

Introduction: Our Focus On Learning

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



The entire teaching and learning community at Arroyo Pacific Academy welcomes you! We are pleased to have you visit our campus with the expansion of new classrooms, challenging new curriculum, new faculty and staff members and facilities expansion with The Clarke Center. We are also pleased that you will assist us in our WASC Midterm Review as part of the accreditation process of continuous improvement.

This self-study report represents an on-going analysis and evaluation of Arroyo Pacific Academy's instructional program in an effort to improve student achievement. This report is the product of an ongoing, extensive process and an extended conversation that began three years ago. We believe that our process has been inclusive, thoughtful, and insightful. The administration, faculty, staff, students and parents/guardians have spent time discussing, analyzing and assessing all aspects of Arroyo Pacific Academy in light of the parameters of the self-study, our Schoolwide Action Plan, the Critical Areas for Follow-Up and the 2010 Report of the Visiting Committee.

We feel that the entire self-study has been a comprehensive and valuable experience for our school both for the veteran employees and our new members of the faculty and staff who joined us for the current 2012 – 2013 academic year. Through the Expected Schoolwide Learning Results, students are encouraged to explore and question, seek solutions, make informed decisions and solve problems, demonstrate tenacity in the process of learning, and express themselves confidently within a learning environment that is supportive and encouraging.

Our focus on teaching and learning is a priority and we endeavor to develop each student's own individual potential for scholarship and academic success. We assist our students with the discovery of their own special areas of expertise as collaborative workers, critical thinkers, lifelong learners and a responsible citizens.

The administration, faculty, staff, parents/guardians and students remain intentional in integrating the self-study process of continuous school improvement as part of continued assessment of what we do as a highly effective teaching and learning community. We feel confident that our Schoolwide Action Plan remains sound, that significant progress in all areas has been achieved during the past three years, and that these facts will carry us well into a future that holds even more promise for our students and future alumni. We look forward to the Visiting Committee's campus visit to evaluate and verify our findings during the on-site review.

1.1 Basic Student/Community Profile Data

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.

Philosophy

Priority is given to success in academic achievement. Academic programs are offered to high school students.

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.

Expected Schoolwide Learning Results with Revised Indicators

Arroyo Pacific Academy provides a distinctive educational program and a special place for students to learn, grow and prepare for life. 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:

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

2. **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 or exceeds school and state standards

3. **Lifelong learners** who
 - Adapt to a changing world by learning how to learn
 - Communicate effectively, orally and in writing, across various media, by meeting school and state standards
 - Set goals, establish priorities, and make informed decisions
 - Respect diversity, learns and works effectively in a multi-cultural setting
4. **Responsible citizens** who
 - Demonstrate civic responsibility and participates in school and 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

ESLR Indicators Revised

Following the 2009 – 2010 WASC Visit, a conversation began along with a review of our Expected Schoolwide Learning Results. The Expected Schoolwide Learning Results and their indicators have been reviewed in light of the revised Schoolwide Action Plan and the Visiting Committee’s Action Plan Criteria. The school community and stakeholders all have a very good understanding of the Expected Schoolwide Learning Results as indicated in the 2009 – 2010 Self Study Report and that fact has not changed. 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 current 2012 – 2013 *School Handbook*.

Arroyo Pacific Academy Profile

The school leadership is strongly committed to continuous school improvement with a clear focus on teaching and learning. The administration and faculty have implemented several initiatives including:

1. An enhanced Professional Development Program begun in 2010 in response **to Category A Key Issue, Schoolwide Critical Area for Follow-Up #5 and Action Plan Criteria #5** which were to create a systematic plan to formalize and document professional development programs. The school enrolled with the Association for Supervision and Curriculum Development ASCD and all teachers participate in the premier on-demand Professional Development Tool for Educators.
2. The Grand Opening of The Clarke Center in December 2012, commemorating the 15th Anniversary of Arroyo Pacific Academy, provides for an expansion of college preparatory courses and facilities in the Performing Arts: Chorus, Dance, Music, Theatre, with new courses in Personal Fitness, Technology and Multimedia for project-based learning in audio, video and television production and recording. The Clarke Center is in response **to Category D Key Issue** to further seek to improve classroom and building facilities for students. It is also in response to **Category C Key Issue** to continue to strengthen the curriculum to ensure the school’s position as a college preparatory institution.

- To begin the 2012 – 2013 academic year, we welcomed the largest expansion of faculty members with nine new dedicated teachers and working professionals to broaden the college preparatory curriculum and to expand project-based learning and performance based assessment opportunities to all students. Our new faculty members and the courses that they teach are in response to **Category C Key Issue** to continue to strengthen the curriculum to ensure the school’s position as a college preparatory institution.

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 follows 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 administration and faculty are committed to a challenging college preparatory curriculum that provides each student with the means to realize the Expected Schoolwide Learning Results. As a result of the success of our International Student Program with an increase in our Asian population, the English Language Development Program expanded with a new member of the faculty, Mrs. Margie Holman, and the EDGE Program, a new standards-based curriculum, with assessments and texts has been implemented.

Throughout the curriculum, the school pays particular attention to the various learning styles and needs represented by all students accepted into the school. The Expected Schoolwide Learning Results are a driving force in curriculum design, development, implementation, assessment, teaching methodology, co-curricular programs, faculty development, upgrading and maintenance of the facilities. The Expected Schoolwide Learning Results are intended to challenge students to become collaborative workers, critical thinkers, lifelong learners and responsible citizens within a learning environment that is supportive and encouraging.

Since the 2010 WASC Visit, Mr. Daniel Johnson has been appointed as the College and Career Counselor. The core of Daniel’s counseling preparation came from his Masters in Education from Pepperdine University. That core was supplemented by a Certificate Program in College Counseling through UCLA in 2009 - 2010.

College acceptance rates remain constant according to self reporting by graduates. The following chart provides data for the past three years about graduating seniors and college attendance:

	Graduating Class	Total Graduating Class Attending Higher Education	Two Year Programs / Language Programs	Four Year Programs
2010-2011	26	22+2* (84%-92%)	10 (38%)	12 (46%)
2011-2012	38	38 (100%)	10 (26%)	28 (74%)
2012-2013	55	55 applied (100%)	20 accepted (36%)	21 accepted (38%)

*No evidence for two specific international students who returned to Saudi Arabia to pursue higher education.

Since the 2010 WASC Visit, the university and college acceptances are:

2010-2011 Acceptances

Academy of Arts University	Loyola Marymount University	San Francisco State University
Alaska Pacific University	Massachusetts College	Santa Monica College
Clarkson University	Michigan State University	Syracuse University (LP)
CSU Fullerton	Montana State University	UC Riverside
CSU Monterey	Muskingum University	UC Santa Cruz
Dickenson College	New York Institute of Technology	University of Alaska
Drexel University	Northeastern (LP)	University of Colorado at Boulder
Ekhart College	Ohio Wesleyan University	University of Colorado at Colorado Springs
Evergreen College	Oregon State University	University of Montana
Florida Southern College	Pasadena City College	University of Tulsa
Glendale Community College	Rochester Institute of Technology	Wooster College
Hawaii Pacific University	Rose-Hulman Institute of Technology	Worcester Polytechnic Institute
Hiram College	Saint Louis University	
Illinois Institute of Technology		
Kettering University		
La Sierra University		

2011-2012 Acceptances

Alaska Pacific University	CSU Los Angeles	Northern Arizona University
Arizona State University	CSU Northridge	Our Lady of the Lake University
Art Center College of Design	Drexel University	Pasadena City College
Azusa Pacific University	East Los Angeles City College	Pennsylvania State University
Butte College (Firefighter Academy)	Emory and Henry College	Platt College of San Diego
Cal Poly Pomona	Holy Names University	Prescott College
Cal Poly San Luis Obispo	Irvine Valley College	Purdue University
California College of the Arts	Kent State University	Questa College
Chaffey College	Laguna College of Art and Design	Rocky Mountain College
Citrus College	Loyola Marymount University	San Diego State University
Cogswell Polytechnic	Manhattanville College	San Francisco State
CSU Chico	Marymount College	Santa Monica College
CSU Fullerton	Miami University	
CSU Humboldt		

School of Visual Arts –
New York
Sierra Nevada College
South Dakota State
University
Suffolk University
The University of Akron
UC Berkeley
UC Davis
UC Irvine
UC Merced

UC San Diego
UC Santa Barbara
UC Santa Cruz
University at Buffalo
University of British
Columbia
University of Colorado –
Boulder
University of Kansas

University of
Massachusetts –
Amherst
University of Miami
University of Michigan
University of Minnesota
University of Southern
California
University of Washington
Whittier College
Woodbury University

2012-2013 (As of March 2013)

Alfred University
Boston College
California Lutheran
University
CalPoly Pomona
CalPoly San Luis Obispo
Colorado State University
– Fort Collins
CSU Bakersfield
CSU Chico
CSU Fresno
CSU Fullerton
CSU Humboldt
CSU Los Angeles
CSU Monterey Bay
CSU San Marcos

CSU Sonoma
Hofstra University
Ithica College
Loyola Marymount
University
New York University
Northern Arizona
University
Pepperdine University
Point Loma Nazarene
University
San Diego State
University
School of Art Institute
Chicago
Southern Utah University

Tulane University
UC Irvine
UC Riverside
University of Alaska –
Fairbanks
University of Connecticut
University of La Verne
University of Oregon
University of San Diego
University of San
Francisco
Whittier College
Whitworth University

Community Profile

Arroyo Pacific Academy is an independent, private, coeducational, 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. In August 2002 the school relocated to the current building in 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 2008 the school celebrated its 10th Anniversary with a community sense of pride and accomplishment. Since 2009 Arroyo Pacific Academy has been 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 Curriculum was established.

During 2012 – 2013 academic year, the school is celebrating its 15th Anniversary with a significant expansion of facilities, faculty and curricular programs at The Clarke Center. The new facilities are:

- The Philomena and William Clarke Entrance Hall
- The Mycroft Family Development Office A
- The Ria and Earl Richey Admissions Office B
- The Frank and Marlene Griffith President's Office C
- Office D
- Room C101 The Robert V Nguyen Art Studio
- Room C102 The Twomey Family Computer Editing Center
- Room C103 The John & William Clarke Master Control Room
- Room C104 The Patricia & Tom Connolly Production Studio
- Room C105 The Anthony & Mary Evans Fitness Center
- Room C106 The Mary & Anthony Connolly Dance Studio
- Room C107 The Austin Richey Technology Center
- Room C108 The Robert S Walley Performing Arts Theatre
- Room C109 The Ann & Jim Shevlin Music Suite

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. Working with the parents/guardians, who are the primary educators of their children, the school is dedicated to the development of the whole person with artistic, emotional, imaginative, intellectual, physical, religious, and social potential.

Arcadia Community Profile

Arroyo Pacific Academy as a private and independent school is not a neighborhood school. The majority of the students whom we serve live outside of Arcadia. The City of 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, Arcadia is known as the “Community of Homes.”

In Arcadia, single-family homes outnumber apartments and condos 3 to 1. Arcadia lies within a “Sixty Mile Circle” centered on Los Angeles, a dynamic concentration of population, employment, business, industry and finance. Two-thirds of the state's 100 largest corporations are headquartered within the circle. Additionally, 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.

Estimates are based on data according to the Los Angeles bureau of Labor Statistics as of December 2012, City of Arcadia Department of Statistics as of 2009, The State of California Employment Development Department as of June 2012 Report and the 2010 Census.

- **Median Age:** 43.1
- **Ethnicity:** White Non-Hispanic 32.3%, Chinese 44.4%, Hispanic 12.17%, Korean 3.4%, Japanese 1.6%, Filipino 1.9%, Asian Indian 2.4%, Black 1.2% and American Indian 0.3%
- **Population:** 56,364 - 2010 Census
- **Population Density** 19,149 households in an average density of 5136/sq.mile - 2010 Census
- **Population over age 64:** 16.4% - 2010 Census
- **Population under age 18:** 21.8% - 2010 Census
- **Land Area:** 10.9 square miles, 28.2 square kilometers
- **Gender:** Male: 26,889, 47.7%
Female: 29,475, 52.3%
- **Education Levels:** High School or higher: 91.6%, Bachelor's Degree or higher: 53.3%, Graduate or Professional Degree: 19.4% - 2012 City Data
- **Politics:** Registered Voters: 29,741
Democrats: 8,420;
Republicans: 10,238;
American Independent: 489;
Green: 113; Libertarian: 101;
Natural Law: 35 ca.gov 2012
- **Median Household Income:** \$77,758 2009 - City Data
- **Median Home Value:**
\$649,625 – 2009 City Data
\$1,090,157 – 2007 city data
\$372,700 - 2000 Census
- In 2006, CNN and Money Magazine compiled a list of United States cities with the most expensive home prices. Arcadia ranked #19 in the country with an average home price of \$703,000 with Median House Value: 2007 City Data above state average
- **Housing Units:** 20,686;
owner occupied: 12,371;
renter occupied: 7,221
- **2012 Cost of Living Index in Arcadia:** 139.3,
- **Crime:** The crime analysis for 2011 shows a 4.09% decrease from 2010.
- **Top three business types:**
Educational services: 23.3%
Professional ,Scientific, &
Waste Management 14.2%
Finance & Insurance: 14.4%
- **Unemployment:** 6.4%, in Arcadia, 10.4% in CA% (2012 City Data) and in LA 9.3% (ca.gov)

The City of Arcadia has experienced a tremendous demographic shift in recent years. A city that was almost uniformly Caucasian thirty (30) years ago is now 53.8% Asian American. The transformation is linked to a rapid increase in wealth in Asian countries such as Taiwan, China, Korea and Japan. Since the early 1990s, a growing number of Taiwanese-oriented businesses have been appearing along and around Baldwin Avenue. Asian-American population growth has also been attributed to the exodus of established wealthy Taiwanese immigrants away from Monterey Park to Arcadia. Now the Taiwanese immigrant population in Arcadia is being increasingly joined by immigrants from Mainland China. The majority of students in Arcadia schools are of Asian ancestry.

Arroyo Pacific Academy enjoys the use of Arcadia County Park for Physical Education and Fitness classes. The park is within walking distance, and is 187 acres of green area in the heart of the City of Arcadia. It contains an 18-hole golf course, driving range, tennis courts, swimming pool, baseball and softball diamonds, and lawn bowling field.

Our students now also enjoy the new Anthony & Mary Evans Fitness Center in The Clarke Center which has Cardio Equipment: Treadmills, Rear Drive Next Generation Cross Trainers, Next Generation Recumbent Bikes, Weight Equipment, Free Weights and Benches.

Arroyo Pacific Academy Infrastructure

Arroyo Pacific Academy is located in a quiet neighborhood near the 210 Freeway east of Pasadena and thirteen (13) miles from downtown Los Angeles. The school ensures a safe and secure environment for its students. The school enjoys a positive relationship with its neighbors and the local business district. The school is near the Arcadia City Hall and Police Station, Arcadia County Park, the downtown Arcadia business district, the Arcadia Public Library, and the Westfield Mall. The main academic campus, a 12,000 square foot, two-story building is situated on a lot that is 30,927 square feet. The building meets the Federal ADA (Americans with Disability Act) standards to meet the needs of students and parents/guardians with disabilities.

Since the 2010 WASC Visit, Arroyo Pacific Academy expanded with the addition of The Clarke Center. The Grand Opening of The Clarke Center was celebrated on December 2, 2012. This 15,000 sq ft building facilitates new programs in Technology, Arts and Fitness and allows for an additional 100 students as the school increases enrollment. The school is big enough to have multiple streams of students and academic programs, both in the day and in the evening.

External Factors and Economic Influences

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 and private schools in the area. We have been good neighbors to our public school counterparts, most notably in the way we offer to them our Summer School and the after school Young Scholar Program (K-8). Our students and parents/guardians have been invited to attend the Foothill Cities Regional College Fair and College Prep Seminars held at Duarte High School over the last few years.

With the advent of The Clarke Center, Arroyo Pacific Academy will offer Arts and Technology programs to neighboring schools. The plan to establish a regional orchestra for students from many schools will allow our students to participate at a higher level than we can offer because of limited numbers. Our Technology Department will also offer schools the possibility of producing TV programs and making short movies to stimulate their interest in media technology.

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. Businesses also are available for student field trips to see the demands of the working world and the need for students to prepare for future employment.

Major Issues Unique To Area and School

- The commitment to the real needs of the students who are enrolled or who transfer into the school remains an educational issue and opportunity. These needs include educational, social and motivational issues that are varied and diverse.
- The practice of open enrollment, when students are admitted throughout the year, is a unique challenge because of the efforts and time needed to constantly orient new students and their parents/guardians and host parents to the culture, practices and expectations of this private school. Since our population is ever changing, our students are ever adapting and our faculty ever inviting. The number of domestic students transferring into APA during the school year has diminished because of the recession and the efforts of other schools to retain their students.
- The recession has impacted the ability of some parents/guardians to afford a private school education. Birthrates are much lower in Los Angeles County. There has been an enrollment decrease in San Gabriel Valley schools which now affects high school aged students and the enrollment numbers for this school. Therefore, intensive recruitment is part of the **Schoolwide Action Plan #4**.
- The current median home listing price for Arcadia is \$649,625 making it difficult for young families to move to or stay in the area. The high cost of housing may be one of the causes for the decline in the number of eighth grade students applying to local private high schools. Given the enrollment trends, our admissions program, marketing and public relations to new constituents and markets is a priority and is part of the **Schoolwide Action Plan #4**.

Summary of Instructional and Support Programs

Arroyo Pacific Academy offers a comprehensive college preparatory academic program that provides each student the means to fulfill the Expected Schoolwide Learning Results (ESLR). 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 ESLR in the Advanced Placement Curriculum, the College Preparatory Curriculum and the General High School Curriculum. The school follows the guidelines of the California State Standards; courses are certified by the University of California, the College Board, the National Collegiate Athletic Association (NCAA), and the Student and Exchange Visitor Information System (SEVIS).

The school provides a rigorous and meaningful academic program which includes a daily Study Hall with Academic Advising. In response to **Category B Key Issue** to develop strategies to strengthen the college preparatory component of the school's program. The daily schedule was improved to encourage and support students enrolled in three (3) Advanced Placement classes.

