Hall, the Academic Advisors review the student’s academic progress in Jupiter and meet with each of their advisees to address the academic concerns and deficiencies.</p> <p>We also provide a free, after-school tutoring program. This program is open to all students on a voluntary basis, but when a teacher notices that a student is struggling in her/his class or falling behind on assignments, the teacher assigns the student to the After School Program so s/he can get additional support.</p>	<p>Outreach Concern, Inc.</p> <p>Daily Schedule</p> <p>Academic Advisor Job Description</p> <p>The After School Program Schedule</p> <p>After School Program Stats</p>
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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
We do not offer online courses, orientation or induction.	N/A

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

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
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<p>The administration, faculty and staff 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 are publically recognized and greatly appreciated. The faculty and staff implementing the school’s policies and programs are highly valued because they identify and respond through individualized support services that are needed for under-performing or struggling students to address their identified student learning needs. Arroyo Pacific Academy and its faculty are well known as an a college preparatory school that provides a personal approach to education.</p>	<p>Mission Statement Statement of Philosophy WASC FOL Alumni Survey WASC FOL Parent Survey #2</p>
<p>The processes that are used to identify under-performing or struggling students begin with a transcript evaluation of each applicant and transfer student. Transfer students with unacceptable grades, missing courses or missing graduation requirements, are assigned to the After School Program and/or to Summer School.</p>	<p>Transcript Records Admissions Student Review</p>
<p>For international students we complete a transcript evaluation of each applicant and transfer student. In addition, international students are assessed through a Math Placement Test, a Writing Assessment, and the EDGE Placement Test. If a student transfers into the school with academic, disciplinary or immigration issues, they receive a conditional acceptance which necessitates focused attention on the student’s academic performance, attendance, and discipline. For transfer students with unacceptable grades, missing courses or missing graduation requirements, they are assigned to the After School Program and/or to Summer School.</p>	<p>Conditional Acceptance Letter Sample</p>
<p>The school has created, maintained, and advanced programs and services that have a direct relationship to each student’s involvement in learning and her/his achievement of the Expected Schoolwide Learning Results. The school has expanded support services, interventions, and enhanced programs that have a direct relationship to student involvement in learning.</p>	<p><i>Outreach Concern, Inc. Handbook</i></p>
<p>For the 2015-2016 academic year, the school in response to the English Language Development teachers’ recommendations for needed counseling services to address their concerns presented by some international students; the school contracted the services of Outreach Concern, Inc. The counselors identify and support both domestic and</p>	

<p>international students who may be at risk and intervene effectively.</p> <p>The administration and faculty operate as a committee of whole in addressing student achievement, academic rigor, and the specific challenges that each student may face. The school is committed to providing services and related activities that have a direct relationship to student involvement in learning. Under-performing or struggling students are assigned to the After School Program, the Credit Recovery Program, and/or to Saturday School.</p> <p>The academic support services continue with the Summer School program. Incoming freshmen enroll in the Pre High School Program of English and Math classes. The Pre High Math class tries to pinpoint the exact math level and skills that students possess and help them develop math skills they need for their high school math classes.</p> <p>The Summer Intensive English Language Development Program and the Summer English and Math Pre High School Program are two programs that are designed to help students be involved in their learning process before the school year begins. The English Language Development Program offers opportunities for international students to excel in academic, cultural, and social development in order to become successful and productive members of their school and community. The curriculum involves teaching, listening, speaking, reading and writing at appropriate developmental and proficiency levels, as well as experiential learning. In addition, there are summer field trips for the English Language Learners and new International Students so these students can get to know each other and be introduced to American Culture.</p> <p>The school's co-curricular activities and clubs address the motivational and social aspects of student life. These opportunities directly relate to the student's involvement in learning outside of the classroom. The Associated Student Body activities and clubs are designed to inspire students to become more involved in their school activities and their own learning process by providing experiences to become responsible citizens and collaborative workers.</p> <p>The Assisted Learning Program provides educational support for students with documented and perceived learning disabilities. These students are very closely monitored and</p>	<p>The After School Program The Credit Recovery Program Saturday School Letter Sample</p> <p>Summer School Registration Form Summer School Math Class Placement Results</p> <p>Summer English Language Development Results</p> <p>ASB Club List ASB Activities Calendar Athletics Teams List</p> <p>Assisted Learning Program Documentation Requirements</p>
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<p>supported by their teachers so that they can be successful learners and prepared for life after high school.</p> <p>Administration and faculty meet regularly to assess each student and compare teaching and assessment strategies, activities, and approaches that are best practices for each student which may assist the student become more academically successful. Student Review Meetings held each quarter ensure that we identify under-performing or struggling students. After this identification, appropriate interventions and measures are taken to ensure that students get special attention so that they can succeed in their course work:</p> <ul style="list-style-type: none"> • The faculty may recommend that parents/guardians sign the Consent For Counseling form so the student may use the counseling services provided through Outreach Concern, Inc. They also provides the student access to their 24-hour Crisis Hotline. • The administration with faculty recommendations may require parents/guardians to seek off campus professional psychological and/or educational services and/or an intervention to address individual student and family needs as exhibited on campus. <p>The school places a great emphasis on learning for all students. Teachers utilize regular communication with students, parents and host parents so as to keep students responsible in their academic responsibilities. Parent-Teacher Conferences and all communication ensures that parents, host parents and guardians are up to date with their student's academic standing.</p> <p>The After School Program is an intervention that ensures student success by providing additional teacher support, retesting, and extra time to work on assignments. Also, the 8:1 ratio of student to teacher ensures that teachers have one-to-one communication with the students which directly affects student involvement in learning.</p> <p>The Credit Recovery Program is an intervention that is designed for seniors who are behind in credits and occurs in the After School Program. This intervention provides seniors an educational advantage to help them be successful in school by remediating failing grades and earning credits for missing requirements so that they may graduate on time from the school.</p>	<p>Student Review Meetings</p> <p>Outreach Concern, Inc. Consent For Counseling Form</p> <p>Counselor Referral Services</p> <p>Jupiter Grades and Log, Emails, Phone Calls, Parent Conferences</p> <p>After School Program</p> <p>Small Class Sizes</p> <p>The Credit Recovery Program</p>
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<p>The dedicated teachers provide support services and interventions that have a direct relationship to student involvement in learning:</p> <ul style="list-style-type: none">● Completing Academic Advisory Notices in Jupiter● Supervising students in the After School Program● Supervising students in the Credit Recovery Program● Supervising students in Saturday School <p>Ongoing evaluation of students, academic programs, services and progress helps to ensure that we are properly responding to the genuine needs of students.</p>	
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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
The school does not offer online instruction.	N/A

Co-Curricular Activities

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

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>Arroyo Pacific Academy, through the Expected Schoolwide Learning Results, sees the importance of co-curricular activities as they link with the school’s curriculum. We see the value and importance of student activities, and through the leadership of faculty, staff, coaches, moderators, and the Associated Student Body (ASB), students are encouraged to participate in all activities. Students grow as collaborative workers, critical thinkers, lifelong learners, and responsible citizens through appropriate and meaningful experiences in the classroom, in the commons, on stage, on the field or court, and in the social activities on and off-campus. Students are provided direction and guidance from Mr. Justin Yaeger, ASB Moderator. Students are provided support from faculty and staff to create new clubs and to participate in events that will make them collaborative workers, and allow them to embrace their interests.</p>	<p>ASB Club List</p> <p>ASB Officer List</p>

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<p>All students are encouraged to participate in curricular and co-curricular events that help broaden their educational experiences. With the help of the Associated Student Body, students create clubs which foster cooperation and diversity in activities both on and off-campus. Students are encouraged to participate in ASB whether that is in elected or appointed positions. There are currently 16 students in ASB and members represent all grade levels. ASB meets weekly to plan school events, dances, fundraisers, spirit weeks, among other activities, and the members are encouraged to exchange ideas for both curricular and co-curricular events.</p> <p>When students join co-curricular activities, teachers provide support services that allow for a direct relationship to student involvement in learning and our Expected Schoolwide Learning Results. By participating in co-curricular activities, students effectively become lifelong learners and collaborative workers. By participating in various curricular events offered at Arroyo Pacific Academy, students will effectively realize their Expected Schoolwide Learning Results.</p>	<p>Art Ensemble ASB Spirit Week ASB Welcome Week College-Related Trips Eagle TV News Broadcasting Fall and Spring Productions Festival of the Arts Field Trips Rock Band Sports and Intramurals The Fashion Show</p>
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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
<p>Our school does not offer online instruction for co-curricular activities, but some courses supplement instruction with online resources. Our Media Production class puts out a weekly news broadcast on YouTube so that current and former students, parents, faculty, staff, and the community may learn about that week's school co-curricular activities. The link can be found here: https:// www.youtube.com/user/arroyopacific/videos</p>	<p>https:// www.youtube.com/user/arroyopacific/videos</p>

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>Arroyo Pacific Academy, through surveys, interviews, and meetings, evaluates student interest for the offerings of school curricular and co-curricular activities. We understand that an evolving and transient student population challenges the</p>	<p>Surveys</p>