For the 2011 – 2012 academic year, the Winter Term was discontinued and two (2) weeks of instruction was added to each Quarter. In addition, the Daily Schedule was expanded by one class period to provide for the expanded Master Schedule with new college preparatory and elective courses. Students may now enroll in three or four Advanced Placement courses. In addition, beginning in Fall Quarter II of the current academic year, the Examination Schedule

was improved with examinations now being one and a half hours over the course of two days.

Placement in a particular level course of study i.e., 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.

The **Advanced Placement Scholar Institute** prepares 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. Since the 2010 WASC Visit, the curriculum has been enhanced through the following courses:

AP Calculus BC	AP Physics B	AP Statistics
AP Microeconomics	AP Psychology	

The **College & Career Education Program** prepares students for life after graduation. The upper division curriculum has expanded during the past three years with the appointment of a College and Career Director with time to devote to this program. It inspires and prepares our students to succeed in college and potential careers as part of a global economy. The courses offer Junior and Senior students a comprehensive view of college and career opportunities, and provide the necessary steps students should follow for success in high school to prepare for a smooth transition to college and/or the job market.

This program officially begins during the second semester in sophomore English, after students have received their PLAN Test Career Interest Inventory Results. The sophomores complete an MLA research paper on their career interests to date. This College and Career Education Program and curriculum include business professional mentors, career preparation activities, career research projects, individual college and career advising, job interviewing, mock interviews with local professionals, and resume writing. The curriculum helps students develop the knowledge, skills, and personal characteristics to excel in school, careers, and the community.

With our new faculty members we have an expanded and improved **Course of Studies**. Students continue to develop leadership, confidence, and grow as collaborative workers, critical thinkers, lifelong learners and responsible citizens through extensive and rigorous curricular offerings. Since the 2010 WASC Visit, the curriculum has been enhanced through the following new courses:

American Sign Language II and III	Chinese III	Fashion Design
Astronomy	Creative Writing	Film Analysis
Business	Dance	Forensic Science
Entrepreneurship	Environmental Science	Graphic Arts & Design
	European History	Journalism

Marine Biology
Physics

World Arts
World Studies

World Travel
Writing & Performance

The Clarke Center's new facilities are providing Arroyo Pacific Academy the opportunity to develop, expand and improve the Course of Studies for all students. Since the 2010 WASC Visit, the curriculum has been enhanced through the following new courses taught in The Clarke Center:

Applied Music Theory
Audio Technology
Band

Chorus
Media Production
Music Theory

Orchestra

The **Assisted Learning Program** is designed for students with documented and perceived learning disabilities and provides a quality educational experience at a slower pace while helping students improve their study skills and enhance self-confidence by extending additional support. Currently, this program serves fourteen (14) students or 9% students with identified learning disabilities per year while providing a rigorous and meaningful college preparatory education with the means to fulfill the ESLR.

Since the 2010 WASC Visit, the curriculum, methodology and assessments of the **English Language Development Program** has been improved and expanded with the adoption of the Hampton-Brown EDGE Program for Reading, Writing and Language to address the learning needs of the increasing population of international students. EDGE is a core Reading/Language Arts Program developed for striving readers and English Language Learners in grades 9-12 reading below grade level. The administration and our new ELD teacher, Mrs. Holman have attended Professional Development and are pleased with the program as it prepares students for success on exit examinations and moves students to graduation and a promising future.

The percentages of the student body enrolled by grade level in the English Language Development Program is as follows:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2010-2011	2 (11%)	6 (21%)	10 (25%)	4 (14%)	22 (21%)
2011-2012	3 (19%)	6 (18%)	9 (16%)	3 (8%)	21 (14%)
2012-2013	8 (50%)	15 (54%)	28 (50%)	17 (31%)	68 (44%)

International Travel: An Opportunity for Life

Since the 2009-2010 WASC accreditation, Arroyo Pacific Academy has provided our students, parents/guardians and friends an opportunity to meet our Expected Schoolwide Learning Results through international travel under the direction of Mrs. Leticia Tufenkdjian. The following travel adventures are another value-added educational experience as our students will grow in self-confidence, knowledge, resourcefulness, self-reliance while realizing our Expected Schoolwide Learning Results.

2010 – 2011

Students, parents, teachers, and staff traveled to Italy and Switzerland spending overnights in Rome, Florence, the Italian Lakes Region and the Lucerne Region. Places that students

studied in the World History courses came alive in Rome, Vatican City, Florence, and Venice.

2011 – 2012

Students, parents, teachers and staff traveled to England and France visiting London to experience The Strand, Trafalgar Square, Covent Garden, Big Ben and the Houses of Parliament to name a few sites. In Normandy, students visited the D-Day beaches of Normandy, the American cemetery, Chartres Cathedral, and Paris. Our students developed tolerance and respect for other cultures.

2012 – 2013

This year, students, parents and teachers traveled to Scotland and Ireland. Students saw some of what the British Isles had to offer. Students walked through Edinburgh, visited Alexander Graham Bell's and Robert Louis Stevenson's homes. They experienced Edinburgh Castle, Stirling Castle, Glencoe and Loch Ness. Students lived in Dublin and visited St. Patrick's Cathedral and Trinity College.

AP Student Exchange Program

During the past three (3) years Arroyo Pacific Academy has invited students and teachers from Spain to stay in our homes, learn in our classrooms, and experience life in Southern California. Our recent students from Spain arrived on March 1 and lived and learned with us until March 15, 2013. On April 6, fourteen (14) of our students will travel to Spain with Mrs. Tufenkdjian, Vice Principal, and Mrs. Virginia Rendon to attend classes, live and experience life in Madrid. Our students will live in the homes of students who visited our school earlier this month. Students will travel to Toledo, Barcelona, Segovia, and Salamanca. Students and teachers will return to California on April 19, 2013.

Educational and Job Training Opportunities

Arroyo Pacific Academy provides neither for a work-based curriculum, nor on-site training, nor do we provide hands-on training courses because the curriculum is college preparatory. However, the academic standards of the Expected Schoolwide Learning Results provide demanding and meaningful coursework that is relevant to students' lives while many courses demonstrate a relationship between schoolwork and career aspirations.

1. Student Profile Data and Indicators

Enrollment History

Arroyo Pacific Academy welcomes 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. During the last three years, enrollment has continued to increase.

The following table summarizes the enrollment history of Arroyo Pacific Academy for the past four years based by gender.

Year	Male	Female	Total
2009-2010	70 (70%)	30 (30%)	100
2010-2011	70 (62 %)	43 (38%)	113

2011-2012	105 (71%)	42 (29%)	147
2012-2013	108 (70%)	47 (30%)	155

The following tables summarize the enrollment history of Arroyo Pacific Academy for the past four years categorized by international and domestic students.

Year	Domestic	International	Total
2009-2010	90 (90%)	10 (10%)	100
2010-2011	76 (67%)	37 (33%)	113
2011-2012	69 (47%)	78 (53%)	147
2012-2013	63 (41%)	92 (59 %)	155

Enrollment trends indicate that the weakest area in the admissions program is low Freshmen enrollment each year. Analysis of enrollment indicates that the school has a positive reputation with local school administrators. Most applicants come from referrals from current parents/guardians, former parents/guardians and professionals in the allied educational arena.

The ongoing budgetary crisis facing California has affected almost all areas of public service, housing, and employment, and private education is no exception. The recession has impacted the ability of some parents/guardians to afford a private school education. Research has indicated that birth rates have declined in Los Angeles County. There has been an enrollment decrease in San Gabriel Valley schools which stems from the end of a population bulge from children of the baby boom generation which now affects high school aged students.

Enrollment growth has been due almost entirely to the successful International Student Program. The limit to the student population of one hundred fifty (150) students can now be raised to two-hundred fifty (250) with the addition of The Clarke Center campus and the new facilities.

The school hosts Math Zoom Academy to approximately twenty-five (25) Asian-American elementary, middle, and high school students. Math Zoom is an educational organization that develops and provides rigorous training programs for mathematically gifted students in both public and private schools in the area. With renowned coaches in the faculty team, Math Zoom provides high quality programs to train students to become high performers in prestigious math competitions.

The school offers summer classes to meet the needs of a variety of ethnically diverse students from both public and private schools for enrichment, remediation and Advanced Placement course preparation. Arroyo Pacific Academy places great emphasis on learning in our Middle School Enrichment Curriculum and in the College Preparatory Curriculum.

Approximately ten (10) to fifteen (15) students enroll in Summer School each year from:

- | | | |
|--------------------------|----------------------------|------------------------------|
| Alex Pilibos High School | Dana Middle School | Immaculate Heart High School |
| Alverno High School | First Avenue Middle School | La Salle High School |
| Arcadia High School | Foothills Middle School | Maranatha High School |
| Barnhart Middle School | Fusion Academy | |

Marshall Fundamental
School
Pasadena High School
Santa Fe Middle School

South Pasadena High
School
St. Francis High School
St. Rita School

Temple City High School
Waverly School

Ethnic Composition

The **ethnic composition** of the student body enrolled at Arroyo Pacific Academy is as follows:

	Caucasian	Hispanic	Asian / Pacific Islander	African American	Middle Eastern
2009-2010	60 (60%)	15 (15%)	14 (14%)	5 (5%)	5 (5%)
2010-2011	50 (44%)	10 (9%)	42 (37%)	3 (3%)	8 (7%)
2011-2012	44 (30%)	12 (8%)	84 (57%)	4 (3%)	3 (2%)
2012-2013	39 (25%)	10 (6.5%)	103 (66.5%)	3 (2%)	0

The **percentages of the student body enrolled by grade level** is as follows:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
2009-2010	10 (10%)	26 (26%)	20 (20%)	44 (44%)
2010-2011	18 (16%)	30 (26.5%)	39 (34.5%)	26 (23%)
2011-2012	16 (11%)	33 (22.5%)	58 (39.5%)	40 (27%)
2012-2013	16 (10%)	28 (18%)	56 (36%)	55 (36%)

Student Mobility

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 who are significantly behind in credits. The school provides students with a personal approach and a beneficial setting to help them be successful in school and their future.

Transfer students are referred to the school by medical professionals, therapists, private school and public school administrators because the parent/guardian wants a second chance for his/her son/daughter to succeed and achieve a high school diploma from a WASC accredited, college preparatory, private school.

A unique characteristic and a hallmark of Arroyo Pacific Academy is the dedication, commitment, flexibility, and expertise of the faculty along with a genuine, welcoming spirit of the student body. New local and international students arrive throughout the year. Each transfer student is warmly welcomed and encouraged to learn, to grow, and to achieve his or her personal best. Enrollment over the last three (3) years has been steady and has increased to capacity at 41 West Santa Clara Street.

Students transfer from Arroyo Pacific to other schools for reasons other than discipline matters, e.g., finances, moving, personal reasons, returning to their own country or state, transportation availability, and/or being readmitted to their public or private school based on their academic performance at the 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.

All students who transfer out of Arroyo Pacific Academy before graduation pursue a diploma at some other international, private or public school.

Incidents of withdrawal for disciplinary reasons are minimal. Since the 2010 visit, one student has withdrawn at the request of the Principal for disciplinary reasons. In the fifteen (15) year history of the school, eight (8) students have been withdrawn at the request of the President or Principal for disciplinary reasons. Students with disciplinary problems are given the option to withdraw prior to expulsion. No student has been formally expelled from Arroyo Pacific Academy.

English Proficiency of International Students

All students accepted to Arroyo Pacific Academy are English proficient based on admissions information. However we have found that English proficiency of the newer International Students from China is inadequate. The SLEP test which was used to gauge proficiency has been a flawed instrument based on our internal follow up tests. We have changed to other tests of proficiency the TOEFL and TOEFL JR.

Beginning in the 2011 - 2012 academic year, the faculty and administration had regular conversations concerning the abilities of international students. The diversity of students in the classrooms increased; the need to shape curriculum and instruction to maximize learning for all students became an educational imperative. Ms. Xochitl Bermejo and Mr. Dennis Flagg with the administration searched for methods that allowed us to accommodate the learning needs of all students so that all students are challenged, but not overwhelmed, by the learning process. Student schedules were changed to address the ability levels and the faculty implemented greater use of Differentiated Instruction. The English Language Development curriculum was improved with new texts thanks to Ms. Bermejo and Mr. Flagg.

The faculty and administration made a commitment to expand and to improve the English Language Development Program to bring students to proficiency in English. For the 2012-2013 academic, we welcomed Mrs. Margie Holman as our new ELD teacher. In November 2012, Mrs. Holman and Mr. Flagg enrolled in the California Foreign Language Project LA Stars (CFLP). This professional development course concerning ELD Standards was held on four (4) Saturdays to help teachers develop and regularly integrate inquiry-based, hands-on learning activities, critical thinking skills, and assessments into daily lessons. It was presented by Ms. Maria A. Leinenweber, CFLP Program Director. Ms. Leinenweber has been a valuable resource to our school as we improve the English Language Development Program's curriculum, instruction and assessment.

Summer Intensive English Program

To further the commitment to expand and to improve the English Language Development Program, during the 2012 – 2013 academic year, we have researched, developed and created a new English Program. This program is an additional term in August for intensive English for those students at lower levels of proficiency based upon the EDGE test results and interviews. Students will have core courses in the following specific language functions:

- Reading Comprehension
- Grammar and Writing
- Vocabulary
- Listening and Speaking

Population Breakdown

The rise of the international student population at Arroyo Pacific Academy has changed the profile of our student body. Seventy percent of our students now come from Asian countries which include China, Thailand, Taiwan, Indonesia, Korea and Hong Kong. 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 Glendale, Glendora, Hacienda Heights, La Cañada, La Crescenta, La Verne, Los Angeles, Norwalk, San Dimas, Shadow Hills, and Studio City, while most of our families live in the cities of Altadena, Alhambra, Arcadia, Bradbury, Duarte, El Monte, Monrovia, Pasadena, San Gabriel, San Marino, Sierra Madre, South Pasadena, and Walnut. Because of the recession, all private schools in our area have encountered lower domestic enrollment. Arroyo Pacific Academy has decreased domestic enrollees from approximately 85 to 65. However, since the 2010 WASC Visit, our total enrollment has increased substantially with the addition of international students. We have made significant progress with **Action Plan #4** with enrollment at full capacity in the original building on West Santa Clara Street.

The following table summarizes the distribution of where our students have resided since the 2009-2010 Accreditation and Visit.

	City of Arcadia	San Gabriel Valley	Outside the San Gabriel Valley
2009-2010	13 (13%)	74 (74%)	13 (13%)
2010-2011	27 (24%)	64 (57%)	22 (19%)
2011-2012	44 (30%)	91 (62%)	12 (8%)
2012-2013	49 (32%)	99 (64%)	7 (4%)

The Parent/Guardian Community

The typical Arroyo Pacific Academy parent/guardian is well-educated. The socio-economic make-up of our parent/guardian population is as diverse as the cities in which they live and the countries from which they come. According to admission documents, the international students come from higher income families.

Tuition collections are on track and less than 4% of collections annually have to be delayed or deferred due to adverse family circumstances. Philip Clarke maintains a commitment to education and provides an educational opportunity to families from varied financial backgrounds even those facing financial hardships.

Parents/guardians, host parents and agents state that the school provides a learning environment and program suited to their students' academic and social needs

The *School Handbook* and the *International Student Handbook* communicates the school's Mission Statement, Statement of Philosophy, Expected Schoolwide Learning Results, policies, rules and procedures to parents/guardians, host parents and students. The personal approach to education gives parents/guardians and host parents an opportunity to know teachers and to gain an understanding of teaching styles, philosophies, expectations and student academic status which includes student progress of ESLR achievement. The school communications such as the Academic Advisory Notices and the Parent/Guardian Newsletters promote parent/guardian and host parent awareness of the school's purpose, Section I

expectations, events and activities. In addition, our agents translate and provide a link to the Parents in Asia. We also send communication both in Chinese and in English concerning important Student & Exchange Visitor Information System (SEVIS) issues. Presently, we have three (3) teachers and two (2) staff members who translate email communications from parents in China to the administration.

We have recently appointed a consultant with Chinese language skills to specifically conduct surveys and report to the administration and faculty about measures needed to provide better educational services to our international students as needed. We have appointed other in-house consultants to monitor the homestay situations to ensure compliance with SEVIS regulations and school regulations.

Arroyo Pacific Academy provides the following methods of communication:

- School Calendar
- Monthly Parents Association Meetings
- Parent/guardian conferences by way of telephone or drop-in
- Academic Advisory Notices by way of the Dean's Account email
- Regular e-mail Parent/Guardian Newsletters
- Liaisons with homestay parents and parents in foreign countries
- Regular email correspondence with administrators and teachers
- School's web page at www.arroyopacific.org
- Teacher notes written in the Agenda

Arroyo Pacific Academy provides a rigorous, meaningful and challenging educational program for all students with the means to fulfill the Expected Schoolwide Learning Results. Because of the school's commitment to clear and open communication, parents/guardians and host parents have many opportunities to meet and discuss individual educational needs with teachers and administrators in a welcoming and supportive environment. Our parents, guardians and host parents state at Parents Association Meetings that they are comfortable discussing their son or daughter's problems or concerns with school personnel. Parents/guardians and host parents know that that teachers keep them informed and are available to discuss their student's progress.

Parents, guardians, local school administrators and international agents refer students to Arroyo Pacific Academy for the following reasons:

- Accommodation of medical conditions
- Attention to students with high-functional learning disabilities
- Educational philosophy
- Environment for successful learning
- Innovative schedule
- President's outstanding and well deserved reputation
- Responsive teachers
- Small class size and individual attention
- Programs for international students
- Commitment to the Visual & Performing Arts

Parents, Guardians, local school administrators and international agents acknowledge that Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. The school 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 for all students.

Special Needs Population

Arroyo Pacific Academy does not offer a Special Education program. However, we meet the educational needs of all students. 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, and differentiated instruction. Intervention planning, longer class periods, re-teaching, eight-week learning modules, smaller class size, and tutoring are all part of our school program.

Parents/guardians must be an integral part of the education offered at the school; they are asked to provide the school with current learning disability documentation. The documentation requirements are printed in the *School Handbook* and are available to applicant's upon request. The IEP, or the professional evaluation, is the cornerstone to an effective plan of supportive education for the student in the Assisted Learning Program. Currently, this program serves fourteen (14) students or 9% of students with identified learning disabilities per year while providing a rigorous and meaningful college preparatory education with the means to fulfill the Expected Schoolwide Learning Results.