<p>faculty to meet the changing needs and interests. Through annual school wide meetings, students are asked what their interests are with respect to internal and external activities and events. The school offers an effective use of on-campus and off-campus facilities in order to open new opportunities for the students to partake in. Students are provided support from the faculty and staff to create and participate in intramural and interscholastic teams and activities, as well as clubs, performing arts, and experiential learning.</p>	<p>Annual Student Body Meetings Club Sign-Up Form Sample Student Interviews</p>
<p>All students are encouraged to participate in curricular and co-curricular events that help broaden their educational experiences. With the guidance of the Athletics Coordinator, Mr. Rick-San-Martin, the Athletics Department introduced the Arroyo Pacific Academy Intramural Sports League (APAI). Students can create interscholastic sports teams or interclass sports teams. Offering both interscholastic and intramural sports programs provides opportunities for students with differing levels of time and commitment, which in turn helps to foster diversity for the whole student body.</p>	<p>Athletics Student Participation List Sports Offered & Schedule</p>
<p>Students are encouraged to participate in any of the sports offerings. There are currently 6 interscholastic team sports which serve from 10 to 15 students per team. Practices are two to three times per week, depending on the availability of sports facilities. We are currently searching for facilities in order to provide year round opportunities for our students. Some of our interscholastic sports offerings are gender specific while others are coed. With student-led intramural sports, all students are allowed to join and participate in team sports or individual sports.</p>	<p>School Van for Transportation</p>
<p>When students join co-curricular sports, teachers provide support services that allow for a direct relationship to student involvement in learning and our Expected Schoolwide Learning Results. By participating in Interscholastic Sports, Intramural Sports, and co-curricular activities, students effectively become lifelong learners and collaborative workers.</p>	<p>Co-Curricular Activities List</p>
<p>By participating in the following sports teams, students are effectively serviced to meet the diverse expectations of our changing demographics:</p> <ul style="list-style-type: none"> ● Volleyball, Basketball, Soccer, Cross Country, Track & Field ● Intramural: Basketball, Badminton, and Table Tennis 	

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<p>The students’ participation in our first year of intramural sports in the 2014-2015 academic year was impressive. 24 boys participated in a six-week long intramural basketball league. The students found the intramural program fun and rewarding, a byproduct which created an avenue for the blend of domestic and international students to bond and discover similar interests. After careful consideration, it was decided to implement more sports offerings for the current school year:</p> <ul style="list-style-type: none"> ● girls’ basketball league, ● coed table tennis, and ● coed badminton. <p>After year-end surveys in Spring 2015, and surveys/meetings at the beginning of this academic year, we have made the commitment to field a</p> <ul style="list-style-type: none"> ● girls’ volleyball team and a ● girls’ basketball team <p>For the fall and winter interscholastic sports season, respectively. We have grown our interscholastic sports offerings to maintain pace with Title IX Regulations, which can be a challenge within a small school population. We have one specific boys’ sports team, basketball, two specific girls’ sports teams, volleyball and basketball, and three coed sports teams cross country, soccer, and track and field. The expansion of our developing sports program based on the successful interaction of our students is further proof of the commitment that Arroyo Pacific Academy has for its students. The school is very quick and flexible in adding or revising programs in the best interest of the students.</p>	
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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
Our school does not offer online instruction for co-curricular activities or sports.	N/A

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

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

Findings	Supporting Evidence
<p>Through informal conversation and meetings with current students, year end surveys, and orientation meetings at the beginning of each new academic year, the student body is made aware of the offerings available to them to meet their various and diverse interests and needs. As a result of a survey given to a diverse, representative selection of the current school population, students surveyed felt that the support services offered were effective.</p> <p>The Student Support Services Survey identified the following:</p> <p>Regarding the After School Program at 6th period, a student said, “6th period is very helpful in helping me to learn my lines for the play.” Another student said, “It allows me the space to concentrate on my homework.”</p> <p>Regarding Study Hall at 5th period, a student said, “The ability for me to be able to talk to any teacher is so valuable.”</p> <p>The English Language Development Program, was noted by a student, “It improves my English listening, reading, and writing skills.”</p> <p>Academic Advising assisted a student who said, “It helps me to know which parts to improve.”</p> <p>Regarding the College Counseling services, a student said, “It lets me know how to do early preparation for the future and helps me work hard now.” Another student said, “It was great for helping me choose schools and start the applying process.”</p> <p>The Assisted Learning Program was noted by a student who felt that, “it helped me to improve my grades and get the extra help I need to make me a more successful student.”</p> <p>Students noted that improvements to our program might include a student tutoring program to connect students working on the same project or class, computer-assisted learning in math, additional sports programs, and e-textbook for all classes.</p> <p>Overall, our students feel our programs and services have effectively assisted them. One student said, “the programs Arroyo Pacific Academy offer helped me to improve my academic prowess as well as my academic discipline.” Another student stated, “all (of the programs) are really good. All of them have helped me grow and prosper in all fields.”</p>	<p>English Language Development Summer Program Survey</p> <p>Student Support Services Survey</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>After presenting representative students with two surveys, we are pleased that they are happy with the school’s flexibility and commitment to serve them with a variety of support services.</p> <p>Whether it be our academic programs, athletic programs, activities, clubs, personal/academic/college counseling, the Arroyo Pacific student has many choices for support and is happy with the services offered.</p> <p>This criterion is being addressed in numerous ways through co-curricular activities. Through our recently added intramural sports program, our academic advisory, Outreach Concern, Inc., Honors Program, Jupiter, and English Language Development program, we have opened new opportunities for all students to succeed in a classroom setting. By joining clubs, or ASB, students are able to grow in non-academic settings. These programs allow all students, at all ability levels, to participate and succeed in school functions and seek support where needed. These programs allow students to better connect with the school, their peers, and their teachers and academic advisors, and club moderators or coaches.</p>	<p>Academic Programs</p> <p>Outreach Concern, Inc.</p> <p>Jupiter</p> <p>English Language Development Program</p> <p>Naviance/College Counseling</p> <p>ASB Clubs List</p> <p>ASB Activities</p> <p>Athletics List</p>

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

Findings	Supporting Evidence
<p>Arroyo Pacific Academy’s identified Critical Learner Needs discusses identifying the needs of international and English Language Learners, as well as addressing their various learning abilities.</p> <p>Students at all levels and abilities are able to connect to the school via our plethora of co-curricular activities. All students are encouraged to join clubs, sports programs whether intramural or league-based, Performing Arts performances or classes, or go on experiential trips and volunteer to complete Community Service as all students are required to perform yearly service hours.</p> <p>All students at Arroyo Pacific Academy are assigned to a 5th period Study Hall, and an Academic Advisor who monitors their grades in Jupiter All students can attend the After School</p>	<p>English Language Development Program</p> <p><i>International Student Curriculum Goals</i></p> <p>ASB Clubs List</p> <p>ASB Activities</p> <p>Athletics List</p> <p>Community Service Requirement</p> <p>Daily Schedule</p> <p>Academic Advisor Job</p>

<p>Program. We also effectively help English Language Learners by enrolling them in English and History cohorts, and English Language Development courses. Also, students at all learning abilities are able to use the services of Outreach Concern, Inc. for their varying levels of concern. All of these programs and services encourage and support our students to become lifelong learners.</p>	<p>Description ELD Cohorts Outreach Concern, Inc. Assisted Learner Program After School Program 5th Period Study Hall Academic Advisor Job Description Jupiter Grades and Log</p>
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C2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students.

Indicators with Prompts

Regular Parent Involvement

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

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>Arroyo Pacific Academy parents are invited and encouraged to become active partners with the administration, faculty and staff at our school. Monthly Parents Association Meetings begin shortly after the start of the academic year and continue throughout the year. These meetings are an opportunity for parents and host parents to share their student’s successes and their concerns with the administration, faculty and staff. They are also an opportunity for parent education on issues such as the college application process, parenting a teen, or opportunities available to their students. Parents and host parents are also encouraged to actively participate to make connections with other parents in the community while participating in projects which benefit the school.</p>	<p>Monthly Parents Association Meetings</p>
<p>Parents can connect directly with the administration, faculty and staff via their student’s online Jupiter Ed accounts. These accounts allow parents, either domestic or international, host parents, an instantaneous window into their student’s current grades and assignments and a direct line of communication</p>	<p>Jupiter Parent accounts</p>