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. Presently, five (5) members of the faculty 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's or therapist's care. The administration and the faculty work directly with these medical professionals and the parents/guardians. The Student Services Disability Coordinator provides each teacher information and documentation for those students who are eligible for classroom and testing accommodations. 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*. The faculty is most responsive when asked to complete confidential requests for student information by behavioral psychologists, educational consultants or service providers, educational psychologists, and/or the juvenile court.

2. Attendance Patterns

Attendance procedures are in place. 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 and host parents are very appreciative of this intervention to ensure academic achievement. The school has a 91% attendance rate, with an average of 3.5 students absent per day.

3. 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 Advanced Placement Scholar Institute Program has been expanded with courses and new teachers since the 2010 WASC Visit:

AP Calculus BC

AP Physics B

AP Statistics

AP Microeconomics

AP Psychology

Methods of instruction and assessment build confident determination to ensure academic success for each student who works to his/her potential. 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 and the General High School Curriculum.

The school seeks to educate the whole person with instruction that addresses growth in the areas of academic preparation for college and beyond, character education, co-curricular activities that encourage social, emotional and physical growth, and ESLR achievement so that each student makes progress as a collaborative worker, a critical thinker, a lifelong learner and a responsible citizen.

To assess the Expected Schoolwide Learning Results, there are many ways in which student performance and the school's academic achievements can be measured. Some assessments are internal and some are external: Advanced Placement scores, GPA, Honor Roll, peer and teacher evaluations, self-assessments, standardized test scores, and teacher designed tests.

Class Size

The school offers small class sizes, ranging from two (2) to fifteen (15) students per class. The student to teacher ratio is approximately 8:1.

Grade Point Average (GPA)

The following tables track student cumulative 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. Fluctuating GPA means are an indication of the difficulty some of our students have with particular classes, especially Mathematics and Science courses.

Because of our open enrollment policy, the school admits students to all grades throughout the year who may have not been successful academically in previous schools. When these low grades are entered on our transcripts they will lower the average GPA for the class as a

whole. Therefore, we need to analyze these averages carefully to get an accurate picture of the individuals in a class. In time, transfer students generally achieve far more than they have in the past, at their previous schools. Yearly mean GPAs range for females from 2.89 to 3.04 and for males from 2.38 to 2.73.

The following tables indicate the **Cumulative GPA's by Grade Level** for the past two and a half years **disaggregated by domestic and international students**.

2010-2011	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Average GPA
Fall Semester					
Domestic:	3.32	2.93	3.12	2.83	3.02
International:	2.99	3.16	2.77	3.01	2.97
Spring					
Domestic:	3.14	3.03	3.22	2.91	3.07
International:	3.25	3.23	2.68	2.82	2.90

2011-2012	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Average GPA
Fall Semester					
Domestic:	2.86	2.78	3.11	3.21	3.04
International:	2.87	2.90	3.07	2.91	2.98
Spring					
Domestic:	2.66	2.95	3.21	3.31	3.12
International:	3.17	2.97	3.05	3.21	3.07

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

Arroyo Pacific Academy offers an excellent college preparatory curriculum, consisting of College and Careers, English, Language other than English, Mathematics, Science, Social Science, and Visual and Performing Arts. Our students exceed the University of California and the California State University A-G Requirements by taking four (4) years of History/Social Science, four (4) years of Science and (4) years of Visual & Performing Arts. A few students study three (3) years of Spanish, and/or four (4) years of Mathematics. Seniors and alumni have reported being well prepared for the intellectual challenges of college studies and/or career training.

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. Over the past three and a half years, 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 from 2009 through the Fall Semester, 2012.

2009 – 2010	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Fall Semester	56%	57%	35%	47%
Spring Semester	80%	65%	45%	52%
2010-2011	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Fall Semester	67%	43%	46%	38%
Spring Semester	72%	63%	54%	46%

2011-2012	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Fall Semester	44%	45%	66%	53%
Spring Semester	44%	55%	69%	68%

2012-2013	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Fall Semester	50%	57%	55%	65%

Standardized Test Scores

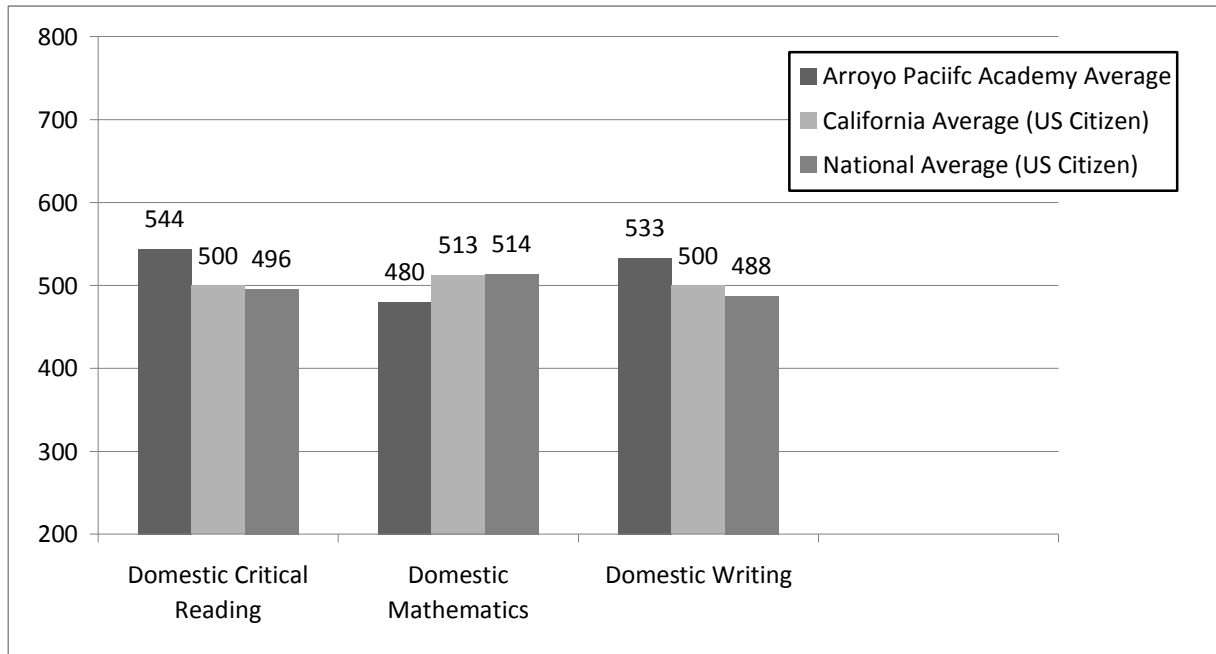
For the past three (3) years, the mean SAT and PSAT score for our students has been improving and is now **above the national average in mathematics and writing as well as total scores**. Boys have traditionally done slightly better than girls in Mathematics; girls slightly better than boys in Verbal and in Writing. This trend has changed for the current academic year where girls have done better than the boys in all subjects.

Because of the increased number of international students enrolled this year, we have **disaggregated the 2012-13 SAT scores** to see how our various constituencies of students are performing.

Disaggregated SAT Data for the Graduating Class of 2012-2013

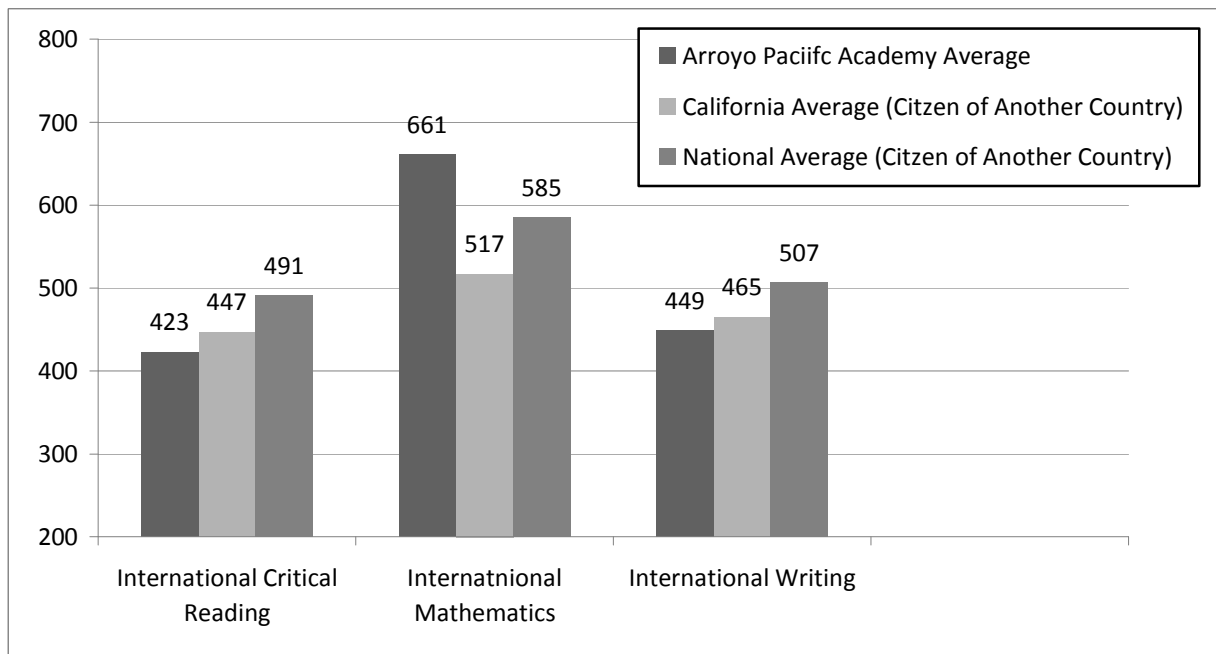
Domestic Student Data

Representing 16 Students



International Student Data

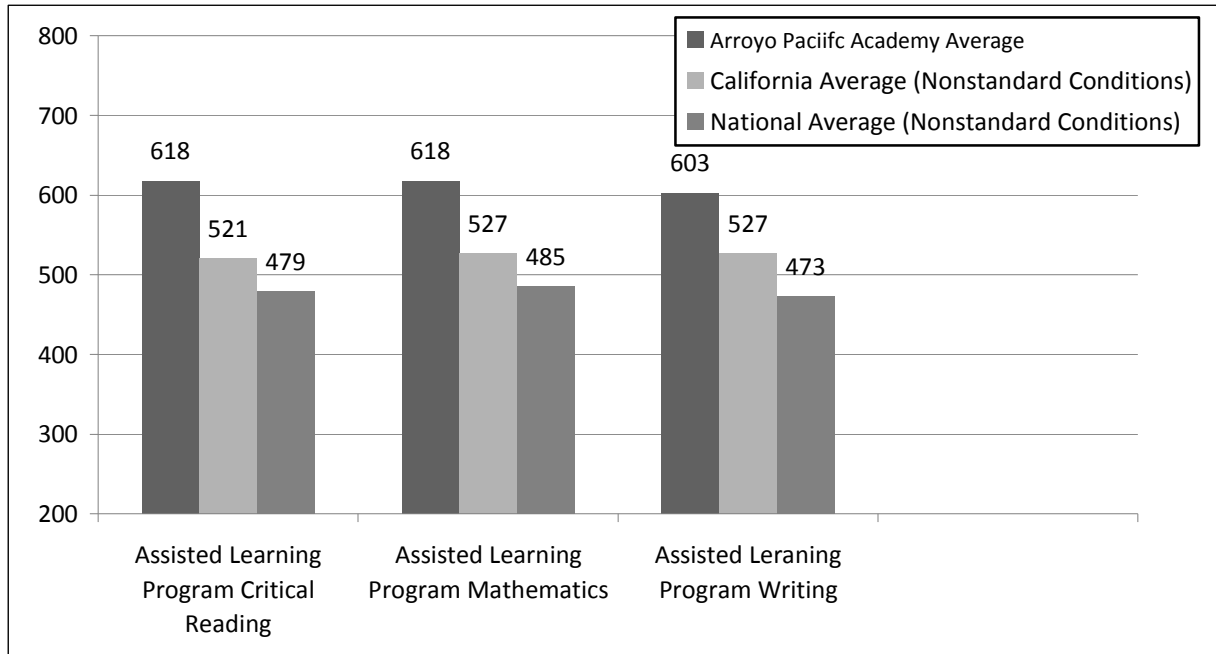
Representing 21 Students



Disaggregated SAT Data for the Graduating Class of 2012-2013

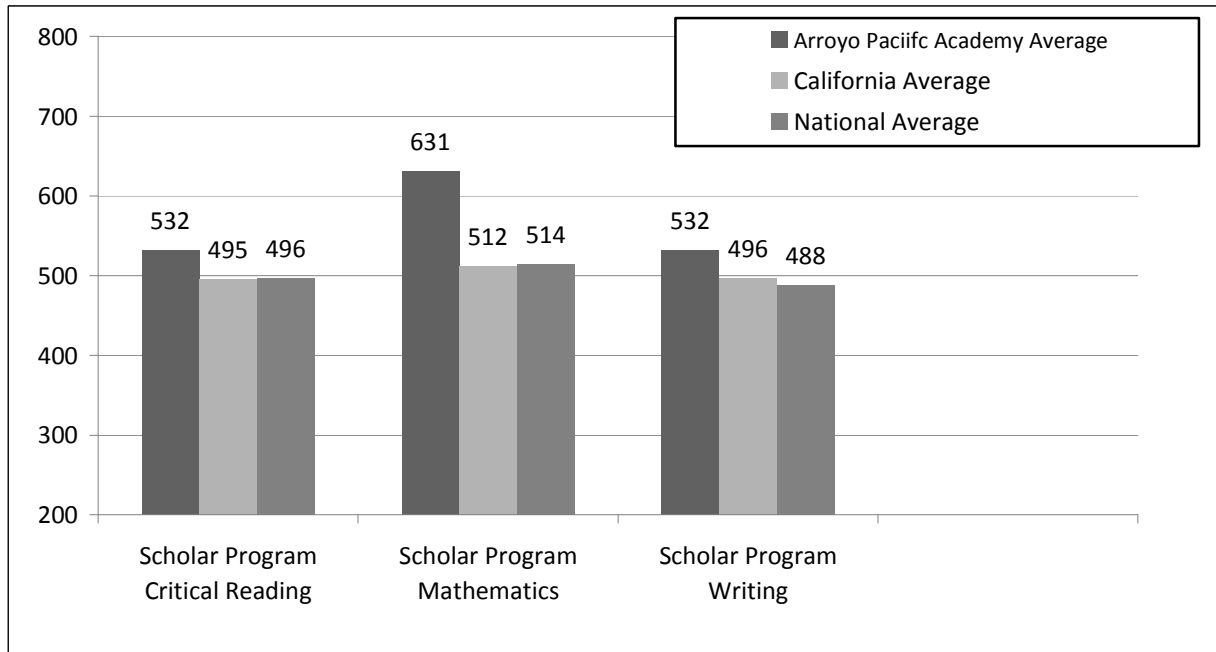
Assisted Learning Program Data

Representing 4 Students



Arroyo Pacific Scholar Institute Program Data

Representing 23 Students



Summary of Disaggregated Data

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 at Arroyo Pacific Academy have significant language barriers which validates Arroyo Pacific's decision to implement the English Language Development Program and invest in EDGE resources as described in this report.

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 Arroyo Pacific Scholar Institute Program Data shows that Arroyo Pacific Academy's advanced track surpasses the average college-bound student. Student SAT scores in combination with college acceptances solidifies Arroyo Pacific Academy's standing as a college preparatory school.

The data provided is in averages but Arroyo Pacific Academy handles each student's testing individually. Mr. Daniel Johnson, College Counselor, meets with each student privately and explains how scores on these tests can fit into their own individual college plan.

<i>SAT</i>	<i>Critical Reading</i>		<i>Math</i>		<i>Writing</i>		<i>Total</i>	
	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>
2009-2010	482	501	448	516	483	492	1413	1509
2010-2011	470	497	538	514	493	489	1501	1500
2011-2012	469	496	551	514	513	488	1533	1498

Forty-seven (47) students took the SAT test during the 2011-2012 academic year. Twenty-eight (28) students took the test during the 2010-2011 academic year. Twenty-five (25) students took the test in the 2009 -- 2010 academic year.