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<p>with their student’s teachers, administration and staff. Parents and host parents can be quickly updated about their concerns and student’s successes. Parent-teacher meetings can be arranged via Jupiter when a face-to-face meeting is requested by either faculty, administration or parents.</p> <p>Parents also participate in the day-to-day life of the school by volunteering in many capacities to meet their yearly service hour requirements. Opportunities such as chaperoning trips, either for a class period, a day or overnight, sharing their expertise with students in a class or assembly, or assisting faculty members so they can focus their efforts on teaching or training, allow parents a closer look at the school day. These experiences build tighter bonds between all members of our community.</p> <p>Ms. Mimi Mycroft, an alumni parent of Lisa, Class of 2005 and Drew, Class of 2008 with Mrs. Denise Brown, an alumni parent of Kelly Brown, Class of 2002, volunteer their time and talents to work in Alumni Relations. The Arroyo Pacific Heritage Association consists of administration, alumni, alumni parents, and Ms. Mimi Mycroft, Arroyo Pacific Foundation Director, who oversee the charitable, Heritage Endowment Fund that benefits the Arroyo Pacific Academy Scholarship Program.</p> <p>With the introduction of Survey Monkey for the WASC Focus on Learning Surveys to communicate with students, teachers, parents, alumni parents, alumni, we realize a need for better communication with our international parents. Although very difficult due to cultural and language differences, Arroyo Pacific Academy is dedicated to communicate more efficiently with international parents.</p> <p>Arroyo Pacific Academy is reaching out to communicate with non- English speaking parents to improve their participation rates. To assist in this effort, Mr. Robert Nguyen is researching and we are planning live video conferencing with translation to engage with parents of international students.</p> <p>A few faculty and staff members are available for in person and telephone translation services and some key and legal materials are translated to Chinese or Spanish. The Jupiter Ed online site can be viewed in Spanish for Spanish speaking parents. Students living in homestay situations are required to have at least one adult English speaker in the home so that information can be understood and translated for non- English</p>	<p>Parent-Teacher Conferences</p> <p>Parent Service Hour Requirement</p> <p>Alumni Reunion Materials</p> <p>Arroyo Pacific Heritage Association</p> <p>Survey Monkey: WASC FOL Surveys</p> <p>Mr. Robert Nguyen, Admission Director</p> <p>Staff Members Fluent in Multiple Languages List</p>
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speaking parents. The efforts to reach out to our non-English speaking community is continuing.	
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Use of Community Resources

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

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 students at Arroyo Pacific Academy enjoy the benefits of many community resources throughout the school year and this is proven quite effective by the response of the students.</p> <p>Performing artists from the community have been invited to The Clarke Center to provide educational assemblies, to participate with students in Music Concert performances, and to assist faculty in the Performing Arts and in Music courses on an as-needed basis. Students have learned from these community members as well as felt the accomplishment of working alongside professional performers. As identified in the Community Profile, we are fortunate to community members and professions to support our students.</p> <p>The Visual and Performing Arts Department provides a unique opportunity for students to learn from and to work alongside 11 seasoned professionals. In the Performing Arts Division there are 5 professionals:</p> <ul style="list-style-type: none"> ● Mr. Frank Jones ● Ms. Leisel “Q” Quam ● Mr. Ali LeRoi ● Mr. Phil Proctor ● Mr. Jefferson Strouse <p>In the Music Division there are 6 professionals:</p> <ul style="list-style-type: none"> ● Mr. Del Atkins ● Ms. Lucy Cahuantsi ● Mr. Darrell Diaz ● Ms. Margaret Edmiondson ● Mr. Larry Kaplan ● Mr. David Leach <p>In the Modern Languages Department there have been 2 language professionals:</p> <ul style="list-style-type: none"> ● Mr. Sammy Khorsandy ● Ms. LuLu Walton 	<p>Cultural Groups, Guest Speakers and Parents Performance List</p> <p>Jewish Federation Partnership</p>

<p>Alumni Paraprofessional:</p> <ul style="list-style-type: none"> • Ms. Kelly Brown Class of 2002 <p>The Robert S. Walley Performing Arts Theatre, the John and William Clarke Master Control Room, the Patricia and Tom Connolly Production Studio, and the Austin Richey Technology Center are also used by community groups and local schools for productions and performances. Ms. Tina Bonacci, Director of International Programs, has organized and we have hosted international middle school students on cultural tours who visit and learn in The Clarke Center to utilize the facilities to experience media and technology in the Media Blitz Program. These connections have allowed our students to share their knowledge and expertise with the local and international community.</p> <p>Community members, including alumni, visit the school as classroom speakers, leaders of co-curricular activities, participants in special events such as Career Day, and as speakers at monthly Parents Association Meetings. Connections with community groups are particularly important in the Community Service Program as students reach out to many people in need in our local area and in the greater Los Angeles. Local colleges and universities are regularly invited to send representatives to speak to students about their college application processes and to encourage students to prepare for life after high school.</p> <p>Arroyo Pacific Academy has partnered with Outreach Concern, Inc. This program provides on-site counseling services to assist students both personally and academically. It is a behavioral intervention program designed to provide additional support to students whose learning is negatively impacted by emotional factors.</p> <p>Experiential learning naturally involves the community. Students are hosted by theaters, museums, science facilities and many others to broaden their horizons. The sports program relies heavily on community resources for practice areas and playing venues for team sports. We have also have close connections with local sports leagues to supplement our programs.</p>	<p>Ms. Tina Bonacci, Director of International Programs</p> <p>Media Blitz Program Information</p> <p>Alumni Speakers List</p> <p>Career Day Presenters List</p> <p>Parents Association Meeting Speakers List</p> <p>Community Service List</p> <p>College & University Presenters List</p> <p><i>Outreach Concern, Inc. Handbook</i></p> <p>Cultural Community Partnerships</p> <p>Athletic Community Resources</p>
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Parent/Community and Student Achievement

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.

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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>Arroyo Pacific Academy clearly outlines Admissions Expectations, Academic Expectations, Attendance Expectations, Financial Expectations, Character Formation Expectations, and Personal Appearance Expectations in the <i>School Handbook</i> which is also listed on the website. The handbook explains how student support is correlated to student achievement of the Expected Schoolwide Learning Results and the curricular goals for all students. The handbook is outlined and explained on the first day of school to students during an assembly. In addition, teachers in every class, explain student rules and learning expectations.</p> <p>International students, their host parents, and parents receive the <i>International Student Handbook</i> in addition to the <i>School Handbook</i>. This handbook is approved by Student and Exchange Visitor Program (SEVP) which is part of U.S. Immigration and Customs Enforcement (ICE). It explains rules, policies and procedures that international students on F1 visas must abide by in order to maintain status in the United States as collaborative workers, critical thinkers, lifelong learner, and most importantly, as responsible students.</p> <p>Arroyo Pacific Academy keeps information in Jupiter in order to contact parents, host parents, agents, and students whenever necessary. Academic Notices, Progress Reports, and Report Cards are emailed through Jupiter allow parents to view their student's grades and teacher's comments. The Progress Report and Report Card contain the grades their student has earned in classes as well as Citizenship and Work Habit markings based on the Expected Schoolwide Learning Results four requirements: Collaborative Workers, Critical Thinkers, Lifelong Learners, and Responsible Citizens. Said citizenship markings allow parents/guardians to understand how their student is performing in class by "Outstanding," "Satisfactory," "Unsatisfactory," and "Needs Improvement." In addition, parents/guardians are able to log into Jupiter Grades, an online gradebook system, to view their student's progress in school. If parents are not satisfied with a student's progress, they are welcome to make an appointment with an administrator or teacher at any time for a parent conference.</p>	<p><i>School Handbook</i> School Website</p> <p><i>International Student Handbook</i></p> <p>Jupiter</p> <p>Progress Report Sample Report Card Sample</p> <p>ESLR with Revised Indicators</p>

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<p>At the end of each semester, the school holds an Academic Awards Assembly to single out the most improved students and honor students as well as students who have passed out of the English Language Development Program. These students receive a certificate of their accomplishments from the Vice Principal, Mrs. Leticia Tufenkdjian. On the other spectrum, administration puts together a D & F List which consists of all students with and D or F in a class. Those students are then enrolled in a mandatory academic Study Hall during 6th period.</p>	<p>Academic Awards Assembly</p> <p>D & F List</p>
<p>Students are enrolled in the After School Program and Saturday School to ensure they achieve academic and attendance standards. By attending the After School Program or Saturday School, students understand the standard of academic achievement once they raise their grade.</p>	<p>After School Program Schedule</p> <p>Saturday School Letter Sample</p>
<p>In addition, at the beginning of the academic year, both international and domestic students are required to read the <i>School Handbook</i>, written with the ideals of the Expected Schoolwide Learning Results, with their parents, guardian, or host parents. The handbooks thoroughly explain what the Expected Schoolwide Learning Results are, and students are required to return a Statement of Receipt signed by themselves and with their parent or host parent to attest that they have read the handbooks with to certify that they understand and acknowledge what the Expected Schoolwide Learning Results are along with the revised Indicators. Parents have shown an understanding of the Expected Schoolwide Learning Results in parent meetings every month and in the WASC FOL Parent Survey.</p>	<p><i>School Handbook</i>, online</p> <p>Statement of Receipt</p> <p>WASC FOL Parent Survey</p>

Additional Online Instruction Prompt: *Evaluate the school's processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
<p>Although the school does not offer online instruction, the school does use Jupiter Grades. With this program both students and parents/guardians/homestays have access to homework, grades, ESLR comments, and JUNO if teachers have assigned work on that program. Teachers, students, parents/guardians/homestays are able to communicate via Jupiter regarding myriad questions. All involved have individual passwords and access to this program.</p>	<p>Jupiter</p> <p>School Website</p>