<i>ACT</i>	<i>Composite</i>		<i>English</i>		<i>Math</i>		<i>Reading</i>		<i>Science</i>	
	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>	<i>AP</i>	<i>National</i>
2009-2010	20.5	21.0	23	20.5	17.5	21.0	23	21.3	19	20.9
2010-2011		21.1		20.6		21.1		21.3		20.9
2011-2012		21.1		20.5		21.1		21.3		20.9

<i>PSAT</i>	<i>Verbal</i>		<i>Math</i>		<i>Writing</i>		<i>Total</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
2009-2010	35.6	42.5	36.4	49.8	35.3	36.8	107.3	129.1
2010-2011	45.2	42.3	41.1	47.0	41.5	40.6	127.8	129.9
2011-2012	43.2	45.9	55.3	51.4	40.9	45.0	139.4	142.3
2012-2013	39.4	37.3	53.1	53.7	38.8	36.1	131.3	127.1

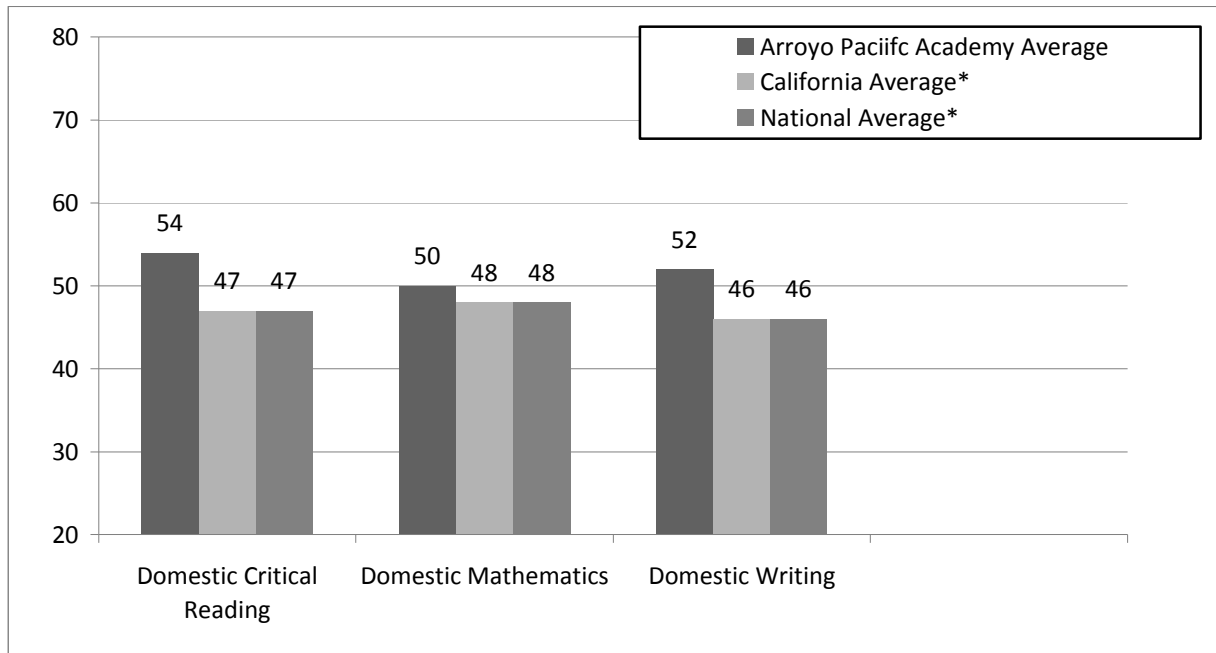
The PSAT/NMSQT is traditionally administered only to Juniors who see themselves as college-bound. Since the school is committed to providing all students with the necessary preparation for college, even if they eventually choose a different course of study, we have administered and we have required the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

Fifty (50) students took the PSAT/NMSQT test during the 2012-2013 academic year. Fifty-two (52) students took the test during the 2011-2012 academic year. Of those, forty-one (41) were in the eleventh (11th) grade and eleven (11) were in the tenth (10th) grade. The PSAT/NMSQT was administered that year instead of the PLAN test for the tenth (10th) grade class. Twenty-seven (27) students took the test during the 2010-2011 academic year. Twelve (12) students took the test during the 2009-2010 academic year.

Because of the increased number of international students enrolled this year, we have **disaggregated the 2012-13 PSAT/NMSQT scores** to see how our various constituencies of students are performing.

Disaggregated PSAT/NMSQT Data for Junior Class of 2012-2013 Domestic Student Data

Representing 15 Students

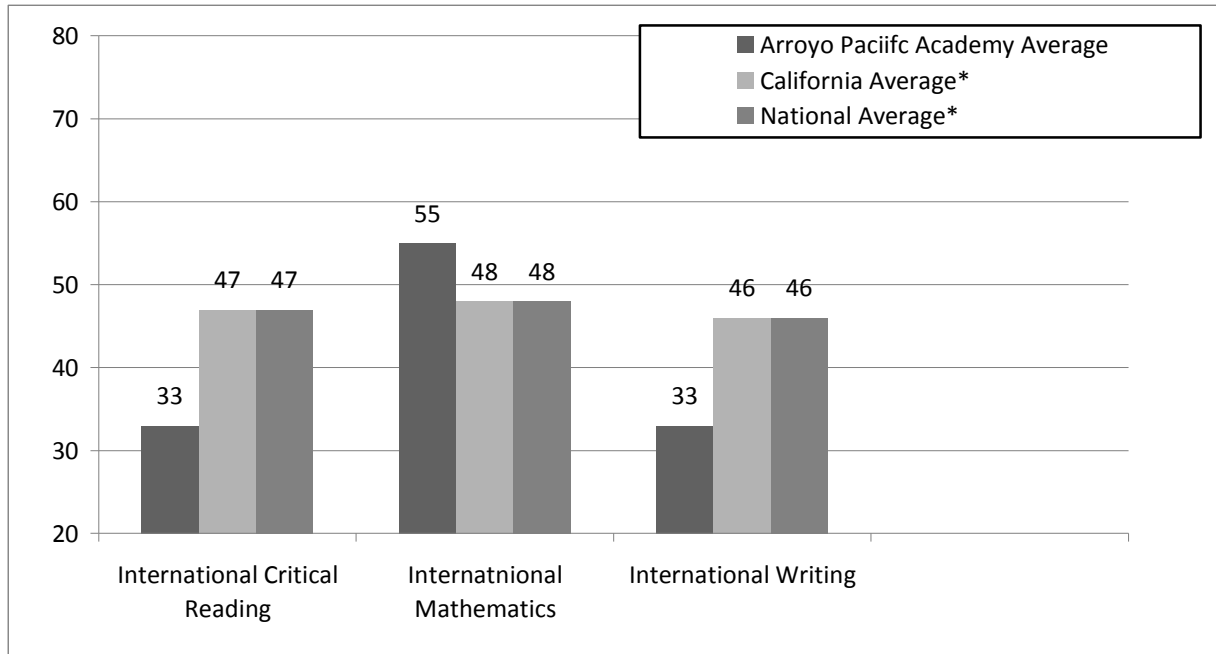


*No Domestic/US Citizen Data Available for PSAT/NMSQT

Disaggregated PSAT/NMSQT Data for Junior Class of 2012-2013

International Student Data

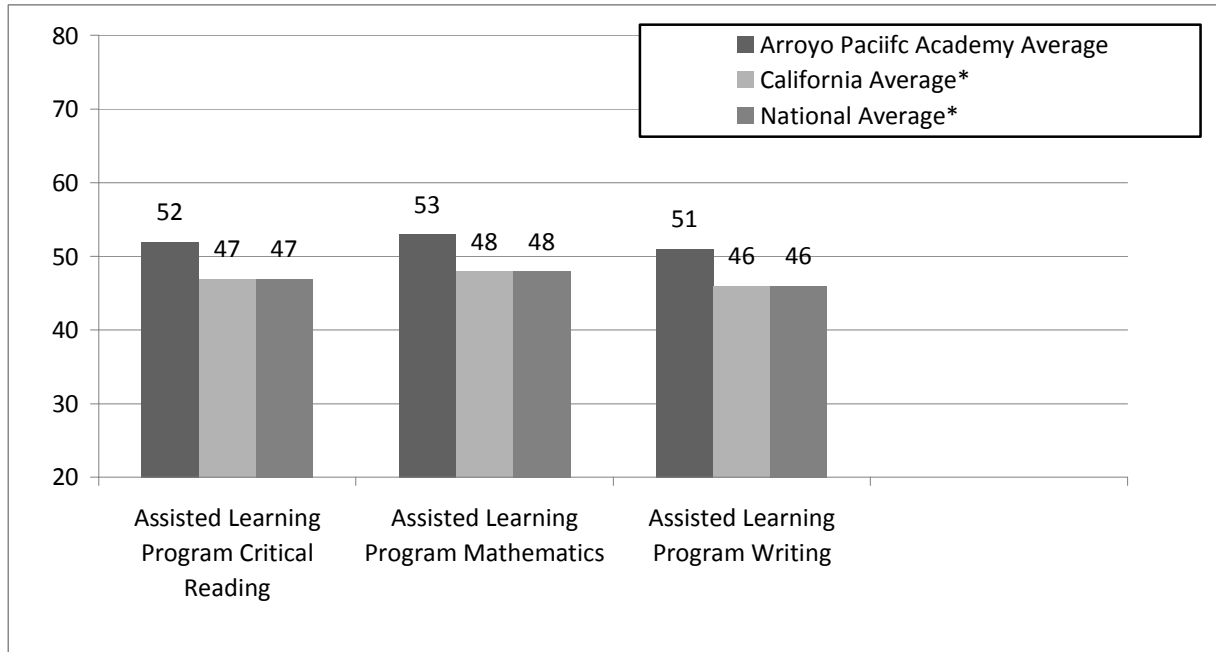
Representing 30 Students



*No International/Citizen of Another Country Data Available for PSAT/NMSQT

Assisted Learning Program Data

Representing 2 Students

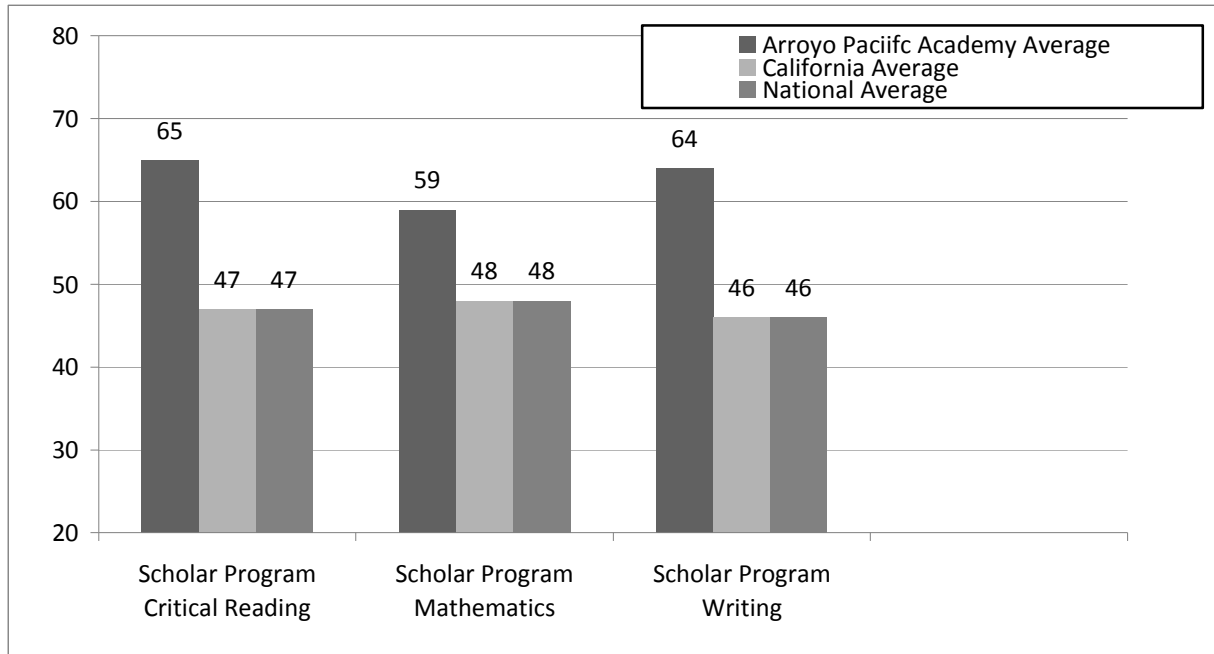


*No Assisted Learning/Nonstandard Conditions Data Available for PSAT/NMSQT

Disaggregated PSAT/NMSQT Data for Junior Class of 2012-2013

Arroyo Pacific Scholar Institute Program Data

Representing 6 Students



Summary of Disaggregated Data

Disaggregating the PSAT/NMSQT Scores allows Arroyo Pacific Academy to properly address any testing inconsistencies by group. It can be clearly seen that many International Students at Arroyo Pacific Academy have significant language barriers which validates Arroyo Pacific Academy’s decision to implement the English Language Development Program and invest in EDGE resources as described in this report.

Arroyo Pacific Academy requires that every student enrolled take the PSAT/NMSQT. This differs from many other schools where the PSAT/NMSQT is optional and taken by “college-bound” students according to the College Board. We are pleased that **on average all of our juniors score competitively compared to national averages of “college-bound” juniors.**

Composite Score Summary

Number of Students taking the test: 50	Composite Score Average: 129.2
Number of English Language Development International Students: 35	Composite Score Average: 122.03
Number of non Assisted Learning Domestic Students 13	Composite Score Average: 131.13
Number of Assisted Learning Students: 2*	Composite Score Average: 156.0

*Note that Assisted Learning students can be extremely bright and sometimes receive additional time and other accommodations on tests.

<i>PLAN</i>	<i>English</i>		<i>Reading</i>		<i>Total</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
2009-2010	16.1	16.8	16.6	19.6	32.7	36.4
2010-2011	17.2	16.7	16.8	16.2	34.0	32.9
2012-2013	14.4	13.1	13.7	12.1	28.1	25.2

<i>PLAN</i>	<i>Math</i>		<i>Science</i>		<i>Total</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
2009-2010	17.6	16.6	18.1	18	35.7	34.6
2010-2011	17.8	16.3	18.4	17.5	36.2	33.8
2012-2013	18.3	18.5	16.5	15.3	34.8	33.8

Twenty-seven (27) students took the PLAN test during the 2012-2013 academic year. The average **Composite Score** for all students was: 15.51

Because of increasing international students we **disaggregated the PLAN test** data to analyze scores:

International Students Composite Score: 15.63 (16 international students)

Domestic Students Composite Score: 15.36 (11 domestic students)

No students took the PLAN test during the 2011-12 academic year because we required the 10th grade students to take the PSAT/NMSQT instead.

Sixteen (16) students took the PLAN test during the 2010-2011 academic year. The average **Composite Score** for all students was: 17.31. No international students.

Twenty-one (21) students took the PLAN test during the 2009-2010 academic year. The average **Composite Score** for all students was: 17.38. No international students.

Standardized tests require all students to answer the same questions, usually in multiple-choice format. Pencil and scantron form tests reward a student's ability to quickly answer questions. Standardized tests may not always measure the ability to think or create in any field.

The theory of Howard Gardner's multiple intelligences stresses the existence of a variety of human talents and capabilities, departing from the view that intelligence or ability is a single, fixed capability. To be successful with all students, our teachers, curriculum, methods of instruction and assessment strives to address the multiple intelligences of our students and how they can demonstrate competent mastery of course content through the Expected Schoolwide Learning Results. Therefore, in addition to standardized tests, our students are assessed by Alternative/Performance-Based/Authentic Assessments, portfolios, oral presentations, and multi-media presentations.

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 ESLR through a challenging, coherent, rigorous, relevant, and meaningful curriculum.

We remain committed to assist all students in relieving test anxiety by continuing to provide test preparation courses within the curriculum. For example, EXPLORE, PLAN, PSAT/NMSQT and SAT examination preparation is part of all English, Mathematics and Science courses during Fall Quarter I. College and career planning along with PSAT and SAT preparation is offered within the curriculum to members of the Sophomore, Junior and Senior classes. In the National Testing Program and the College and Career Education Program courses, we concentrate on the skills critical for good test performance: test-taking techniques, timesaving methods, logical reasoning, verbal ability, math competence, college application research and completion, and personal statement essay writing. There is increased demand for additional test-specific classes from our international students. These are SAT, ACT, TOEFL and Advanced Placement tutorials. We have an agreement with a professional test prep company, AVID, to conduct these classes upon sufficient enrollment.

Advanced Placement Scores

Arroyo Pacific Academy demonstrates its commitment to academic excellence by offering Advanced Placement courses. The Advanced Placement Scholar Institute is seven (7) years old. Courses 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 to allow any student, regardless of past academic achievement, to enroll in Advanced Placement (AP) courses if the student demonstrates interest and commitment to the additional rigor provided by these courses. This rationale acknowledges that some students find a higher level of interest and subsequently greater academic success with more challenging material. In addition, this rationale acknowledges that for many students completion of an AP course and the experience of taking an AP exam, regardless of the score, develops skills and confidence that better prepare students for college. The school has adopted the College Board's recommendation for open enrollment in Advanced Placement courses as long as students show an interest and a commitment to the additional rigor of the courses. As a result, the school gives a significant fraction of our AP students an opportunity they might not receive at other area private and public high schools, some of which require special testing or other qualifications in order to gain admittance to AP courses.

The Advanced Placement Scholar Institute began in 2006 - 2007. The school is prepared to develop and/or offer the following Advanced Placement courses, dependent each year upon sufficient student enrollment and Advanced Placement Course Audit approval.

Courses with an * have already been developed, certified and taught by our faculty.

- | | |
|--|---|
| AP Biology* | AP Macroeconomics* |
| AP Calculus AB* | AP Microeconomics* |
| AP Calculus BC* | AP Music Theory |
| AP Chemistry | AP Physics B* |
| AP Chinese Language and Culture* | AP Psychology* |
| AP Comparative Government and Politics | AP Spanish Language |
| AP English Language and Composition* | AP Statistics* |
| AP English Literature and Composition* | AP United States Government and Politics* |
| AP Environmental Science* | AP United States History* |
| AP European History | |

In addition to successful 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 Arroyo Pacific Academy. Exams and scores for the past three years of the Advanced Placement Scholar Institute are listed below. In addition, the percentage of graduating seniors who earned a passing score for each exam is included in each table.

<i>2009-2010 Department</i>	<i>Tests</i>	<i>Passed</i>	<i>3s</i>	<i>4s</i>	<i>5s</i>	<i>Rate of 3s, 4s or 5s</i>	<i>Senior Class</i>	<i>Senior Pass Rate</i>
English								
<i>Literature</i>	4	2	1	1		50.0%		
Math								
<i>Calculus AB</i>	2	1		1		50.0%		
Science								
<i>Biology</i>	4	0				0.0%		
Social Science								
<i>US Government</i>	2	1	1			50.0%		
<i>Macroeconomics</i>	3	0				0.0%		
<i>US History</i>	2	1	1			50.0%		
Chinese								
<i>Language/Culture</i>	5	5		1	4	100%		
TOTALS: All Tests	22	10	3	3	4	45.5%	17	11.8%

<i>2010-2011 Department</i>	<i>Tests</i>	<i>Passed</i>	<i>3s</i>	<i>4s</i>	<i>5s</i>	<i>Rate of 3s, 4s or 5s</i>	<i>Senior Class</i>	<i>Senior Pass Rate</i>
English								
<i>Language</i>	3	3		2	1	100%		
Math								

<i>Calculus AB</i>	4	2	2			50%		
Science								
<i>Physics B</i>	3	2	1		1	67%		
<i>Environ Science</i>	3	2	1	1		67%		
Social Science								
<i>US Government</i>	3	2	1	1		67%		
<i>Macroeconomics</i>	5	1		1		20%		
<i>US History</i>	4	3	1	2		75%		
Chinese								
<i>Language/Culture</i>	5	5			5	100%		
TOTALS: All Tests	30	20	6	7	7	67%	26	10.7%
2011-2012 Department	Tests	Passed	3s	4s	5s	Rate of 3s, 4s or 5s	Senior Class	Senior Pass Rate
English								
<i>Literature</i>	12	8	4	3	1	67%		
Science								
<i>Biology</i>	2	1		1		50%		
Social Science								
<i>US Government</i>	6	3	1	1	1	50%		
<i>Macroeconomics</i>	4	4	1	1	2	100%		
<i>US History</i>	8	3	2	1		38%		
<i>Psychology</i>	5	2		1	1	40%		
Chinese								
<i>Language/Culture</i>	11	11		1	10	100%		
TOTALS: All Tests	48	32	8	9	15	67%	40	12.8%

The Advanced Placement Scholar Institute is meeting the educational needs of our students in preparing our students for college/university. Given the school's open enrollment policy, the variable size of each graduating class, and the variable circumstances from which students enroll in the school, these statistics demonstrate a positive achievement for the school's Advanced Placement Scholar Institute.