Teachers/Academic Advisors may also see their students’ current grades or missing assignments, and can assign students to the 6 th period After School Program to meet with them so that students may receive extra time on work or complete missing assignments.	
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Conclusions

Prompt:

Findings	Supporting Evidence
<p>The school administration, faculty and staff implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching and learning process for all programs. The school involves non-English speaking parents and employ a wide range of strategies to ensure that parents, host parents and guardians are integral to the school’s established support system for students.</p> <p>This criterion is being addressed in numerous ways through parent and community activities. Parents, host parents and guardians have access to their student’s Jupiter account to monitor academic and attendance progress and to contact with teachers and academic advisors.</p> <p>We are also currently working on a program so that parents who are not currently living in the United States can communicate the administration. We are reaching out to communicate with non-English speaking parents to improve their involvement in their student’s education in the United States. To assist in this effort, Mr. Robert Nguyen is researching and we are planning live video conferencing with translation to engage with parents of international students.</p>	<p>Jupiter</p> <p>Arroyo Pacific Website</p> <p>Mr. Robert Nguyen, Admissions Director</p>

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

Findings	Supporting Evidence
Arroyo Pacific Academy’s identified critical learner needs discusses identifying the needs of international and English Language Learners, as well as addressing their various learning abilities. Parents, host parents and agents of international students are able to effectively check on their student’s grades, attendance and messages from teachers or administrators via Jupiter, no matter what country they are in.	Jupiter

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<p>The school translates important documents such as the Registration materials, the <i>International Student Handbook</i>, letters from administration, and SEVIS Warnings from the The Student and Exchange Visitor Program, PSDO, Mr. Robert S. Walley.</p> <p>Parents and host parents are always encouraged to discuss their student's progress with teachers and administrators. Establishing and maintaining a relationship between parents, host parents, and teachers is very beneficial and essential for student support and achievement. However, many international parents, host parents, and guardians do not always keep in contact with the teachers, advisors, administrators, or coaches. In recognition of this, the administration has begun to work with a web conferencing program utilizing translators and communication tools for better relationships between the school and international parents. This will help parents effectively help their students become lifelong learners.</p>	<p><i>International Student Handbook</i></p> <p>Parent Conferences</p> <p>Mr. Robert Nguyen, Admissions Director</p>
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ACS WASC Category C. Support for Student Personal and Academic Growth: Strengths and Growth Needs

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

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

1. The administration and faculty have a system in place to recognize, affirm, and commend students for the accomplishments and academic achievements.
2. The administration and faculty provides comprehensive support to students through daily Study Hall, academic advising, Operation Concern, Inc. college and career advising, the English Language Development Program and Curriculum, and the Assisted Learning Program.
3. The expansion of our learning and support service programs have improved the opportunities of students to develop and improve their critical learning skills.
4. The expansion of co-curricular programs have improved the opportunities of students to develop and improve their lifelong learning skills.
5. The dedicated faculty who provide multiple opportunities for student growth: academically, athletically, culturally, emotionally, interpersonally, socially, and technologically.

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

1. Continue to build community relationships to improve and expand athletic and co-curricular programs to meet Critical Learner Need #1.
2. Improve attendance in the After School Program with a topic lab devoted to specific academic disciplines to meet the needs of all students who are addressed in Critical Learner Need #1. For example, a math or science lab, a writing workshop lab, etc.

Category D: Resource Management and Development
Schoolwide Focus Group Committee

Chair:	Mr. Philip Clarke
Administron:	Mr. Robert Nguyen
Faculty:	Mr. Ben Bensinger
Faculty:	Mr. Steve Creason
Staff:	Ms. Tillie Burke
Staff:	Ms. K.C. Deagon
Staff:	Mrs. Mimi Mycroft
Parent:	Mrs. Joanne Keates, William - Class of 2016
Student:	Diego Hernandez, Class of 2017
Student:	Mohammed Garwan, Class of 2018
Student:	Katie McKiernan, Class of 2016
Student:	Brendan Mitchell, Class of 2017
Alumni Parent:	Mrs. Denise Brown, Kelly - Class of 2002
Alumni Parent:	Mrs. Karen Twomey, Alison - Class of 2008
Alumni Parent:	Mr. Scott Twomey, Alison - Class of 2008
Alumni:	Ms. Kelly Brown, Class of 2002
Alumni:	Mr. Patrick Hayes, Class of 2004
Alumni:	Ms. Lisa Mycroft, Class of 2005
Community Member:	Ms. Linda Elkaim
Community Member:	Mr. Frank Griffith
Community Member:	Mr. Austin Richey

D1. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and student achievement of the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

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.

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>The stewardship of Arroyo Pacific Academy encompasses the essential elements of care for a valuable resource. The overall stewardship and strategic management of the school is directed by Mr. Philip Clarke, President and Founder, who collaborates with the Vice Presidents and the Administration. The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s Mission, Philosophy and student achievement of the Expected Schoolwide Learning Results.</p> <p>Arroyo Pacific Academy is wholly owned by Arroyo Pacific Inc. The Board of Arroyo Pacific Inc. is responsible for the provision of funding and resources for the school after consultation with school administration, faculty and staff.</p> <p>The Board of Arroyo Pacific Inc. is comprised of :</p> <p>Mr. Philip Clarke, President</p> <p>Mr. Robert Nguyen, Vice President</p> <p>Mr. Robert S. Walley, Vice President</p> <p>The Chief Operating Officer of Arroyo Pacific Academy is Mr. Joseph Blackman, Principal. School leadership and staff are involved with the development of the school’s annual budget which includes allocating funds for the personnel and resources needed to implement the school’s academic and co-curricular programs.</p> <p>Special emphasis is given to allocation of additional resources to address the identified Critical Learner Needs, the varying</p>	<p>Articles of Incorporation</p> <p>Organization Chart</p> <p>Annual Budget</p> <p>Allocation for English</p>

<p>learning abilities and the needs of domestic and international students. The allocation of resources made to support student learning may be seen in the school’s commitment to realize the Mission Statement and Philosophy so that students may achieve the Expected Schoolwide Learning Results.</p>	<p>Language Development Teachers and Resources</p>
<ul style="list-style-type: none"> ● Four additional teachers have been hired to provide a full English Language Development Program for the English Language Learners 	<p>Master Schedule</p>
<ul style="list-style-type: none"> ● Additional specialized faculty members have been hired to provide expertise for our expanded Arts, Technology, and College/Career and Counseling facilities 	<p>Faculty Qualifications and Teaching Assignments</p>
<ul style="list-style-type: none"> ● A Marketing Consultant hired to prepare our new Marketing Plan for recruitment of students and promotion of the school 	<p>Ms. Tina Bonacci, Marketing Consultant</p>
<ul style="list-style-type: none"> ● Maintaining a major commitment to providing a full range of Advanced Placement courses to meet the needs and desires of our students 	<p>Advanced Placement Classes</p>
<ul style="list-style-type: none"> ● Funding additional and specialized EDGE textbooks, student reader texts, teacher resources for the English Language Development Program’s curriculum 	<p>EDGE Textbooks and Resources</p>
<ul style="list-style-type: none"> ● Funding and maintaining a full commitment for Professional Development of faculty and staff 	<p>Professional Development Budget</p>
<ul style="list-style-type: none"> ● Maintaining a major infusion of funds to expand the Visual and Performing Arts curriculum and programs for Theatre Arts, Music, Dance, and Visual Arts 	<p>The Clarke Center</p>
<ul style="list-style-type: none"> ● Maintaining generous budgets for the Performing Arts Programs: Music, Festival of the Arts, and Theatre Arts 	<p>Performing Arts Budget</p>
<ul style="list-style-type: none"> ● Funding and maintaining an after school Music Education Program to provide year round band instruction; music equipment and resources have been purchased for this purpose 	<p>Music Equipment Inventory</p>
<ul style="list-style-type: none"> ● Funding for regular Cultural Assemblies ● Teachers encouraged to apply for funds for specific Professional Development and program needs 	<p>Cultural Assemblies List</p>
<ul style="list-style-type: none"> ● Expanded funding and maintaining the Technology Budget for equipment and personnel for the Graphics, Media Production, Theatre Production and Audio Tech programs 	<p>The Clarke Center</p>
<ul style="list-style-type: none"> ● Funding and maintaining computers which are purchased each year to ensure updated and functioning computers The Webb-Clarizio Research Center, as well as each faculty member, administration, staff 	

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<ul style="list-style-type: none"> ● Funding and maintaining technical software for digital audio, sound recording, media graphics, sound and light boards for student projects ● Funding IT services from Mr. Saf Weinberg of 365 Insomnia, to maintain and ensure continuing service of all computers ● The Philip Clarke College and Career Center established to provide more individual counseling and support services ● Funding professional on campus counseling service, Outreach Concern, Inc. contracted to provide counseling services for student issues: family, personal and academic to all of our students ● Funding and maintaining the Science Laboratory, updated with furnishings and equipment to better meet the needs of our AP and regular science courses ● Funding and maintaining an in-house textbook repository to provide immediate textbooks for international students arriving late due to visa issues ● Funding International Travel Programs for students' global awareness ● Funding and maintaining the Credit Recovery Program for students to bring their transcripts to college prep standards and enhance their college prospects ● Funding and maintaining Saturday School for learners who have missed school time and who need to remediate unfinished work ● Funding and maintaining the After School Program in which tutoring is provided as a free service to students by our teachers who are paid for this service ● A complete list of available stipends is prepared for teachers who offer their services for afterschool and weekend activities <p>The impact on student learning is evident with the expansion of staffing, programs, and resources available to the students which has resulted in a wider variety of course offerings and more attention to specific programs for better student learning opportunities and outcomes.</p>	<p>The Webb-Clarizio Research Center Technology Equipment Inventory</p> <p>IT Service Contracts</p> <p>The Philip Clarke College & Career Center</p> <p>Outreach Concern, Inc. Contract</p> <p>Science Lab Upgrade</p> <p>Textbook Purchasing</p> <p>International Travel Program</p> <p>Credit Recovery Program</p> <p>Saturday School Schedule After School Tutoring Report</p> <p>Stipend List</p> <p>Faculty and Staff Expansion 2010-2016</p>
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Practices

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.