During the past three (3) years of the Advanced Placement Program at Arroyo Pacific Academy, **the percentage of passing scores has increased from 45.5% to 67%**. The number of scores of four (4) or five (5) has also increased during this time.

The number of courses in which 50% or more students passed the corresponding exam has increased over the past three (3) years. During the first three (3) years of the program, the number of courses with 50% or greater pass rates were: two (2) of nine (9) in 2007, zero (0) of five (5) in 2008, and three (3) of five (5) in 2009. During the past three (3) years the

number of courses with 50% or greater pass rates was: five (5) of seven (7) in 2010, seven (7) of eight (8) in 2011, and five (5) of seven (7) in 2012.

The percentage of Arroyo Pacific graduates who successfully pass at least one (1) AP exam in high school has **increased to levels higher than the State of California and the United States as a whole**. In addition, the number of AP Scholars awarded by the College Board has improved as well.

Year	APA	CA	US	AP Scholars at APA
2010	13.9%	22.3%	16.9%	0
2011	32.1%	23.4%	18.1%	3
2012	25.6%	24.7%	19.5%	3

The number of Advanced Placement examinations being taken at Arroyo Pacific Academy has almost quadrupled between 2010 and 2013, with twenty-two (22) exams taken in 2010, thirty (30) in 2011, forty-eight (48) in 2012, and seventy-nine (79) scheduled for 2013.

Given the diverse nature of the student body including transfers from other schools, international students with varying levels of English experience, and general adherence to the College Board’s open enrollment policy of allowing students of all ability levels to try Advanced Placement courses, the school is making significant progress in improving Advanced Placement examination scores. Each year is variable depending on the makeup of the classes, and courses will continue to be monitored to find best practices and areas for improvement. The substantial improvement in Advanced Placement passing rates is due to the dedication and commitment of our students and faculty.

In order to strengthen skills needed for success in Advanced Placement courses and on AP examinations, the school has developed summer prep courses, first implemented in the summer of 2008, in preparation for the 2008 - 2009 academic year. As of summer 2009, students wishing to enroll in an Advanced Placement course must successfully complete the corresponding summer prep course. It is anticipated that this additional preparation will continue to lay a foundation for greater success for our students in Advanced Placement courses and on AP exams in the future.

Academic Assistance and Remediation Programs

Arroyo Pacific Academy is a learning institution where academic attainment has the highest priority within a learning environment that is supportive and encouraging. The administration and faculty are dedicated to each one of our students regardless of his/her 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 through the Expected Schoolwide Learning Results. Priority is given to success in academic achievement and therefore the school has created the following educational opportunities, which demonstrate the Arroyo Pacific Advantage:

- Each student is provided an **Academic Advisor** in daily Study Hall who is appointed to assist and support the student with his/her individual academic performance and school expectations.

- The **Agenda Implementation Plan** assists all students with time management and academic achievement. Students are required to write all assignments in the Agenda daily. Teachers and Academic Advisor ensure that assignments are written daily and may write notes to parents/guardians as necessary. Parents/guardians and host parents check their student’s Agenda to ensure and monitor the completion of assignments nightly.
- The **Assisted Learning Program** is designed for students with documented and perceived learning disabilities and provides a quality educational experience at a slower pace while helping students enhance self-confidence by extending additional support. A resource program specifically designed for students with learning disabilities is not available nor does the school provide IEP, 504 Plans, or professional evaluations for students. Parents/guardians of a student with learning disabilities are required to provide specific documentation. Students in this program receive personalized attention, instruction and accommodations that fit into the overall educational program of the school. Currently, this program serves fourteen (14) students or 22% of students with identified learning disabilities while providing a rigorous and meaningful college preparatory education with the means to fulfill the ESLR. Generally, this program serves approximately twenty-five (25) students with identified learning disabilities per year.
- **Academic Intervention and Tutoring** is designed for students whose grade point average reaches an unsatisfactory level. Working closely with the parents/guardian, a teacher is selected to work exclusively, one-on-one, with a student after school needing to complete or repeat course work due to unsatisfactory grades. In addition, all teachers are available twice a week from 2:45 to 3:45p.m. for free tutoring services to all students.
- **Academic Probation Study Hall** is designed to improve the levels of achievement of our students whose grade point average reaches an unsatisfactory level when the semester and/or cumulative GPA falls below a 2.0 or when a student receives an *F* grade in a course.

The purpose of Academic Probation is to foster academic accountability, responsibility, development, and success in students who are struggling academically by requiring an additional Study Hall Mondays through Thursdays from 2:45 to 3:45pm.

	Students on Academic Probation	Percent of Student Body on Probation	Percent of Student Body not on Probation
2009-2010	14	14%	86%
2010-2011	25	22%	78%
2011-2012	41	28%	72%
2012-2013	23	15%	85%

This intervention for students in arrears with assignments has focused attention for those habitually late with class work, homework and projects.

- The **After School Program** is designed for our students who are behind in credits and provides them with an educational advantage to help them be successful in school and their future by graduating on time from Arroyo Pacific Academy or other schools. This program is for students to earn credits for courses failed or missing during the course of a school year.
- The **English Language Development Program** has been improved since the 2010 Visit. The EDGE Program's courses strive to offer opportunities for international students to excel in academic, cultural, and social development in order to become successful, productive members of their school and community. It recognizes the linguistic, academic, and cultural diversity of its students and strives to support all English language learners so they attain their personal goals during and after high school.
- **Summer School** is designed to meet the needs of a variety of students from both public and private schools for enrichment, remediation and Advanced Placement course preparation. Approximately ten (10) to fifteen (15) students from public schools, private middle schools and private high schools enroll in Summer School each year.

Academic Assistance and Remediation Programs are aimed to increase the success of students in content specific courses, increase the completion rates, and increase student perseverance from one semester to the next. These programs are focused on student persistence, student learning and student attainment of the Expected Schoolwide Learning Results.

Analytical Summary of Interpreted Student Achievement Data

Arroyo Pacific Academy maintains realistic and achievable Expected Schoolwide Learning Results. We provide a rigorous, meaningful and challenging educational program for all students. We are committed to offer a coherent and relevant instructional program with daily Study Hall, smaller classes, individualized instruction, Summer School, tutoring, and After-School Programs to help all students achieve the Expected Schoolwide Learning Results. Our current parent data is mainly based on comments from our parents of domestic students. Our newly appointed International Student Consultant will be conducting surveys for the international students, their parents and homestay guardians to address their specific needs. We now have two years of significant international enrollment to analyze.

The parents/guardians and host parents express satisfaction with the quality of our private, independent, college preparatory curriculum as based on their comments at Parents Association Meetings. We help our students to develop the knowledge and skills to communicate, calculate, create, research, and reason as we prepare them for college success.

The governing authority, the administration and the faculty are committed to a continuous cycle of curriculum development and improvement with personalized academic assistance to help those students who are struggling academically. This commitment to the individual student has proven to be highly effective in improving student achievement. Our parents/guardians and host parents are very appreciative and supportive because students

receive personalized attention, instruction, assessment, and accommodations that fit into the overall college preparatory educational program.

The administration and faculty view academic excellence as an achievable goal for all students as each student learns and grows according to their individual abilities, potential and talents. We believe that the total education of each student necessitates an active collaboration with parents/guardians and host parents. Our dedicated faculty meets regularly to share, refine and assess the impact of curriculum, instruction, and strategies, continuously to help increasing numbers of our students learn at higher levels.

This year, from research and professional development for the administration and faculty, the EDGE Program with its specific assessments, curriculum and texts were adopted, and Mrs. Margie Holman was hired to implement the new curriculum. Ongoing evaluation of students, academic programs, and progress helps to ensure that we are properly responding to the genuine needs of our students as they realize the Expected Schoolwide Learning Results.

To raise student achievement, the administration maintains high academic expectations for all students. All members of the faculty share a fundamental belief that all students can, will, and must learn. We clearly and repeatedly communicate this belief to all parents/guardians, host parents and stakeholders. We understand exactly what the high academic expectations are and what must be done if our students are to meet those goals. Research has consistently shown the link between expectations and high achievement. In particular, parents/guardians and host parents understand the academic requirements as stated in the *School Handbook* and the *International Student Handbook* and know how best to help their student meet or exceed those requirements through the Expected Schoolwide Learning Results.

The use of the Expected Schoolwide Learning Results and Indicators to assess the level of achievement of our school's targeted and valued skills ensures that students and their parents/guardians and host parents know what is expected of them and know what they need to do to improve. Students have multiple opportunities across the content areas and/or across courses to practice and achieve the Expected Schoolwide Learning Results. Students with parents/guardians and host parents can see incremental and in some cases, dramatic academic progress.

Overwhelmingly, as stated at Parents Association Meetings and at administrative and teacher conferences, our parents/guardians and host parents are very appreciative of the academic achievement of their students at Arroyo Pacific Academy. Parents/guardians and host parents are most supportive of the administration and faculty who provide individualized academic assistance and remediation programs so that their students are afforded every opportunity to achieve a challenging, coherent, meaningful, relevant, and rigorous educational experience.

Student Achievement and Ongoing Improvement

In light of the Student Achievement Data, we will continue to schedule students on an individual basis so that students achieve a rigorous and meaningful college preparatory curriculum and the Expected Schoolwide Learning Results.

- We will continue to challenge students to their highest potential with Advanced Placement courses, University of California and the California State University A-G approved courses, Algebra II/Trigonometry, Pre-Calculus, Calculus, and Spanish III classes.
- We are addressing the needs of our international students especially as regards to English language proficiency and the challenges they face in mainstream classes by the introduction and implementation of the EDGE Program.
- We will continue to modify the curriculum and learning expectations with regard to an individual's approved IEP or Psycho-Educational Evaluation as presented to us by a parent/guardian.
- We remain committed to continue to offer rigorous and meaningful alternatives to students who need to substitute the more challenging courses with courses best suited to their intellectual ability. These include Business Mathematics instead of Algebra II or Earth Science instead of Chemistry or Physics.

Based upon the Mission Statement, the Philosophy and the Expected Schoolwide Learning Results, the administration and faculty operate as a committee of the whole in addressing student achievement, academic rigor and the specific challenges that each student may face. We will continue to meet regularly to assess each student and compare teaching and assessment strategies, activities and approaches that are the best practices for each student which may assist the student become more academically successful and achieve the Expected Schoolwide Learning Results.

4. Student Follow-up Data

We conducted an informal survey of our alumni at our recent all-class Alumni Reunion in celebration of the school's 15th Anniversary on March 9, 2013, and determined to follow up with a more detailed survey before the next WASC accreditation visit. 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 experiences and how the school and teachers have helped them reach their goals, and for some, their dreams.

5. Administration, Faculty and Staff Profile

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. These qualities are what distinguish our faculty and staff as a fundamental building block of our school community. The faculty and staff demonstrate their commitment to the school's Philosophy, Mission, and the Expected Schoolwide Learning Results. The grounds-keeping, air-conditioning, elevator and trash disposal services are all contract agreements with outside agencies.

Since the 2009 – 2010 WASC Visit, significant improvements and changes have brought new members to the administration and to the teaching and learning community in response to **Category A Key Issue** to further develop the capacity for leadership in the school for the purpose of sustainability. The Governing Authority, the Board of Regents of Arroyo Pacific Academy Inc., has been expanded to include Mr. Robert Nguyen as Vice President and Mr. Robert S. Walley as Vice President, with Mr. Philip Clarke, President. In April of 2011, Mr. Joseph Blackman was promoted to the administration as a new Vice Principal for Daily Operations. During the Summer of 2012, Mr. Blackman was promoted to Principal and Mrs. Leticia Tufenkdjian was promoted to Vice Principal. She is currently enrolled in a Masters in Education: Leadership in Administration program at Capella University. Mrs. Tufenkdjian is the first woman administrator in the history of Arroyo Pacific Academy.

Curricular and facility expansion, opportunities, and growth have brought new faces and with them, new experience, expertise and new ideas to Arroyo Pacific Academy. These new faces on campus have provided creative energy and educational expertise to our continued process of school improvement. Since the 2009 – 2010 WASC Visit, nine (9) additional full time teachers have joined the faculty to expanded the curriculum and share their professional expertise with our students. In September 2012, all returning and new faculty members (*) were introduced to WASC and Focus On Learning.

The addition of new faculty members just this year is the largest expansion of faculty at one time in the history of the school. The expansion has resulted in new opportunities to review, to create, and to implement additional programs. These programs further student learning and join our focused efforts and energies on increasing student achievement through our Expected Schoolwide Learning Results.

Ms. Xochitl-Julisa Bermejo, holds a BA in Theatre and a MA in Poetry from California State University, Long Beach. Xochitl left teaching with us in 2008 to complete her Masters and has recently returned to our school in 2010. She has been teaching for ten (10) years and has been with us for eight (8) years. Xochitl teaches in the English and the Visual and Performing Arts Departments. In response to **Category C Key Issue** to continue development of community service learning through curricular and co-curricular opportunities, she has made significant improvements in establishing new community partnerships and provides Service Learning opportunities on a monthly basis for our students while creating new partnerships with local community organizations.

Ms. Bermejo is the recipient of the 2013 Poets & Writers California Writers Exchange Award. Recently, she traveled to New York City for an all-expenses-paid, weeklong trip to meet with literary agents, editors, publishers, and writers, and to give a public reading. Her winning manuscript, "The Meditation for the Lost and Found," was inspired by her August 2011 volunteer efforts with the Tucson-based direct humanitarian aid group, No More Deaths. Our school community, and most especially our students, are fortunate to have such a well-known writer and teacher.

* **Ms. Jacquelyn Burchfield** received a BA in Chemistry and Mathematics from Grinnell College. She has been teaching for two (2) years. Jacqui completed post undergraduate

course work in the PhD Chemistry Program at the University of California, Berkeley. She completed Quantum Mechanics, Statistical Mechanics, Graduate Student Instructor Training and Graduate Student Research. Jacqui teaches in the Science Department.

* **Mr. Kim Chan** has been teaching for two (2) years. He completed a BS in Physics from the University of California, Los Angeles. He teaches in the Mathematics and Science Departments.

Mr. Cameron Chao holds a BS in Sociology from California State University, Los Angeles. Cameron was a student at our school in 2001-2002 and has been teaching with us for one and three-fourths years (1¾) in the Social Studies, Technology and Physical Education/Health Departments. Cameron has also been our basketball coach.

Mrs. Joan Collazo received a BS degree in Biology from Emmanuel College. Joan has been with us for the past three (3) years and has been teaching for nine (9) years. She has passed the CBEST and the CSET/Biology I and II subject tests. Joan teaches in both the Mathematics and Science Departments. She belongs to the California Science Teachers Association and the National Science Teachers Association.

* **Mr. Steve Creason** comes to our school with twenty-four (24) years of teaching experience. He received a BA in Music Theory from the University of Michigan and holds an MA in Music Composition from San Francisco State University. Steve is a member of The American Society of Composers, Authors and Publishers (ASCAP) and the National Association for Music Education. He also has completed courses in Advanced Study in Film Music and Composition from the University of Southern California. He is establishing the Music Division of the Visual and Performing Arts Department. Steve has also been our basketball coach.

* **Mr. Michael Duncan** received a BA in Media Arts from the New College of California. He has been in the field of education for ten (10) years teaching private, individual student guitar and music lessons. Michael provides individual instrumental lessons. He has an extensive background in Performing Arts and in the entertainment industry including MTV Networks Productions, promotions for Los Angeles nightclubs and large concert venues domestically and internationally. He also brings a great amount of experience and knowledge of computer science technology. Michael is establishing the Music Division of the Visual and Performing Arts Department.

* **Mrs. Margie Holman** comes to our school with thirty-six (36) years of teaching experience and holds a BA in Speech from Oregon State University and an MA in Education from California State Polytechnic University, Pomona. She holds a Lifetime California Credential in Speech. Margie has made significant curricular and assessment improvements to the English Language Development Program.

* **Mr. Ron Wilson** has been in the field of education for fourteen (14) years. As a working professional in the television, film, media and performing arts industries and as a private business owner of AngelCity Multimedia, Ron has received 2 Telly Awards and has been

recognized as the Top Trainer in the Gary Austin Workshops in Los Angeles. He teaches in the Visual and Performing Arts Department to establish our media, television and technical theatre curriculum. Ron is also the Technical Director of the new theatre. He belongs to the Cameraman's Union, the Screen Actors Guild and the American Federation of Television and Radio Artists.

* **Mr. Justin Yaeger** received his MA in Education from Pepperdine University and a BA in History from UC Santa Barbara. He shares his knowledge of Social Studies with our students. He has been a teacher for the past nine (9) years. Justin is a member of the National Council for Social Studies and has attended Advanced Placement Workshops. He teaches in the Social Studies Department.

In addition, two (2) part-time teachers joined our teaching and learning community for the current academic year.

* **Mrs. Lanxiang (Lisa) Chen** has a BA in Computer Science from Beijing University of Technology. Lisa teaches Chinese in the Modern Languages Department. Lisa has been a teacher for four (4) years and has been teaching for two (2) years in our school.

Mr. Nick Zerlantes is currently working on his MA in Secondary Education in Mathematics. He has a Preliminary Education Specialist Credential in Deaf/Hard of Hearing and a Preliminary Single Subject Credential in Mathematics. Nick has a BA in Mathematics and has been teaching for five (5) years. Nick joined our school this year to teach American Sign Language in the Modern Languages Department.