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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, Mr. Philip Clarke and the Business Manager, Ms. Tillie Burke, prepares an annual budget after consultation with all appropriate faculty and staff, a process that is intrinsic to responsible stewardship. The annual budget is prepared in the Spring Semester with an initial reading of the potential enrollment for the upcoming academic year.</p> <p>Ms. Tillie Burke, Business Manager, who all times conducts quality business and accounting practices and submits all financial records to our accountant for quarterly review and annual audit. The Business Manager also prepares a complete Annual Report of Expenses, Assets and Liabilities which is validated by the report from an independent Accountant.</p> <p>J.P.Wu, Inc., accountant, conducts quarterly reviews, annual audit and annual tax returns for all school entities to ensure protections against mishandling of institutional funds. The structure of the business and the clear and transparent practices are made with the integrity of financial operations as a primary consideration.</p> <p>Arroyo Pacific Foundation is a 501(c) (3) non-profit organization that provides a vehicle for tax-exempt donations used to provide financial aid and scholarships to maintain the full integrity of the school budget so there is no shortfall and reduction in staffing or resources. Gifts and grants to the foundation, regardless of size, show stakeholders' commitment to the school. All development activities which benefit Arroyo Pacific Academy are organized and overseen by the Arroyo Pacific Foundation under the direction of Mrs. Mimi Mycroft, Arroyo Pacific Foundation Director.</p> <p>The impact on student learning is the consistency of budget allocations which provides for generous salary increases to ensure retention of experienced and qualified faculty and staff. Student learning needs are provided for ahead of time so that the academic and support programs can be implemented, expanded, and maintained for the betterment of our students.</p>	<p>Financial Documentation, Certified Budgets Available Upon Request</p> <p>Enrollment Forecasts</p> <p>Ms. Tillie Burke, Business Manager and Bookkeeper</p> <p>Mr. Jeffrey Wu, Accountant</p> <p>Articles of Incorporation for AP Foundation</p> <p>Mrs. Mimi Mycroft, Arroyo Pacific Foundation Director</p> <p>Staffing 2010 - 2016</p>

Facilities

Indicator: The school's facilities are adequate, safe, functional and well-maintained and support

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the school’s mission, desired learner goals, and educational program.

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>Students are engaged in learning as collaborative workers, critical thinkers, lifelong learners, and responsible citizens in classrooms, studios, and offices so as to enjoy a learning environment that is supportive and encouraging. School buildings and facilities are well maintained. Classrooms and offices are furnished and refreshed regularly to provide a clean and effective working space for students, administration, faculty, and staff.</p> <ul style="list-style-type: none"> ● On school days, the school maintains a security guard on-campus contracted through Tan’s International Private Security ● The school maintains security 24 hours a day, 7 days a week through contracted services ● The school maintains a good working relationship with the Arcadia Police, Arcadia Fire and Emergency Services Authorities ● Student desks are examined each year and defective ones replaced ● All teachers have been given new desks with filing cabinets to store confidential documents ● Equipment such as whiteboards, TVs, and computers are provided to ensure quality teaching and learning in each classroom ● Classrooms and offices are checked for safety concerns e.g. extension cords, adequate electrical outlets, emergency directions ● Air Conditioning equipment is checked monthly for effective operations and filter replacement ● The elevator in the main building is checked monthly for safety and reliability of operation ● Earthquake supplies are kept for each student in The Clarke Center to be distributed in case of an emergency 	<p>Maintenance List</p> <p>Ms. Tillie Burke, Business Manager</p> <p>Earthquake Supplies</p>
<p>The Campus Expansion Project is on track with architectural plans and required studies being submitted to the Arcadia Building Department for approval by Mr. Philip Clarke, President. A major new development is advancing with the acquisition and development of an additional school building which is adjacent to The Clarke Center and the construction</p>	<p>New Building Plans</p>

<p>of a prominent Gateway Arch and wing for additional classrooms along Santa Anita Avenue. This new construction will provide for the future growth and vibrancy of the school.</p> <p>The impact on student learning is that students, teachers, faculty, and staff have superior, safe, and suitable learning facilities to develop and support all students academic potential to achieve the Expected Schoolwide Learning Results. Teachers are enabled and fully supported to provide instruction in multiple and diverse ways to suit the learning styles and abilities of each student.</p> <p>Enhancements to the school’s physical infrastructure will be planned and implemented by Arroyo Pacific Inc., the Parent Corporation of the school without detriment to the operating budget. Mr. Philip Clarke, President, is fully committed and dedicated to the continued realization and support of the school’s mission, desired Expected Schoolwide Learning Results, and all educational programs to support all students and the Critical Learner Needs.</p> <p>The new building and wing will allow for a unified contiguous campus with superior science and humanities classrooms along with a large dining hall, and an eLibrary facility. The impact on student learning should be immediate and positive.</p>	<p>Mr. Philip Clarke, President</p>
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Instructional Materials and Equipment

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.

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 administration has policies and procedures in place to support quality instruction for acquiring, and maintaining adequate equipment, instructional materials, laboratory materials, manipulatives, and multimedia resources as well as software and the support systems for technology which are all very effective in supporting quality teaching and learning. The school does not provide for online learning as students are</p>	<p>Department and Teacher Wish Lists</p>

<p>taught in a classroom, a lab, a theatre or studios with a qualified teacher. Teachers appreciate the support they receive for the instructional resources, software, textbooks and teacher resources that they request and implement to deliver a rigorous and meaningful curriculum. Please see the above section on Allocation of Resources for specific examples.</p> <p>The school maintains its commitment to acquire and maintain adequate instructional facilities, materials, equipment and teachers who support the Mission, Philosophy, and the Expected Schoolwide Learning Results. The school maintains its commitment to provide technology tools, software, curriculum, courses, programs, and qualified teachers to realize 21st century skills in instruction and career readiness in programs for all students.</p> <p>The impact on student learning is the dedicated focus on supplying teachers with the resources they need and request which ensures that all programs and support services are delivered in the best interest of our learners.</p>	<p>Ms. Tillie Burke, Business Manager</p>
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Well-Qualified Staff

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.

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 are available for hiring, maintaining, nurturing, and always supporting a well-qualified faculty, staff, and College and Career Counselor, with regular Professional Development to advance a professional and dedicated teaching and learning community committed to the Mission Statement, Philosophy, and the Expected Schoolwide Learning Results. The school does not offer online instruction as all course are taught by a qualified teacher in a classroom.</p> <p>To ensure a well qualified faculty and staff, salaries are competitive with comparable private schools in the area. Since the Midterm Progress Report and onsite Visit in 2013, the salary scale has been updated regularly.</p> <p>The resource allocation and commitment to on-going Professional Development providing educational opportunities for the faculty and staff to fulfill their professional</p>	<p>School Budget Available Upon Request</p> <p>School Personnel Files Available Upon Request</p>

<p>responsibilities in a safe, well-maintained and well-equipped teaching and learning environment is constant.</p> <ul style="list-style-type: none"> ● The annual preparation of the school budget ensures faculty participation and general satisfaction with resource allocation ● Professional Development funds are provided to meet the needs of the school and the individual faculty and staff so that quality and updated instruction is delivered to our students ● Teachers are provided with a dedicated classroom/office which allows them to develop their unique learning environment ● Monthly Student Review Meetings by the full faculty allows for specific identification of student needs and a sharing of best practices to address these needs. 	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The ongoing development and upgrading of the school infrastructure, maintenance and equipment exhibits a strong commitment to addressing the learning needs of all students. From Advanced Placement courses in the Advanced Placement Scholar Institute to supporting students in the Assisted Learning Program to continued development and expansion of curricular and co-curricular opportunities and resources, as well as the specific needs of our international students and English Language Learners, we have maintained and expanded a commitment to provide the best qualified teachers and learning resources possible.</p> <p>The new Arroyo Pacific Academy campus will be unified, safe and attractive as a place for quality teaching and learning that will meet the needs of all our students. The school will continue its commitment to be a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging.</p>	<p>Campus Expansion Project Additional Faculty</p>

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

Findings	Supporting Evidence
<p>The identified Critical Learner Need #2 is addressed by</p>	<p>Campus Expansion Project</p>

<p>commitment to increased staffing for the English Language Development Program and English Language Learners with the appropriate courses and resources as well as developing infrastructure to enable all teachers to teach more effectively.</p>	<p>English Language Development Cohort Courses, Teachers and Resources Professional Development Funding</p>
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D2. Resource Planning Criterion

The governing authority and the school leadership execute responsible resource planning for the future.

Indicators with Prompts

Long-Range Resource Plan

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.

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
<p>The school has developed and implemented a Long Range Resource Plan. This plan comprises long term development of school infrastructure as well as equipment and facilities for instruction and operations. The long range plan is closely bound to income and expenditure projections developed by the Governing Authority, Arroyo Pacific Inc. The annual school budget incorporates these projections to ensure operational viability and stability.</p>	<p>Long Range Resource Plan for Enrollment and Infrastructure</p>
<p>The process for regular examination of the Long Range Resource Plan is ongoing with analyses of infrastructure loans and leases along with construction loans and equipment lines of credit. Banks and other lending authorities have provided detailed analysis and approval for these items. The Arcadia City planning and building permit processes have ensured quality control for all new buildings.</p>	<p>Bank Analysis of Financial Records City Planning Analysis of Infrastructure Developments</p>
<p>Detailed environmental analysis and Specific Plan analysis have been conducted in 2015 by Michael Baker Intl. consulting firm at a cost of \$100,000 to ensure quality control for our new renovations and construction.</p>	<p>Environmental Plan</p>
<p>We have prepared future enrollment projections with detailed analysis of income from international and domestic students. These projections are connected with admissions office goals and detailed retention studies which forecast numbers for</p>	<p>Enrollment Projections for Resource Planning</p>

<p>following years.</p> <p>To prevent short term fiscal crises if enrollment projections do not meet stated goals, we have established lines of credit with banks to backstop any shortfall in operational income for the current year. We also have the Arroyo Pacific Foundation which is our non-profit arm to provide financial aid and scholarships for students who need financial assistance. The school budget is stabilized with guaranteed income for the year.</p> <p>The school has an effective process for regular examination of the Long Range Resource Plan for Enrollment and Infrastructure to ensure the continual availability of appropriate resources that support the school's Mission Statement, Philosophy and the Expected Schoolwide Learning Results which supports student learning.</p>	<p>Line of Credit</p> <p>Arroyo Pacific Foundation</p>
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Use of Research and Information

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

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

Findings	Supporting Evidence
<p>The Master Resource Plan is finalized by Arroyo Pacific Inc. after the following information has been discussed and analyzed:</p> <ul style="list-style-type: none"> ● Five Year Enrollment Projections ● Annual budgetary analysis by our accountant ● Retention of Students Study conducted by administration ● Concurrent admissions office information about applications and registrations to ensure compatibility with enrollment projections ● Annual Arroyo Pacific Foundation projections and budget ● Annual evaluation and review of co-curricular operations and stipends by administration ● Separate school operational budget from infrastructure/loans budget for accurate predictions; Three main components are: payroll, operational expenses, loans and leases 	<p>Enrollment Projections</p> <p>Audited Financial Reports</p> <p>Retention Studies</p> <p>Admissions Office Reports</p> <p>AP Foundation Annual Budgets</p> <p>Co-curricular and Stipend Review</p> <p>Operational Budget</p>

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

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

Findings	Supporting Evidence
<p>The stewardship of Arroyo Pacific Academy by the Governing Authority requires responsible resource budgeting, development, management, and planning for the financial and physical resources required for the future of the school with a clear focus on learning and a commitment to provide a quality private college preparatory education. The annual budgeting and planning process effectively involves the stakeholders.</p>	
<p>The main stakeholders in the school are parents/guardians, students, faculty, and staff. Parents/guardians meet monthly with opportunities to comment and make suggestions for the betterment of the school and its programs.</p>	<p>Parents Association Meetings</p>
<p>Faculty and staff are kept informed of future plans for infrastructure development. Views and opinions are eagerly sought for the development of specific areas of school operations for example, Science labs, Arts facilities, Library Research facilities, co-curricular activities and equipment.</p>	<p>Faculty and Staff Input Administration Meetings</p>
<p>Administration, faculty and staff are closely involved with student review for retention, programs which enhance school operations and reputation such as Advanced Placement, English Language Development, Scholar Programs, ELD cohorts, and After School Tutoring Programs.</p>	<p>Faculty Meetings Student Review Meetings</p>
<p>The annual budget is prepared by school administration and staff and presented to the Governing Authority for approval and implementation. The Governing Authority, Arroyo Pacific Inc., continuously reviews long range plans for operations and infrastructure. The owner, as a member of the Governing Authority, gives approval.</p>	<p>Annual Budget Arroyo Pacific Inc. Enrollment Progression Infrastructure Progression</p>
<p>The process of stakeholder involvement has been very effective as it has enabled the school to continuously grow and develop for over 15 years. Regular processes have been implemented to inform the public and appropriate authorities (lenders and potential donors) about the financial needs of the organization.</p>	<p>Parent/Guardian Newsletters Alumni e-mails Heritage Association Meetings</p>
<p>The Arroyo Pacific Foundation establishes procedures for the annual Parent Pledge Campaigns as well as annual fund raising events. Alumni and friends are also kept informed by the Foundation office of our funding needs and opportunities.</p>	<p>Arroyo Pacific Foundation Parent Pledge Form</p>
<p>The Arroyo Pacific Heritage Association has been established</p>	<p>Heritage Association</p>

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<p>for our larger and more regular donors to maintain their connection to the school. The Heritage Association consists of administration, alumni, alumni parents, and Ms. Mimi Mycroft, Arroyo Pacific Foundation Director, who oversee the charitable, Heritage Endowment Fund, that benefits the Arroyo Pacific Academy Scholarship Program.</p> <p>The school maintains a Facebook page for information about the school that is disseminated to our various publics.</p> <p>The Administration is closely involved in budgetary planning through meetings of the administration team and plans for teacher hiring, facility planning, student support services, payroll and co-curricular plans and expenses.</p> <p>Bank lenders have been provided with tax returns and other financial reports for their analysis of our request for loans for infrastructure. Regular (quarterly) financial reports are provided upon request.</p>	<p>Membership</p> <p>Facebook Page</p> <p>Administration Team Reports</p> <p>Financial Report Samples</p>
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Informing

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

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>The Arroyo Pacific Foundation contacts parents, alumni, alumni parents, Heritage Association members and other foundations and corporations of the school’s funding needs. The Annual Gala is the premier public relations event of the year.</p> <p>The Parents Association is regularly informed about the needs of the school and how to contribute and support the various fundraising programs and events. The President and the Arroyo Pacific Foundation Director set goals for all fundraising efforts and inform the appropriate stakeholders and constituents of the school. This is accomplished through regular meetings, newsletters and direct contact. Specific targeted information is given to prospective supporters of the Heritage Association which is tasked with ensuring the future viability and stability of the school.</p> <p>Arroyo Pacific Academy receives no public funds.</p>	<p>Arroyo Pacific Academy Foundation</p> <p>Annual Gala</p> <p>Parents Association Meetings</p> <p>Mr. Philip Clarke, President</p> <p>Mrs. Mimi Mycroft, Arroyo Pacific Foundation Director</p>

Marketing Strategies

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

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

Findings	Supporting Evidence
<p>Arroyo Pacific Academy has engaged in a new intensive year-long Marketing Study in 2015 to present a unified and coherent approach to our marketing campaigns and establish appropriate “branding” for the school. The effectiveness of our marketing programs is measured by our successes with enrollment increases on a continuing basis.</p> <p>Arroyo Pacific Foundation effectiveness is measured by the success of its component programs.</p>	<p>Marketing Plan and Program</p> <p>Foundation Annual Reports</p>

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Resource planning and long range planning is taken very seriously at Arroyo Pacific Academy. It is driven by our mission of providing superior educational facilities and programs to each of our students. The development of a unified contiguous campus with excellent facilities will lead to stabilized enrollment and the provision of superior educational programs for the future.</p>	<p>Arroyo Pacific Specific Plan</p>

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

Findings	Supporting Evidence
<p>The Long Range Resource Plan for enrollment and infrastructure includes funding for English Language Development and specialized programs to address directly the identified Critical Learner Needs of our international and domestic students.</p>	<p>English Language Development Staff and Resources</p>

ACS WASC Category D. Resource Management and Development: Strengths and Growth Needs

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

Category D: Resource Management and Development: Areas of Strength

1. A commitment to develop the resources necessary to accomplish the school's Mission, Philosophy and the Expected Schoolwide Learning Results.
2. A budgeting and auditing process that ensures that resources are sufficient to support the needs of all students.
3. The continued development of the Arroyo Pacific Foundation and the Heritage Association to solicit gifts and donations to provide for growth and development of the school in future years.
4. The Improved campus and infrastructure that attract a student body who desire a personal approach to their education.
5. Commitment to English Language Development staffing and resources for the Critical Learning Need identified for international students and English Language Learners.
6. Commitment to the varying and specific needs of our students as identified by academic categories e.g. Advanced Placement, Premier Scholar Program, College Prep, General High School, and Assisted Learning.
7. Detailed analysis and planning for separation of school operational budget and infrastructure budget.
8. Maintenance of excellent student:teacher ratio.