Since the 2009 – 2010 WASC Visit, our professional staff has increased and four (4) new members bring their professional expertise, care and concern to assist students, faculty and administration.

Mrs. Tillie Burke is the Business Manager. Tillie has a BA in Art from Louisiana State University. She brings seventeen (17) years of Financial and Office Management to the Business Office.

Ms. K.C. Deagon is the Administrative Assistant, Attendance Secretary and Receptionist who is an alumni parent of John '10 and Maggie '12. K.C. holds a BS from the University of Southern California in Marketing & Business Communication. K.C. served on the previous WASC Visit in Focus Group D and was a volunteer in our school for two (2) years.

Ms. Jennifer Tseng is the Registrar, Academic Administrative Assistant and the International Admissions Secretary. Jennifer recently completed the training and passed the test to become the school's new SEVIS Designated School Official (DSO) to assist the International Student Program with the U.S. Immigration and Customs Enforcement's requirements. Jennifer completed a BA in Liberal Studies and an MA in Curriculum and Instruction with Emphasis on Urban Learning from California State University, Los Angeles. Jennifer has a Multiple Subjects Clear California Credential and has been teaching for four (4) years.

Ms. Aling Zhang is the Administrative Assistant to the President. Aling also assists Mr. Philip Clarke in the admissions work of the school.

Through a process of careful interviewing, the administration has been able to attract new faculty and staff members who share a common vision with our teaching and learning community, who work collaboratively with veteran faculty, and are invested in the well-being of our distinctive programs, educational opportunities and systemic progress. Our new faculty and staff members have joined our veteran faculty and staff members to maintain Arroyo Pacific Academy’s cohesive, collaborative, and dedicated team of educators. These educators personalize a learning institution where academic attainment has the highest priority within an environment that is supportive and encouraging.

The administration, faculty and staff are devoted to our students and are eager to provide them with the skills and experience necessary to meet the rigors and demands of higher education. Our enthusiastic and dedicated faculty understands that taking an interest in each student's academic performance, character development, and educational goals reflects an attention to the whole person. This is the Arroyo Pacific distinct educational advantage.

Composition and Gender

	Professional Staff	Support Staff	Maintenance Staff	Male	Female
2009-2010	16	5	1	15	7
2010-2011	16	4	1	14	7
2011-2012	17	5	1	12	11
2012-2013	24	5	1	17	13

Administration, Faculty and Staff Ethnicity

Ethnicity information is no longer collected by the state and school districts do not require this information from employees. However, the administration, faculty and staff represent a variety of ethnic backgrounds.

	Caucasian	Hispanic	Asian / Pacific Islander	African American
2009-2010	12	5	4	0
2010-2011	10	6	4	0
2011-2012	10	6	6	0
2012-2013	14	7	8	1

Administration and Faculty Years in the Education Profession

	1 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 19 Years	20 - 24 Years	25 Years and over
2009-2010	1	3	4	1	2	5
2010-2011	0	6	3	3	0	4
2011-2012	2	6	3	1	2	3
2012-2013	5	6	5	1	3	4

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

The administration, faculty and staff are committed to the ideals and purpose of the school. Currently, 55% of the administration, faculty and staff have been employed at the school five (5) or more years.

	1 - 4 Years	5 - 9 Years	10 Years and over
2009-2010	9	6	6
2010-2011	6	8	6
2011-2012	8	9	5
2012-2013	15	7	7

Administration and Faculty Age Range

The faculty represents a variety of age ranges and life experiences.

	20-29 Years	30-39 Years	40-49 Years	50-59 Years	60 and over
2009-2010	2	4	2	4	4
2010-2011	2	2	4	4	4
2011-2012	3	2	4	5	3
2012-2013	5	4	6	6	3

Qualifications

Arroyo Pacific Academy is committed to employing qualified professionals who are committed to providing a quality education in keeping with the school purpose. The administration encourages and facilitates faculty in-services and provides tuition assistance to faculty for off-campus professional development.

	Other Certification	Bachelor Degree	Master Degree	Master Degree in Process	PhD	Support Staff with BA and/or MA
2009-2010	1	16	9	2	2	2 2
2010-2011	1	16	9	1	2	2 1
2011-2012	2	17	8	0	1	2 1
2012-2013	5	24	10	1	1	3 2

Attrition of Faculty and Staff

In the fifteen year history of the school, we have maintained a very dedicated faculty and staff. Five (5) teachers and one (1) staff have left the school to: relocate to other cities, return to college teaching, pursue full-time studies in medical school, pursue full-time studies in a Masters' program, or seek a position in another field. Our beloved Receptionist and Attendance Secretary, Mrs. Osborn, passed away in 2012 due to an extended illness.

Professional Development

Mr. Robert S. Walley, Vice President/Dean of Studies, is responsible for the professional development of the faculty. He is responsible for supervising the accreditation self-study process and for working with all teachers in providing administrative support with

curriculum and instruction. His role is to assist the Principal in classroom supervision and to provide feedback to the faculty on curriculum planning, strategies on classroom management, teaching techniques, and student assessment. He is informed in these tasks by his thirty-one (31) years of experience and expertise. The addition of Mrs. Leticia Tufenkdjian, Vice Principal, and our new teachers has increased the need for in-services and professional development. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is important to expand how we train and support both our new and experienced teachers.

6. Student Participation in Academic and Co-Curricular On Campus Activities

Since the 2009 – 2010 WASC Visit we have responded to **Category C Key Issues** to provide further guidance to students’ clubs, activities and events. In addition, we were directed to create events with other schools, particularly small private schools. To do this we have significantly expanded clubs, activities and events through new co-curricular Program Directors for our students to achieve the Expected Schoolwide Learning Results. During the 2011 – 2012 academic year, Mr. John Maust assumed the responsibilities for the Director of Activities and Mr. Rick San-Martin became the school’s first Athletic Director.

The range of involvement in academic and co-curricular activities varies based upon student commitment, dedication and interest. Thanks to the dedication and commitment of the faculty, we offer student life learning enrichment through the following Associated Student Body programs:

Club:

Associated Student Body
 Arts Club
 Baking Club
 Comedy Improv Club
 Film Club
 National Honor Society
 Outdoors Club
 Service Club
 Writing Club

Moderator:

Mr. Maust, Director
 Mr. Daniel Johnson
 Mr. Daniel Johnson
 Mr. Ron Wilson, proposed for 2013-2014
 Mr. Ron Wilson
 Mrs. Joan Collazo
 Mr. Daniel Johnson, Mr. John Maust
 Ms. Xochitl Bermejo
 Ms. Xochitl Bermejo

After School Activity:

Festival of the Arts
 Holiday Concert
 International Travel
 Music Lessons
 Orchestra
 Social Activities
 Spanish Student Exchange

Moderator:

Mrs. Leticia Tufenkdjian
 Mr. Steve Creason
 Mrs. Leticia Tufenkdjian
 Mr. Steve Creason, Mr. Michael Duncan
 Mr. Steve Creason
 Mrs. Tillie Burke, Mr. Cameron Chow
 Mrs. Leticia Tufenkdjian

Athletics:

Boys Basketball

Moderator/Coach:

Mr. Steve Creason

Co-ed Soccer
Co-ed Tennis
Girls Volleyball
Track & Field

Mr. Rick San-Martin
Mr. Robert Nguyen
Mr. Mark Mina, Mr. John Maust
Mr. Kim Chan

All students are encouraged to participate in our on-campus learning enrichment activities, clubs and organizations. Emphasizing student leadership is a fundamental outcome of student clubs, activities, and athletics. Clubs are student-led and guided by a moderator who works with students to organize events, and communicate effectively with club members and the community at large. The learning enrichment program offers a vast and diverse array of activities dedicated to providing students the opportunity to understand and embody the Expected Schoolwide Learning Results.

7. School Financial Support

Philip Clarke and the Arroyo Pacific Foundation are dedicated to nurturing a comprehensive educational environment that ensures that all Expected Schoolwide Learning Results will be met today and into the future.

Tuition and Fees

- Domestic Tuition in 2009-2010: \$12,000 International Tuition: \$16,000
- Domestic Tuition in 2010-2012: \$13,000 International Tuition: \$18,000
- Domestic Tuition in 2012-2013: \$14,500 International Tuition: \$20,000
- Domestic Tuition in 2013-2014: \$15,000 International Tuition: \$22,000

Additional fees of \$500- \$1000 are charged to cover the costs of Arts, Athletics, field trips, Testing, Technology and the Yearbook. This amount does not include the cost of insurance, books, materials or supplies.

The tuition rate is decided based on projected enrollment. The Arroyo Pacific Foundation covers all need for student financial assistance, if requested, to keep the annual budget accurate. The main sources of funds to the Arroyo Pacific Foundation are from the Parent Pledge Program and major gifts. The Arroyo Pacific Foundation established a Heritage Fund and a mechanism for receiving gifts of stock or other financial vehicles. This addresses **Schoolwide Action Plan #4** Advancement and Alumni Relations for the future stability of the school.

School Budget

The school budget is composed of the following elements:

- The annual lease on the building and The Clarke Center
- The operational expenses: electricity, insurance, equipment, etc.
- The salaries of faculty and staff

Significant Developments

Arroyo Pacific Academy provides a distinctive educational program and a special place for students to learn, to grow and to prepare for life.



Following the 2009 – 2010 WASC Visit, the administration and faculty continue to expand learning enrichment through curricular and co-curricular activities and programs. This ensures that all students have an opportunity to leave our school well prepared for college/university and graduation activities as collaborative workers, critical thinkers, lifelong learners and responsible citizens.

The development and expansion of our facilities, faculty/staff members, curriculum and co-curricular programs to ensure that all students are offered a rigorous, meaningful, and educational experience that is aligned with our Expected Schoolwide Learning Results has been central to every school-wide improvement that we have accomplished to date.

The Clarke Center

The construction and utilization of The Clarke Center in November with the Grand Opening in December 2012 has been the most significant development since the last full visit, in addition to being the greatest accomplishment in the fifteen (15) year history of the school. The provision of new facilities for hands-on experiential learning, for project-based learning and assessments, and for performance-based activities and assessments has breathed new life into the Visual and Performing Arts, Technology and Fitness programs. The new facilities in The Clarke Center have significantly improved and expanded the quality of our curricular and co-curricular programs.

With the addition of a new performing arts theatre, an art studio, a dance studio, a music suite with individual rehearsal rooms, a television and media production studio, a music recording and editing lab, a computer editing center, a fitness center and an informational lobby, The Clarke Center brings additional opportunities for the continued development, expansion and the improvement of the school's Visual and Performing Arts, Health and Fitness, Technology and Media Programs. At the time of writing this report, it is already evident that the students are becoming more creative and engaged in the various hands-on opportunities, performance-based experiences and project-based assignments that our faculty has designed and that the new Clarke Center supports.

The Clarke Center addresses the **Category D Key Issue** to further seek to improve classroom and building facilities for students. It also addresses the **Category C Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution. In addition, the Television and Media Production Studio, a Music Recording and Editing Lab, and a Computer Editing Center address the **Category A Key Issue** to improve and upgrade the use of technology in the classroom.

Additional Offices in The Clarke Center

The new Clarke Center provides for the following additional offices:

- The Mycroft Family Development Office A
- The Ria and Earl Richey Admissions Office B
- The Frank and Marlene Griffith President's Office C
- Office D

New IT Telephone and Computer Service in The Clarke Center

This new computerized system serves as a model for the expansion of our IT and telephone services on the main campus during the summer 2013. Web access for teachers and students will be updated and increased to the latest standards. This technology improvement addresses the **Category A Key Issue** to improve and upgrade the use of technology in the classroom.

The President/Principal Model of Leadership

Recognizing the increasing complexity of school administration, as well as the escalating demands placed on the individual holding the top administrative role, the Board of Regents, Mr. Philip Clarke, Mr. Robert Nguyen and Mr. Robert S. Walley, instituted the new model that led to the promotion of Mr. Joseph Blackman as the new Principal for the 2012 – 2013 academic year. This model recognizes that there are two separate and distinct jobs for top administrators in high schools today. One of these jobs primarily involves the future of the school and the other focuses on the school's day-to-day operations. The ongoing development of an administrative model which will endure past the tenure of the school's founder, Mr. Clarke, has been strengthened for each by the separation of the offices of President and Principal, with distinct duties and responsibilities.

The President/Principal Model of Leadership is a key component of the school's future planning and addresses the **Category A Key Issue** to develop the capacity for leadership in the school for the purpose of sustainability. As a result of this improved administrative model, the President and Development Office now can focus on the financial stability and financial health of the school going forward. This Model of Leadership addresses the **Category D Key Issue** to further the development and growth of the new Heritage Endowment Fund of the Arroyo Pacific Foundation and alumni involvement for long term viability and growth. The President will focus on the institutional advancement, development, public relations and marketing of Arroyo Pacific Academy.

Vice Principal

Without the additional office space in The Clarke Center, the position of a new Vice Principal would have been difficult to realize. The new Vice Principal, Mrs. Leticia Tufenkdjian, has been appointed as part of a new administrative structure focused on student achievement and the Expected Schoolwide Learning Results. This is a key component of the school's future planning and addresses the **Category A Key Issue** to develop the capacity for leadership in the school for the purpose of sustainability.

Business Manager

Mr. Clarke, President, has appointed Mrs. Tillie Burke as the new-full time Business Manager beginning in Summer 2012. Mrs. Burke is developing the Business Office and streamlining school procedures. She will work with the school's external accountant to

ensure that all financial reports are in accordance with accounting practices. In addition, Mrs Burke is reviewing all school financial policies and operations to ensure systemic accountability and growth of the school. The selection and appointment of Mrs. Burke has also allowed for an improvement and a re-direction of Food Services with an expansion of community partnerships with local restaurants and more varied menu options for the students, faculty and staff.

Registrar, Academic Administrative Assistant, International Admissions Secretary, Designated School Official (DSO)

A full-time position was created in 2010 to enhance the academic services of the school. Ms. Jennifer Tseng enriches the academic community by offering a broad range of services promoting student success, ensuring access, and enhancing the educational experience of all students. Ms. Tseng's responsibilities require an integrated student-centered approach which reinforces rigorous academic expectations and encourages student engagement from the time of enrollment through graduation.

College and Career Center

With additional office space in The Clarke Center, space has been made available on the main campus. The administration is planning to create a new, centrally-located, college and career center. This will fulfill one of the main goals of the school, which is to aid our students with admission to the colleges and universities of their choice and develop their potential as collaborative workers, critical thinkers, lifelong learners and responsible citizens. This plan to enhance the College and Career Program addresses the **Category D Key Issue** to further seek to improve classroom and building facilities for students.

Expanded Facilities for Dining

The rearrangement of our dining area in the Commons and the new outdoor patio furniture which was a senior's Eagle Scout Project with the Boy Scouts of America, has provided expanded dining space for students who eat on campus as well as places for students to gather and share their experiences. The Grub Shack has also enhanced its hot lunch offering with deliveries from four (4) different restaurants each week for variety. The new outdoor dining area and professional food service addresses the **Category D Key Issue** to further seek to improve classroom and building facilities for students.

International Student Program and Admissions

Another of the most significant developments has been the expansion of our International Students Program. Because of the new Clarke Center, the school has added the potential for an additional one hundred (100) students to be enrolled in the school. The Admissions Office has addressed the challenging effects of the recent recession by reaching out to international students who bring a breadth of new experiences and perspectives as well as new challenges to the school.

English Language Development Program

The administration and faculty have an aggressive new domestic/international integration program which directly addresses the challenges of international students who are striving to become more fluent in English. Based upon the evaluation of students at regular Student Review Meetings since the 2011 – 2012 academic year, the administration hired Mrs. Margie Holman in August 2012, to coordinate the English Language Development Program. Mrs.

Holman has improved the English Language Development Program's curriculum by researching and suggesting the adoption of the EDGE Program for the English Language Development courses.

The EDGE Program is being piloted this year for full adoption for the 2013 – 2014 academic year. The program has been designed by leading experts in the fields of adolescent literacy and language acquisition. This new program is research-based and provides best practices for reading, writing and language instruction. International students are required to take extra English classes until they reach fluency as determined by testing and conversations.

This standards-based curricular program and assessments enable our students to achieve at a pace which allows them to remain on a path to graduation and achievement of the Expected Schoolwide Learning Results. International students also achieve their main goal of being prepared for university and college admissions when they graduate from an American high school. This improved curriculum, methodology and assessments for the English Language Development Program addresses the **Category B Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution.

English Language Development Consultant

During the 2012 – 2013 academic year, an English Language Development specialist, Mrs. Maria Leinenweber, who has extensive experience in the Glendale Unified School District, worked directly with Mrs. Holman and the administration in the implementation of the EDGE Program for those international students who are ELD learners at various skill levels. Mrs. Leinenweber has provided Professional Development to the Administration and will be providing Professional Development to the faculty. She will also help us review and assess our English Language Development Program and suggest on-going Professional Development for the administration and faculty. Mrs. Leinenweber's contributions to the English Language Development Program addresses the **Category B Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution.

Expanded Services for International Students

- **Summer Intensive English Program**

Mrs. Holman, Mrs. Burke and Mr. Walley researched and developed a special Summer Intensive English Program which will be implemented before the 2013 – 2014 academic year begins. This program is an additional term in August for intensive English for those students at lower levels of proficiency based upon the EDGE tests and interviews. Students will have core courses in the following specific language functions: reading comprehension, grammar/writing, vocabulary, and listening/speaking. In addition, afternoon activities will include walking tours of the surrounding community: Santa Anita Park, Westfield Santa Anita Mall, downtown Arcadia and the Arcadia Public Library. Students will visit local museums, Old Town Pasadena, the San Gabriel mountains, Hollywood, Universal Studios, and the Santa Monica Beach. This new program addresses the **Category A Key Issue** to a continual development of plans that measure student achievement of the Expected Schoolwide Learning Results and the **Category B Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution.

- **Homestay Evaluations and Student Support**

Beginning in the Fall Semester 2012, Mrs. Danielle Meng and Mrs. Lanxiang (Lisa) Chen were assigned by Mr. Philip Clarke to assist Mr. Robert Walley in overseeing the housing arrangements for our international students in changing host parents and living arrangements as needed. It has become clear that greater communication with the parents is needed to keep parents well informed. A consultant has been engaged to communicate directly with the overseas parents of the international students to ensure that they are given the information they need to monitor their child's success and challenges. This will also allow the administration to receive feedback from the overseas parents about the school and our services.