Category D: Resource Management and Development: Areas of Growth

1. Develop superior science, humanities and social facilities in the new campus.
2. Continued development of the Marketing Plan to attract more domestic students as well as international students.
3. Increase personal contact with international parents, host parents and parents of domestic students for development as well as academic and personal growth purposes.
4. Develop a procedure to have textbooks available for all students on the first day of classes for each term.

Prioritized Areas of Growth Needs from Categories A through D

Arroyo Pacific Academy has prioritized the growth areas from the four categories

Critical Learner Need #1: Action Plan #1

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

- Schedule more frequent Department Meetings in order to address the first Critical Learner Need by exchanging strategies, discussing pedagogy, and adjusting curriculum pacing for individual learning abilities.
- Improve attendance in the After School Program with a topic lab devoted to specific academic disciplines to meet the needs of all students who are addressed in Critical Learner Need #1. For example, a math or science lab, a writing workshop lab, etc.
- Continue to build community relationships to improve and expand athletic and co-curricular programs to meet Critical Learner Need #1.

Critical Learner Need #2: Action Plan #2

Identify the needs of each international student and English Language Learner.

- Develop and broaden separate cohort of classes for students with lower English language proficiency in order to better meet their learner needs.
- Provide further Professional Development resources for the English Language Development Program and the English Language Learners in response to their learning needs.
- Provide appropriate textbooks and testing resources for international students and English Language Learners.

Internal Development: Action Plan #3

- Develop superior Science, Humanities, and social facilities in the new campus.
- Continued Academic Counseling Program Expansion utilizing the Naviance Platform.
- Develop a procedure to have textbooks available for all students on the first day of classes for each term.
- Refine the Governing Authority and clarify the roles of the individuals on the Board.

External Communication: Action Plan #4

- Increase personal contact with international parents, host parents, and parents of domestic students for development as well as academic and personal growth purposes.
- Continued development of the Marketing Plan to attract more domestic students as well as international students.

Chapter V: Schoolwide Action Plan 2016 - 2026

The administration, faculty, staff, parents/guardians, and stakeholders of Arroyo Pacific Academy are committed to perpetuating the school's distinguished history of providing an exceptional and personal educational experience for all students. We will continue to demonstrate a commitment to the process for school improvement over the next six years. The administration, faculty, and staff will continue to improve instruction and are committed to further enhance student learning as identified by the Critical Learner Needs. The administration is very committed to school improvement and will continue to facilitate the follow-up process to include faculty, staff, parents/guardians, host parents, students, and stakeholders to ensure success.

Action Plan #1: Critical Learner Need #1

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

Action Plan #2: Critical Learner Need #2

Objective: Identify the needs of each international student and English Language Learner.

Action Plan #3: Internal Development

Objective: Develop superior Science, Humanities, and social facilities in the new unified campus.

Action Plan #4: External Communication

Objective: Increase personal contact with international parents, host-parents and parents of domestic students for development as well as student academic and personal growth.

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Action Plan #1: Critical Learner Need #1

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

ESLR Addressed: Lifelong Learners and Critical Thinkers

Rationale: By achieving the following steps, the school will promote student’s lifelong learner abilities, and expand the school’s ability to support a broad range of learners towards matriculation.

Specific Steps	Person(s) Responsible	Timeline	Additional Resources	Assessment/Report of Progress
1. Assess and evaluate the ESLR Essay Requirement and Rubric.	<ul style="list-style-type: none"> ● Dean of Studies ● Faculty 	2016-2017	<ul style="list-style-type: none"> ● Workshops and In-Services ● Meeting Time ● Research 	<ul style="list-style-type: none"> ● Department Meetings ● Faculty Meetings ● Professional Development
2. Assess and evaluate the Binder/Portfolio Requirement and Rubric.	<ul style="list-style-type: none"> ● Dean of Studies ● Faculty ● Business Manager ● President 	2016--2017	<ul style="list-style-type: none"> ● Workshops and In-Services ● Meeting Time ● Research ● School Server ● IT Support 	<ul style="list-style-type: none"> ● Department Meetings ● Faculty Meetings ● Administration Meetings ● School Server ● IT Support
3. Broaden the curriculum to further include Digital Literacy and 21 st Century Skills with appropriate instructional strategies.	<ul style="list-style-type: none"> ● Dean of Studies ● Faculty ● Director of Professional Development ● Business Manager ● President 	2016 -2019	<ul style="list-style-type: none"> ● Workshops and In-Services ● Meeting Time ● School Server ● IT Support ● Educational Research ● Information Technology Class Requirement ● Online Activities ● Weekend Workshops 	<ul style="list-style-type: none"> ● Department Meetings ● Faculty Meetings ● Administration Meetings ● Professional Development ● IT Support ● Information Technology Course Syllabus ● Curriculum Improvements
4. Implement adapting instructional strategies and assessments to the needs of ELL students.	<ul style="list-style-type: none"> ● Dean of Studies ● Faculty ● ELD Teachers ● Director of Professional Development ● Business Manager 	2016-2018	<ul style="list-style-type: none"> ● Workshops and In-Services ● Meeting Time ● ELD Teacher Meetings ● Educational Research 	<ul style="list-style-type: none"> ● Department Meetings ● ELD Teacher Meetings ● Faculty Meetings ● Administration Meetings ● Professional Development ●
5. Provide expansion of an Advanced STEAM Curriculum and co-curricular course offerings with Professional Development.	<ul style="list-style-type: none"> ● Dean of Studies ● STEAM Faculty ● Director of Professional Development ● Business Manager ● President 	2016 -2022	<ul style="list-style-type: none"> ● New Computer Lab ● New Science Lab ● Meeting Time ● New Laboratory Equipment ● Educational Research ● IT Support 	<ul style="list-style-type: none"> ● Department Meetings ● Faculty Meetings ● Administration Meetings ● Professional Development ● IT Support

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Action Plan #2: Critical Learner Need #2

Objective: Identify the needs of each international student and English Language Learner.

2.1 Rational: Create ELD Cohorts of students with low English proficiency in English Language Development II and below courses. Create and implement a schoolwide track of courses that utilize English Language Learner resources and curriculum.

ESLR Addressed: All

Specific Steps:	Person(s) Responsible:	Timeline:	Additional Resources:	Assessment/Report of Progress
<p>Curriculum Expansion:</p> <ol style="list-style-type: none"> 1. Develop and broaden the curriculum for ELD Cohorts. 2. Continue to provide Professional Development for ELL. 3. Adapt student schedules accordingly. 	<ul style="list-style-type: none"> ● ELD Lead Assessment Teacher ● ELD Teachers ● Dean of Studies ● Vice Principal, Schedules ● Director of Professional Development ● Business Manager 	2016-2017	<ul style="list-style-type: none"> ● Meeting Time ● ELD and ELL Workshops and In-Services ● Additional ELD Textbooks and Resources 	<ul style="list-style-type: none"> ● Department Meetings ● Faculty Meetings ● ELD Teachers Meetings ● Administration Meetings ● Professional Development ● Master Schedule
<p>Process Evaluation:</p> <ol style="list-style-type: none"> 1. Assess and evaluate the effectiveness of the procedure for identifying students needing ELD Cohorts. 2. Adapt student schedules accordingly. 	<ul style="list-style-type: none"> ● Vice Principal ● ELD Assessment Lead ● ELD Instructors ● Director of Admissions ● Faculty 	2016-2017	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Faculty Meetings ● ELD Teachers Meetings ● Administration Meetings
<p>Professional Development:</p> <ol style="list-style-type: none"> 1. Further engage faculty in ongoing best practices in ELL curriculum, instruction and assessment. 2. Continue to fund conference attendance support. 	<ul style="list-style-type: none"> ● Dean of Studies ● Director of Professional Development ● Administration ● Business Manager 	2016-2018	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Faculty Meetings ● ELD Teachers Meetings ● Administration Meetings ● Professional Development
<p>Program Evaluation:</p> <ol style="list-style-type: none"> 1. Continue to assess the ELD Program alignment with current population needs. 	<ul style="list-style-type: none"> ● Administration ● Vice Principal ● ELD Assessment Lead ● ELD Teachers 	2016-2017	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Administration Meetings ● Faculty Meetings ● ELD Teachers Meetings

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2.2 Rationale: Our international students and English Language Learners have both health and well-being needs as well as academic needs.

Specific Steps	Person(s) Responsible	Timeline	Additional Resources	Assessment/Report of Progress
<p>Health & Well Being: Outreach Concern 1. Develop the efficiency of Outreach Concern. 2. Establish a discreet procedure inviting students into sessions. 3. Administer consent forms more effectively.</p>	<ul style="list-style-type: none"> ● Outreach Concern, Inc. ● Administration 	2016-2017	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Administration Meetings ● Meetings and Communications with Outreach Concern, Inc. ● Faculty Meetings
<p>Health & Well Being: Homestay Evaluation 1. Establish an evaluation system for host families with feedback from faculty.</p>	<ul style="list-style-type: none"> ● Homestay Liaison ● Faculty 	2016-2017	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Administration Meetings ● Faculty Meetings ● Student Review Meetings
<p>Health & Well Being: Co-Curricular Events 1. Adapt ASB Events and Activities around international student interests.</p>	<ul style="list-style-type: none"> ● ASB Moderator ● Faculty Moderators ● Faculty 	2016-2018	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Administration Meetings ● Faculty Meetings ● ASB Meetings
<p>Program Evaluation: 1. Investigate additional ways to address cultural expectations of an american high school.</p>	<ul style="list-style-type: none"> ● Administration ● Faculty & Staff 	2016-2018	<ul style="list-style-type: none"> ● Provide Additional Time ● Provide Resources 	<ul style="list-style-type: none"> ● Administration Meetings ● Faculty Meetings

Action Plan #3: Internal Development

Objective: Develop superior Science, Humanities, and social facilities in the new unified campus.

3.1 Rational: We have outgrown our science lab and need to prepare students for science-related fields with better equipped laboratories and project areas for robotics and other STEM activities. The Humanities classrooms need to be larger with more space for group work and projects. The Grubshack has outlived its usefulness with increasing school numbers. We need a proper dining room and kitchen which can also be used for group activities

ESLR Addressed: All

Specific Steps	Person(s) Responsible	Timeline	Additional Resources	Assessment/Report of Progress
1. Purchase another building for Science Labs, Humanities Classrooms, Dining Hall and Kitchen. 2. Construct a new building along Santa Anita Avenue for more classrooms and to preserve parking spaces.	<ul style="list-style-type: none"> ● President ● Administration ● Science Department ● Social Studies Department ● Mathematics Department ● English Department ● Business Manager ● Food Services Manager 	2016-2018	<ul style="list-style-type: none"> ● Meeting Time ● Architect Plans ● Construction Plan ● City Permit/Re-Zoning ● Financing of New Buildings ● Equipment & Furnishings ● IT/Technology Needs for New Campus 	<ul style="list-style-type: none"> ● Design and Planning Meetings ● Financing Meetings ● Administration Meetings ● Faculty and Staff Meetings ● Student Feedback Meetings

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Objective: Continued Academic Counseling Program Expansion with the Naviance Platform

3.2 Rational: The administration has invested in the Naviance Platform to assist students, parents, teachers, and administration with a popular multifaceted college and career tool to promote a college preparatory environment, to find the best way to prepare students for the process of transitioning out of high school, to consolidate college information and improve communication with colleges and Universities, and to improve communication among the school community.

ESLR Addressed: Responsible Citizens and Lifelong Learners

Specific Steps	Person(s) Responsible	Timeline	Additional Resources	Assessment/Report of Progress
1. Redesign and Implement the Naviance Platform in the College and Career Curriculum. 2. Provide Professional Development for College & Career Teachers. 3. Provide Professional Development for the Registrar. 4. Develop a streamlined process for parents to have access to Naviance. 5. Assess program for effectiveness and efficiency.	<ul style="list-style-type: none"> ● Administration ● College & Career Counselor ● College & Career Teachers ● Dean of Studies ● Registrar ● Business Manager 	2016-2019	<ul style="list-style-type: none"> ● Meeting Time ● Professional Development and In-Services ● Additional Technology Resources 	<ul style="list-style-type: none"> ● Department Meetings ● Faculty Meetings ● Administration Meetings ● Professional Development

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Objective: Develop a procedure to have textbooks available for all students on the first day of classes each term.

3.3 Rational: Because of the late arrival at the end of summer by international students, the last minute adoption of homestay locations, the fact that international credit cards are often inactive until the students settle in the U.S. address, and the fact of rolling admissions throughout the academic year, it is not possible for international students to order textbooks online in a timely manner and have them delivered for the first day of classes each term.

ESLR Addressed: All

Specific Steps:	Person(s) Responsible:	Timeline:	Additional Resources:	Assessment/Report of Progress
1. Add a \$500 textbook rental fee for each international student. 2. Forecast of the enrollment numbers and Master Schedule for textbook estimation purposes. 3. Final decision of textbooks. 4. Ordering textbooks. 5. Textbook Distribution.	<ul style="list-style-type: none"> ● President ● Principal ● Admissions Director ● Vice Principal, Scheduling ● Dean of Studies ● Business Manager ● Faculty and Staff 	2016-2022 May, June, July, August, January of Each Academic Year	<ul style="list-style-type: none"> ● Jupiter scheduling Program ● Online Resources for Ordering and Delivery ● Campus Textbook Repository ● Teacher Resources and Testing materials 	<ul style="list-style-type: none"> ● Curriculum Department Leads ● Administration Team ● Student Satisfaction ● Teacher Satisfaction

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Objective: Refine the Governing Authority and Clarify the Roles of the Individuals on the Board.

3.4 Rational: The WASC self study document uses the term “Governing Authority” and Focus Group A requested that this term be “refined” to give clarity to its authority. The Owner of Arroyo Pacific Inc, Mr. Philip Clarke, is the Governing Authority but recognizes that there may be need for a subsidiary Board of Regents to clarify and implement policies that affect the ongoing operation of Arroyo Pacific Academy and to provide a wider community input to the administration.

ESLR Addressed: All

Specific Steps:	Person(s) Responsible:	Timeline:	Additional Resources:	Assessment/Report of Progress
<p>1. Better communicate the Governing Authority’s purpose, definition, and clarification of responsibilities for infrastructure.</p> <p>2. Document and communicate the role of the President and the Vice Presidents.</p> <p>3. Consider the establishment of an advisory Board of Regents to establish and implement operational policies with administration.</p>	<ul style="list-style-type: none"> ● Owner ● President ● Principal ● Administration Team 	2016-2019	<ul style="list-style-type: none"> ● Board of Trustees Consultants ● Board of Regents Consultants 	<ul style="list-style-type: none"> ● President ● Vice-Presidents ● Administration Team ● Academic Departments

Action Plan #4: External Communication

Objective: Increase personal contact with international parents, host-parents and parents of domestic students for development as well as student academic and personal growth.

4.1 Rationale: Personal contact with parents will create better community, accountability by students for homework and attendance as well as respond to the social pressures on students in a new/diverse culture.

ESLR Addressed: All

Specific Steps	Person(s) Responsible	Timeline	Additional Resources	Assessment/Report of Progress
1. Verify international parent Email addresses. 2. Develop Skype or online video conference availability. 3. Expand the use of Translation Services. 4. Institute Host Parent Meetings for homestay issues. 5. Continue Parents Association Meetings, parent conferences, and expand community building events.	<ul style="list-style-type: none"> ● President ● Principal ● Administration Team ● Counselors ● Arroyo Pacific Foundation Director ● Homestay Coordinator ● Translators ● IT person 	2016-2019	<ul style="list-style-type: none"> ● Online Conference Call Technology ● Funds for overseas meetings with parents ● Funds for workshops and cultural awareness 	<ul style="list-style-type: none"> ● Parent Meetings ● Administration Meetings ● Surveys of all parents and students ● Technology Consultant

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Objective: Continued development of the Marketing Plan to attract more domestic students as well as international students.

4.2 Rational: Find ways to increase our domestic student population in light of increasing international student numbers and the challenge of diminishing numbers in local elementary, and middle schools. Use the Marketing Study conclusion that, “referrals” by students, parents and alumni are our best source of prospective applicants as well as the possible opportunities offered by the Gold Line extension into Arcadia.

ESLR Addressed: All

Specific Steps	Person(s) Responsible	Timeline	Additional Resources	Assessment/Report of Progress
1. Distribution of domestic students and alumni maps. 2. Advertising in (newspaper and online focusing on individual accomplishments by students and alumni. 3. Social gatherings and dinners for elementary personnel, counselors and therapists as well as current parents and alumni to gain referrals. 4. Incentive programs for referrals. 5. Transit/Gold Line opportunities to attract students from wider areas.	<ul style="list-style-type: none"> ● President ● Marketing Director ● Administration Team ● Alumni Coordinator ● Admissions Director 	2016-2019	<ul style="list-style-type: none"> ● Maps for distribution of students and alumni ● Marketing Budget increase ● Funds for social gatherings ● Scholarship and Financial Aid for domestic students ● TAP Card promotions for Metro riders 	<ul style="list-style-type: none"> ● Admissions Director ● Marketing Director ● Alumni Coordinator ● AP Foundation Director ● Recruitment and Retention Annual Study

Appendices

- A. Results of student questionnaire/interviews will be in folders
- B. Results of parent/community questionnaire/interviews will be in folders
- C. Master Schedule 2015 - 2016 will be in the evidence files
- D. Additional details of School Programs: Please note all details are in the Self-Study
- E. Graduation Requirements: Please see the Community Profile
- F. Any pertinent additional data will be in the evidence files
- G. Budgetary information, including budget pages from the school's action plan - to be available in the President's Office
- H. Glossary of terms unique to the school: Please note all terms are explained in the Self-Study