- **AVID Test Prep**

Arroyo Pacific Academy will be partnering with Advancement Via Individual Determination (AVID). AVID is a college readiness system which has developed additional resources for tutoring, SAT/ACT prep and TOEFL exam prep. These additional courses have been requested by the international students themselves as well as our domestic students. AVID Test Prep will help students of all ability levels reach their educational goals by offering expert instruction in a way that is engaging, convenient, and student-adaptable. AVID teachers, through their keen insights and broad experiences, are uniquely positioned to engage students as they impart the knowledge and strategies proven to maximize test scores. This addresses the **Category A Key Issue** to a continual development of plans that measure student achievement of the Expected Schoolwide Learning Results and **Category B Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution.

Commitment to Success in Academic Achievement

The curriculum has been improved and expanded and the Master Schedule has been modified to address the specific learning needs of our students from English Language Development to Advanced Placement. The school has twenty-two (22) full-time equivalent teachers for one hundred and sixty (160) students. Mr. Clarke, President, has also freed up administrators and Mr. Daniel Johnson, College Counselor, to have time to devote to individual learners. This commitment to a quality curriculum and individualized attention addresses the **Category B Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution.

International Travel Programs

The annual International Trip has been successful at promoting an international culture and flavor to our school for the past ten (10) years. In the past three (3) years, our students have visited Ireland, Scotland, England, France, Switzerland, and Italy. Due to the success of our Spanish Student Exchange Program, the administration with faculty members, is developing on-going partnerships where our domestic students can engage conversationally with international students to develop fluency, exchange culture and improve relationships within the school.

Presently, one-fifth of our domestic students are on a spring Exchange Trip to our Madrid counterparts after a very successful visit by the Spanish students to our school in March. This is our third (3rd) year of Spanish exchange visits and our students are responding well. We

hope to develop more exchanges with various countries to promote cultural enrichment and understanding and provide the opportunity of developing foreign language skills further through full immersion.

International travel is a great learning opportunity. World travel increases the student's perception of the world around him/her. Being exposed to people who not only speak different languages, but whose cultures and philosophies are different than theirs can have a profound and lasting effect on student's lives. International travel can help develop tolerance and respect for other cultures and political and economic systems. As Mark Twain once said, "Travel is fatal to prejudice, bigotry, and narrow-mindedness." It can help develop a deeper understanding and appreciation of the student's own country and cultural values. The experience of traveling abroad can also increase self-confidence, reinforce desire to learn a foreign language, and influence students to seek out a greater diversity of friends. The International Travel Program addresses the **Category B Key Issue** to continue to strengthen the curriculum to ensure the school's position as a college preparatory institution.

Conclusion

The Significant Developments and the Schoolwide Action Plan demonstrate the school's commitment to providing a highly specialized learning program. This guides each student towards achieving the Expected Schoolwide Learning Results while realizing his/her academic potential through a rigorous and meaningful educational program. As a teaching and learning community, we aspire to provide our students with the knowledge, the skills, and the abilities necessary for them to be successful in the work force, in higher levels of education, and in adult life. The highly effective and collaborative organizational structure enables the administration, faculty and staff to fulfill the school's Philosophy, Mission, Expected Schoolwide Learning Results and the Schoolwide Action Plan in association with our parents/guardians, host parents and stakeholders.

During the three years since the 2010 WASC Visit, the administration and faculty have continued to develop certain areas of Arroyo Pacific Academy as analysis, discussion and educational research have deemed necessary. Mr. Philip Clarke as a dynamic leader working with the dedicated administration, faculty, staff and all stakeholders continues to address the past, the immediate, and the future needs of Arroyo Pacific Academy with a clear focus on teaching and learning.

The administration, faculty and staff continue a collaborative commitment to the school and to our students which ensures Arroyo Pacific Academy as a viable and unique educational community today and the years ahead. The administration and faculty's demonstrated leadership, vision, commitment, and faithfulness to the school's Philosophy, Mission, Expected Schoolwide Learning Results and the implementation of the Schoolwide Action Plan is documented in the Significant Developments in this Mid-Term Progress Report.

Ongoing School Improvement



The governing authority and administration have made a concerted effort to provide ongoing leadership, professional development and support in order for Arroyo Pacific Academy achieve its collaboratively developed goals as stated in the Schoolwide Action Plan and to realize our Mission, our Philosophy and our Expected Schoolwide Learning Results. The administration working with the Self-Study Coordinator is responsible for monitoring, implementing and achieving the Schoolwide Action Plan. The Schoolwide Action Plan is a common topic of discussion and review at faculty meetings,

Professional Development meetings and department meetings. The Schoolwide Action Plan is also discussed and reviewed at Parents Association Meetings.

Because the Schoolwide Action Plan is discussed and reviewed several times each academic year at faculty and department Meetings, the Annual Progress Reports as well as this Mid-Term Progress Report have been prepared by a committee of the whole which includes the governing authority, the administration and the faculty. The Self-Study Coordinator is responsible for gathering the information and assembling the report. The governing authority, the administration, the faculty and the staff all received the Mid-Term Progress Report.

Following the 2009 – 2010 WASC Visit, the administration and faculty continued to have conversations and meetings concerning the Visiting Committee Report, with special attention to Chapter V: Ongoing School Improvement. The Schoolwide Action Plan was revised based on the Schoolwide Critical Areas for Follow-Up and the Action Plan Criteria as stated in the Visiting Committee Report. With the revised Schoolwide Action Plan all Expected Schoolwide Learning Results continue to be addressed as our students make progress as collaborative workers, critical thinkers, lifelong learners and responsible citizens. The Action Plan was revised to address:

1. The creation and development of rubrics and benchmark assessments for each one of the ESLR for each grade level.
– See Action Plan #1.
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.
– See Action Plan #3.
3. Encourage all teachers to utilize in their teaching multiple intelligences/modalities and best practices of classroom management.
– See Action Plan #3.
4. Further develop a formalized and comprehensive teacher evaluation process.
– See Action Plan #6.
5. Create a systematic plan for teachers to formalize and document professional development programs on individualized learning.
– See Action Plan #6.

The administration, faculty and staff embrace change and unite to provide greater opportunities for program development, expansion, improvement, and support for all students, both in and out of the classroom as indicated on the Schoolwide Action Plan.

Arroyo Pacific Academy has achieved significant progress implementing the Schoolwide Action Plan and satisfying the Schoolwide Critical Areas for Follow-Up achieving improvement in the specified areas. The progress achieved to date has had a significant degree of impact on student learning, the instructional program and the ongoing systemic improvement integral to the present and future of Arroyo Pacific Academy. We continue to be a learning institution where academic attainment is the highest priority within a learning environment that is supportive and encouraging for all students.

The capacity of Arroyo Pacific Academy to improve is directly related to our ability to recognize and act on our Key Issues and areas for growth, while maintaining our identified Areas of Strength. The accreditation process with this Mid-Term Progress Report is an important vehicle that enables our school to improve student learning and school performance based on an analysis of those strengths and areas for growth. We remain committed to rigorous, research-based standards that reflect the essential elements of a quality and effective private, secondary, independent school. Through the self-study process, we are committed to continuous school improvement.

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, personal educational experience for all students. We continue to demonstrate our commitment to the process for school improvement. The administration, faculty and staff continue to improve instruction and are committed to further enhancing student learning. The governing authority and the administration are committed to school improvement through the Schoolwide Action Plan and have continued to facilitate the follow-up process to include faculty, staff, parents/guardians, students, and stakeholders to ensure success.

Arroyo Pacific Academy has only had one Schoolwide Action Plan. Therefore, there has never been a need for integration of plans.

Please know copies of the current Schoolwide Action Plan as well as former are submitted as evidence located in the Principal's Office.

Schoolwide Action Plan Progress



This Mid-Term Progress Report examines and reports progress, improvements and changes that have been instituted, accomplished and those that are projected following the 2009 – 2010 WASC Visit. The challenges and rewards have been great and have facilitated a transformation of Arroyo Pacific Academy that is both literal and pedagogical.

Arroyo Pacific Academy’s Schoolwide Action Plan has been and will continue to be monitored by the administration with the support of the faculty, parents/guardians and students. The Self-Study Coordinator will continue regular discussions at faculty meetings and parents association meetings concerning the progress of the Schoolwide Action Plan. The governing authority, the administration and the faculty will continue to work collaboratively, by a committee of the whole, in preparing the annual Progress Reports.

As stated in the 2010 Visiting Committee Report, “A full commitment from all members of the school leadership and faculty to the stated action plan items will ensure the progress of accomplishing Schoolwide Action Plan goals.” Arroyo Pacific Academy has made significant progress in seriously addressing our goals in the Schoolwide Action Plan because of the full commitment from all members of our teaching and learning community.

Arroyo Pacific Academy has been highly effective with the implementation of each area of the Schoolwide Action Plan to date. We remain committed to an ongoing school improvement process that assists us in an in-depth look at what currently exists and what needs to be improved in relation to student learning and our college preparatory school's program. All Expected Schoolwide Learning Results are being addressed as our students make progress as collaborative workers, critical thinkers, lifelong learners and responsible citizens.

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

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

Specific Steps:	Progress:	Evidence:	Student Achievement:
1. Identify rubrics and benchmark assessment for each Expected Schoolwide Learning Result for each grade level	<ul style="list-style-type: none"> • Ongoing • Since 2010 numerous Professional Development Meetings 	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Handouts and Resources • Revised ESLR indicators • ASCD’s <i>PD in Focus</i> resources 	<ul style="list-style-type: none"> • All ESLR are addressed with emphasis on Collaborative Working and Critical Thinking

Specific Steps:	Progress:	Evidence:	Student Achievement:
	<ul style="list-style-type: none"> • 2011-2012 ESLR and Indicators reviewed • 2011-2012 Teachers researched different rubrics and benchmarks from other schools • 2012 ESLR Indicators revised • ASCD's <i>PD in Focus</i> school and individual teacher's accounts • In process for 2013-2014 		
2. Hold cross-curricular meetings for departments to collaborate on articulation and identification of Expected Schoolwide Learning Results and benchmark assessments.	<ul style="list-style-type: none"> • Ongoing • Math & Science Focus Group Meetings • English, Social Studies, Arts & LOTE Focus Group Meetings • In process for 2013-2014 	<ul style="list-style-type: none"> • Meeting Agendas • Meeting notes • Department Meeting draft documents 	<ul style="list-style-type: none"> • All ESLR are addressed with emphasis on Collaborative Working and Critical Thinking
3. Develop common rubrics and benchmark assessments for identified skill expectations among departments.	<ul style="list-style-type: none"> • Ongoing • In process for 2013-2014 with the addition of nine new faculty members • Since 2011 several Professional Development Meetings by departments 	<ul style="list-style-type: none"> • Department Meeting draft documents • The "essential question" adopted by some teachers 	<ul style="list-style-type: none"> • All ESLR are addressed with emphasis on Collaborative Working and Critical Thinking

Critical Areas of Follow-Up Addressed

Action Plan #1 Progress: Expected Schoolwide Learning Results Rubrics and Benchmark Assessments address **Schoolwide Critical Area for Follow-Up #1** which is the creation and development of rubrics and benchmark assessments for each one of the ESLR for each grade level. Action Plan #1 addresses **Action Plan Criteria #1** for the creation and development of rubrics and benchmark assessments for each one of the ESLR for each grade level. Action Plan #1 addresses **Category A Key Issue** for a continual development of plans that measure student achievement of the Expected Schoolwide Learning Results. It also addresses **Category A Key Issue** for the development of more refined rubrics and benchmarks for each one on the Expected Schoolwide Learning Results.

Commentary

Most importantly of all, we will continue open dialogue on what constitutes rigor and a meaningful educational experience by the creation and development of grade level rubrics and benchmark assessments. We will continue to expand our Professional Development with an emphasis on our new nine (9) faculty members to help them better understand rubrics and benchmark assessments.

Since 2010, the school has maintained its membership with ASCD and an annual subscription to *PD In Focus*, which is the basis of our professional development. *PD In Focus* provides a constant connection to on-demand videos and resources which has help energize faculty members and makes theories on instructional improvement come to life. A familiar search function lets us scan the video library for exact examples, based on topic, grade level, subject area, classroom type, and more..

The administration and faculty are committed to raising the expectations for all students in preparation for college/university and a successful adult life. This fulfills **Action Plan #1** to date. Ongoing planning is necessary to maintain a rich curriculum and quality instruction to ensure that all students are offered a rigorous, meaningful and educational experience. Continued development of rubrics and benchmarks aligned with each of the Expected Schoolwide Learning Result for each grade level will be accomplished and used in support of student learning.

Action Plan #2 Progress: Character Development

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.

Specific Steps:	Progress:	Evidence:	Student Achievement:
1. Identify local service learning organizations and partnerships.	<ul style="list-style-type: none">Completed and ongoing	<ul style="list-style-type: none">Ms. Xochitl Bermejo, Service Learning CoordinatorList of organizations and partnershipsPasadena Rugby Membership	<ul style="list-style-type: none">All ESLR are addressed with emphasis on Collaborative Working and being a Responsible Citizen
2. Develop the school's curriculum and co-curricular programs for involvement in the greater community through volunteerism, community involvement and service learning.	<ul style="list-style-type: none">Completed and ongoing2010 Community Service is a school expectation2010 the National Honor Society established with a Community Service requirement	<ul style="list-style-type: none">The National Honor Society CharterService ClubCurriculum includes Service Learning Projects Permission Forms	<ul style="list-style-type: none">All ESLR are addressed with emphasis on Collaborative Working, Critical Thinking and being a Responsible Citizen

Specific Steps:	Progress:	Evidence:	Student Achievement:
	<ul style="list-style-type: none"> • 2011 Hours and types of Community Service defined • 2012 monthly Community Service opportunities offered 		
3. Recognize and celebrate the efforts of members of the community to contribute to the world outside of the school.	<ul style="list-style-type: none"> • Ongoing • 2010 Arcadia Rotary Club Student Service Award each Term • 2012 students' Transcript indicate completion of Community Service with "P" and 2,5 credits per semester 	<ul style="list-style-type: none"> • Arcadia Rotary Club Service Award • Membership in the National Honor Society • Transcripts 	<ul style="list-style-type: none"> • All ESLR are addressed with emphasis as a Responsible Citizen

Critical Areas of Follow-Up Addressed

Action Plan #2 Progress: Character Development addresses **Category B Key Issue** to continue to ensure the school's position as a college preparatory institution. It addresses **Category C Key Issue** to continue development of community service learning through curricular and co-curricular opportunities.

Commentary

The creation of new community partnerships for community service is ongoing and Ms. Xochitl Bermejo, Service Learning Coordinator, will continue to actively seek to expand Service Learning opportunities for our students. Ms. Bermejo has focused support on service learning projects in the San Gabriel Valley communities and holiday food pack with Foothill Unity Center, and a Food Drive with the Los Angeles Regional Foodbank. Highlights include: a Clothes Drive with Act Thrift Store and Union Station Homeless Services, gardening and clean-up with Easton Canyon Nature Reserve, child care assisting with La Casa de San Gabriel Community Center, and a Walk-a-Thon for MACH1 In addition, the Service Club membership has grown and students 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 community.

Action Plan #3 Progress: Curriculum and Instruction

Through genuine engagement with learning, an appreciation for 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 prepares students for the challenges of college and beyond.

Specific Steps:	Progress:	Evidence:	Student Achievement:
1. Broaden each curriculum area to further include components that challenge students to think critically and creatively.	<ul style="list-style-type: none"> • Ongoing • Departments have added new courses • The Clarke Center with new facilities • Nine new Faculty Members 	<ul style="list-style-type: none"> • New Course List • The Clarke Center • Nine new faculty Members 	<ul style="list-style-type: none"> • All ESLR
2. Continue UC/CSU a-g approval for appropriate elective courses and new courses.	<ul style="list-style-type: none"> • Ongoing • Departments have added new approved courses • Departments have submitted new courses for approval 	<ul style="list-style-type: none"> • New Course List • Pending Approval Course List • UC 2012-2013 Course List 	<ul style="list-style-type: none"> • All ESLR
3. Continue AP Course Audit process for new Advanced Placement courses based on student demand.	<ul style="list-style-type: none"> • Ongoing • AP Course Audit completed yearly 	<ul style="list-style-type: none"> • New AP Course List • AP Course List 2012-2013 • Student Enrollment in AP Courses 	<ul style="list-style-type: none"> • All ESLR
4. Provide further resources, including technologies to enhance integrated student learning at all levels.	<ul style="list-style-type: none"> • Ongoing • New computers in the Library • New Mac Computers in Twomey Family Computer Editing Center 	<ul style="list-style-type: none"> • The Library • The Twomey Family Computer Editing Center 	<ul style="list-style-type: none"> • All ESLR
5. Further engage faculty in ongoing best practices to assure excellence in teaching to include research-based professional development in the multiple intelligences, and classroom management.	<ul style="list-style-type: none"> • Ongoing • Regular Faculty Meetings • School and individual faculty enrollment in ASCD's <i>PD in Focus</i> Program • Individual Faculty Member Conferences with Dean of Studies 	<ul style="list-style-type: none"> • Professional Development Agendas • ASCD's <i>PD in Focus</i> school and individual teacher's accounts • ASCD's <i>PD in Focus</i> Topics and Presenters List 	<ul style="list-style-type: none"> • All ESLR
6. Continue to encourage year-round learning for current student through strong summer academic and enrichment programs.	<ul style="list-style-type: none"> • Ongoing • Summer School Course Offerings • New potential enrichment course offerings • 2013 Summer School schedule changed to allow for enrichment courses in addition to 	<ul style="list-style-type: none"> • Summer School Course Offerings • New Summer Arts Course Offerings • Summer Calendar • Summer School Enrollment Summary 	<ul style="list-style-type: none"> • All ESLR

Specific Steps:	Progress:	Evidence:	Student Achievement:
	regular curriculum • Summer School Enrollment		
7. Further develop the use of a variety of summative external (PSAT, SAT, PLAN, AP exams), authentic (Portfolio, Rubric), and formative (Benchmark) assessments for evaluating student achievement.	• Ongoing • Faculty us a variety of assessment methods • Disaggregated tests results • AVID partnership and TOEFL Prep	• Faculty Evidence Files • Community Profile	• All ESLR

Critical Areas of Follow-Up Addressed

Action Plan #3 Progress: Curriculum and Instruction address **Category A Key Issue** to continue to improve and upgrade the use of technology in the classroom. It addresses **Category B Key Issue** to 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. It also addresses **Category B Key Issue** to continue to strengthen the curriculum to ensure the school’s position as a college preparatory institution.

Commentary

With the expansion of new teachers, the development of new courses and the creation of new curriculum, along with the development of new student services, we have demonstrated our commitment to academic excellence by offering expanded Advanced Placement courses; expanded UC/CSU a-g approved courses, and developed technological courses and curriculum for the new Clarke Center. Our faculty and administration continues to assess students in a variety of ways which include making use of summative assessments (PSAT, SAT, PLAN, AP, EDGE) to assist in the placement of students in appropriate courses. Summative assessment results have determined course offerings such as SAT Prep and the adoption of the EDGE Program and curriculum. Summative assessment results have also assisted in the employment of a new ELD Teacher and an ELD Consultant. The new partnership with AVID to expand services for greater SAT/ACT and TOEFL test preparations recognizes the importance of summative external assessments at Arroyo Pacific Academy.

Advanced Placement examinations are criterion-referenced tests, so students’ exam results are reported in relation to an absolute standard of performance. This standard is set by college and university professors. Courses in the Visual and Performing Arts Department require students to demonstrate academic competency through authentic assessments including performance based assessment, portfolio assessment and project based learning

assessment. Formative assessments are based upon the UC/CSU approved a-g courses and curriculum in all departments. Benchmarks and rubrics are a reality of the UC/CSU approved courses and curriculum.

At Arroyo Pacific Academy, assessment has continued to keep pace with curriculum development and expansion in order to ensure that all students have equal opportunity to access all courses. We have designed a system of assessment for evaluating student achievement that provides multiple opportunities (summative external, authentic and formative) for all students to exhibit knowledge, understanding, and achievement of academic proficiency in all departments and courses through the Expected Schoolwide Learning Results.

Our methods of assessment identify students' strengths and weaknesses. The methods are diagnostic and prescriptive, which enables the administration to evaluate curriculum, programs, and the quality of teaching and learning through acknowledging and making use of **traditional, standardized tests**, which typically measures lower-level cognitive skills with the exception of Advanced Placement exams. This domain includes factual recall and comprehension, which are not the only way of gauging student achievement. Aligning ourselves with education modes across the country, we also include standards-based projects and assignments.

Throughout the country, educators are using alternative and performance assessments to measure what students know and can do. We incorporate **alternative/authentic assessments** which measure the affective domain which includes: creative projects, debates, laboratory investigations, mock newspaper articles, news broadcasts, PowerPoint presentations, research projects, speeches, and team activities. Student evaluations and reflections of self and peers, through essays, ESLR self-assessments, learning logs and student portfolios are in place.

We enhance our methods with **performance based assessments** which measure the psychomotor domain and includes students' demonstrations of competence in a skill or task which includes: PowerPoint research presentations, team geography projects, laboratory investigations, improvisations, theatre games, performances, debates, and dramatic interpretations.

Within all methods of assessment and real world evaluations, we have clearly defined rubrics or criteria to facilitate a fair and consistent evaluation of student work. We have developed and maintained our **Principles for Assessment**:

1. The assessment of student learning begins with the Expected Schoolwide Learning Results, the California State Standards and educational values.
2. Assessment is more effective when it reflects an understanding of learning as multidimensional, integrated and performance based.
3. Assessment requires attention to outcomes and also based equally to the experiences that lead to those outcomes.
4. Assessment works best when it is ongoing, not episodic.

We have implemented assessment methods that are not only aligned and integrated with the California State Standards and Frameworks, instructional practices and professional development strategies, but also contribute to the goal of increasing student achievement based on rigorous content standards, rubrics and the Expected Schoolwide Learning Results. This is an ongoing process to identify appropriate strategies and activities to improve instruction with the curriculum so that all students may learn, achieve and realize the Expected Schoolwide Learning Results. We have purposely continued and have maintained the connection between assessment and curriculum modifications and adoption. We will continue to maintain our commitment to strengthen the curriculum and methods of assessment to ensure the school’s position as a college preparatory institution.

Action Plan #4 Progress: Marketing and Recruitment

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.

Specific Steps:	Progress:	Evidence:	Student Achievement:
<p>1. Expand current public relations efforts to enhance the perception of Arroyo Pacific Academy as an overall school choice for college-bound local and international students who desire a personal approach to education</p>	<ul style="list-style-type: none"> • Ms. Aling Zhang is the new Admission Assistant • A comprehensive Marketing Program to attract domestic and international students has been developed • Mass mailing campaign to over 8,000 families in the San Fernando and San Gabriel valleys • New security guard hired to supervise student travel between campuses help business relations • Establishing a regional orchestra/dance/art program to attract students from other schools in the afternoons and weekends • Establishing an outreach program for middle schools to produce TV/Media/Video programs in The 	<ul style="list-style-type: none"> • Faculty & Staff Handbook, Job Description • Marketing Program • Mr. Wilson, Internet Videos • New Brochure • Faculty & Staff Handbook, Job Description • Mr. Creason and Flyer • Mr. Wilson and New Summer School Tech Camp 	

Specific Steps:	Progress:	Evidence:	Student Achievement:
	<p>Clarke Center</p> <ul style="list-style-type: none"> • Expanded opportunities for Community Service for students to display their APA pride in service to others • School is now a member of League of Fellowship for smaller high schools to give our teams more community visibility • Student ambassadors to promote APA at High School Nights 	<ul style="list-style-type: none"> • Ms. Bermejo and Community Service List of Projects • Mr. San-Martin and League Schedule • Ms. Zhang and Student List 	
<p>2. Investigate and implement strategies to realize the benefits of Internet marketing and the Arroyo Pacific website to augment and expand recruitment efforts.</p>	<ul style="list-style-type: none"> • Admissions assistant is updating and promoting school's website and expanded the school's internet presence • Facebook page has been created and is maintained • Video interview of Ms. Zhang with LA Private School Guide to promote APA 	<ul style="list-style-type: none"> • Ms. Zhang and Facebook page • Ms. Zhang and Facebook page • Posted on YouTube 	
<p>3. Redesign and refresh marketing materials and strategies.</p>	<ul style="list-style-type: none"> • New marketing materials • New catalog of APA/Eagle clothing and promotional items • APA sweatshirts will be given to new freshman upon registration • New dvd to promote APA and The Clarke Center • New slideshow developed for admissions and alumni events 	<ul style="list-style-type: none"> • New Brochure • Mr. Maust, Ms. Zhang • Mr. Maust, APA sweatshirt sample • Mr. Wilson and dvd • Ms. Zhang and slideshow 	
<p>4. Focus recruitment efforts in enrollment growth areas, making better use of</p>	<ul style="list-style-type: none"> • Ms. Zhang visits schools and attends High School Nights at local primary schools 	<ul style="list-style-type: none"> • Ms. Zhang 	

Specific Steps:	Progress:	Evidence:	Student Achievement:
<p>partnerships with local schools, international student programs and international agents.</p>	<ul style="list-style-type: none"> • School representatives visited agents in China and Vietnam in 2011 • Admissions staff visited agents in China and Taiwan in 2012 • Middle school and high school administrators invited to Open House at The Clarke Center • Invitations to local civic groups i.e. Rotary, Chamber of Commerce, community theatre groups to use The Clarke Center's facilities • Maintaining contact with agents who have already referred students to APA • Producing new promotional dvd for The Clarke Center • Partnering with Test Prep company for TOEFL, SAT, AP classes to the community • Networking at LA Private School Guide Nights 	<ul style="list-style-type: none"> • Mr. Clarke , Mr. Nguyen • Ms. Zhang, Ms. Tseng • Invitation • Mrs. Mycroft and Invitation • Ms. Zhang and List of Agents • Mr. Wilson, dvd • AVID Program • Ms. Zhang 	

Critical Areas of Follow-Up Addressed

Action Plan #4 Progress: Marketing and Recruitment addresses Category C Key Issue to promote the school to the larger community through the efforts of the Parents Association and school personnel. It also addresses **Category C Key Issue** to expand communication with alumni, alumni parents/guardians, international applicants and the local community through new communication strategies.

Commentary

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 continually communicates with the larger community and stakeholders. The Admissions Office staff attends high school days and visits campus as

outreach for admissions. We are committed to continuously promoting Arroyo Pacific Academy by advertising our uniqueness, college preparatory academic program and our caring environment as a viable option for high school students and their parents/guardians.

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

While sound management already exists, Arroyo Pacific Academy can benefit from a larger resource base. The Arroyo Pacific Foundation’s programs are new and our alumni are young, so a more formal advancement and alumni program is necessary to support the Arroyo Pacific Foundation’s objective.

Specific Steps:	Progress:	Evidence:	Student Achievement:
1. Continued development of the non-profit Arroyo Pacific Foundation for donations, grants and gifts to ensure the long-term financial viability of the school.	<ul style="list-style-type: none"> • The Arroyo Pacific Foundation and the Development Master Program’s significant progress with Gala events and donations. • All Alumni Reunion. 	<ul style="list-style-type: none"> • Expansion of facilities, programs and enrollment. • The Clarke Center with new courses and facilities. • AP Foundation Events List and materials. • Reunion Invitation. 	
2. Continue to grow the Parent Pledge Program and the new Heritage Endowment Fund.	<ul style="list-style-type: none"> • Since 2010 Domestic and International Parents have been invited to participate in the Parent Pledge. • The Heritage Endowment Fund has grown with additional donations which include a property donation. 	<ul style="list-style-type: none"> • Parent Pledge description and form with the admissions materials. • Heritage Endowment Meetings and Event List. • Development Office records. 	<ul style="list-style-type: none"> • Enrollment of deserving students with tuition assistance.
3. Explore strategies to increase the endowment in order to ensure the long-term financial viability of the school.	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Mr. Gledhill, Stock Broker to the Foundation to accept stock donations. 	
4. Research, develop and implement strategies to create the Arroyo Pacific Heritage Association to ensure the long-term financial viability of the school.	<ul style="list-style-type: none"> • Ongoing • The group has been established as a social group to meet at least three scheduled times a year. These alumni parents will be developed as donors to 	<ul style="list-style-type: none"> • Heritage Association Membership List 	

Specific Steps:	Progress:	Evidence:	Student Achievement:
	the Heritage Endowment fund.		

Critical Areas of Follow-Up Addressed
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Action Plan #5 Advancement and Alumni Relations / Active Support of the Arroyo Pacific Foundation address **Category D Key Issue** to further the development and growth of the new Heritage Endowment Fund of the Arroyo Pacific Foundation and alumni involvement for long term viability and growth.

Commentary

We are committed to increasing alumni relationships and long term involvement with the growth of the school and the Arroyo Pacific Foundation. Mrs. Mimi Mycroft, an alumni parent (Lisa '05 and Drew '08) who is also our Development Consultant, along with alumni parent, Mrs. Denise Brown, (Kelly '02) have been involved with the school's Advancement and Alumni Relations since their children graduated from the school.

Ms. Zhang, Administrative Assistant and Mr. Daniel Johnson, College Counselor, have been working on maintaining regular and open communications with and tracking our alumni through physical and virtual methods. This year, our 15th Anniversary, we implemented special events including, the All Alumni Reunion on March 9, 2013. The reunion was held in the new Clarke Center which our alumni were able to see for their first time.

The Arroyo Pacific Foundation's Pledge Program is devoted to financial aid and scholarship for various purposes i.e. admissions and travel activities for students. In addition, for the 2013-2014 academic year, a "Family Fee" has been added to international student's admission documents and is included in billing for this purpose.

Alumni reunions are being held and a new database is established to keep in contact with all alumni. The Development Office will maintain this database and coordinate alumni activities. In addition, the Development Office has a calendar of major fundraising events which include a Gala each year and a commitment to soliciting at least four grants from Foundations and Corporations. The Gala events have been a spectacular success, raising in excess of \$60,000 with each celebration. The governing authority and the administration are fully committed to advancement and alumni relations and encourage the active support of the Arroyo Pacific Foundation.

Through collegiality, policies, goals, and priorities are shared. The Development Master Program, the Arroyo Pacific Heritage Association, the Heritage Endowment Fund and the growth of Alumni involvement foster trust. They are continuous; they assess themselves, and they must change with the times. In order to achieve the President's goals planning entails a consultative, meaningful budget-building and allocation process with built-in, agreed-upon assessment. Arroyo Pacific Academy, under the leadership of Mr. Clarke strives to be a community with community values, vision and direction. All administrators, faculty,

staff and stakeholders have a role to play in this important work as we realize the Mission, the Philosophy and the Expected Schoolwide Learning Results.

Our goals for increasing revenue through the development and implementation of the Development Master Program including the Parent Pledge Program and the Heritage Endowment Fund are ambitious, but essential if our school is to maintain its role in offering a personal, college preparatory education in a small, caring, safe and nurturing teaching and learning community. We will continue to develop and implement the Development Master Program, advancement activities and increase alumni relationships and involvement.

Action Plan #6 Progress: 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.

Specific Steps:	Progress:	Evidence:	Student Achievement:
1. Establish criteria for a formalized and comprehensive evaluation process.	<ul style="list-style-type: none"> • Ongoing • During 2010-2011 the Principal and Assistant Principal had meetings to discuss possible evaluation options. • During 2010-2012 the Assistant Principal researched a variety of methods and guidelines for Teacher Evaluations. • A proposal for Teacher Evaluation was presented to the Principal. • Fall 2012 the Vice President/Dean of Studies included the new Vice Principal in meetings about Teacher Evaluations. • Based on the Vice Principal's graduate course in Teacher Evaluation, a new Teacher Self-Evaluation Form was proposed to the Vice President/Dean of Studies. 	<ul style="list-style-type: none"> • Proposed Teacher Evaluation Program and Forms. • Sample evaluation form from Vice Principal's course in the MA program 	<ul style="list-style-type: none"> • All ESLR

Specific Steps:	Progress:	Evidence:	Student Achievement:
	<ul style="list-style-type: none"> • A formalized, comprehensive evaluation process is under discussion to address the inclusion of 9 new faculty members in 2012. 		
<p>2. Implementation of the formalized and comprehensive evaluation process.</p>	<ul style="list-style-type: none"> • Ongoing • Spring 2013 the Vice Principal and Vice President/Dean of Studies discussed Teacher Evaluations at a Faculty Meeting. • Spring 2013 the Faculty completed a Self-Evaluation Assessment by ASCD. • The implementation of a formalized and comprehensive evaluation process is under discussion to address the inclusion of 9 new faculty members in 2012. 	<ul style="list-style-type: none"> • <i>Framework For Teaching Overview</i> • Domains, Components, and Elements of the Framework for Teaching • Rubric. • Teacher Self-Evaluation Assessment. 	<ul style="list-style-type: none"> • All ESLR
<p>3. Establish a systematic plan for teachers to formalize and document professional development programs on individualized learning.</p>	<ul style="list-style-type: none"> • Beginning in the 2010-2011 the Professional Development Budget was increased for each faculty member's individualized learning. • Beginning in the 2010-2011 the school enrolled in ASCD's <i>PD in Focus</i> Program, • In 2011 a Professional Development Form was created by faculty suggestion. 	<ul style="list-style-type: none"> • School Budget • PD in Focus Professional Development Topics and Resources. • The <i>Reflecting on Professional Development</i> form. • The Professional Development Binder. 	<ul style="list-style-type: none"> • All ESLR
<p>4. Implementation of the systematic plan for teachers to formalize and document professional development programs on individualized learning.</p>	<ul style="list-style-type: none"> • Beginning in 2010 a <i>Reflecting on Professional Development</i> form was created and utilized. 	<ul style="list-style-type: none"> • The <i>Reflecting on Professional Development</i> form. • The Professional Development Binder. 	<ul style="list-style-type: none"> • All ESLR • Students have benefited from the professional development of their teachers. • Students have

Specific Steps:	Progress:	Evidence:	Student Achievement:
		•	increased in Critical Thinking skills by assignments and activities.

Critical Areas of Follow-Up Addressed

Action Plan #6: Faculty Evaluation and Professional Development address **Schoolwide Critical Area for Follow-Up #5** and the **Action Plan Criteria #5**. Action Plan #6 addresses **Category A Key Issue** to create a systematic plan to formalize and document professional development programs for teachers for individualized learning. It addresses **Category A Key Issue** to further develop a formalized and comprehensive teacher evaluation process. It also addresses **Category A Key Issue** to further develop the capacity for leadership in the school for the purpose of sustainability.

Commentary

Faculty Evaluation and Professional Development are a priority for educational and performance excellence. We are committed to support and to assist all faculty members with special attention to the nine (9) new members who joined our teaching and learning community for the current 2012 – 2013 academic year. The administration is committed to continued conversations, frequent observations, individual meetings and Professional Development to support and ensure all faculty members understanding of teacher evaluation and how it supports student achievement. We will continue to work collaboratively to develop a formalized and comprehensive teacher evaluation process.

Categories A, B, C and D Key Issues Progress

Key Issues not addressed in the Schoolwide Action Plan that have had substantial, systematic changes and improvement in the last three years are listed below:

Category A: Organization For Student Learning

Six of the seven Key Issues have been addressed and improvements are noted in the Schoolwide Action Plan.

Key Issue 6: The development of a teacher mentorship program.

Currently, the mentorship program begins when a new teacher is hired he or she meets with other teachers in the department to share information about course planning, curriculum, expectations, classroom management, and unique student issues. This occurs on professional development days prior to the beginning of the school year and throughout the school year, as well as at weekly Friday faculty meetings. These open discussions allow for the sharing of strategies for improving classroom instruction and student success.

Category B: Curriculum, Instruction and Assessment

Key Issues 1 and 2 have been addressed and improvements are noted in the Schoolwide Action Plan.

Key Issue 3: Develop strategies to strengthen the college preparatory component of Arroyo Pacific's academic program by developing a curriculum plan that allows students to take, supports, and encourages students enrolled in three Advanced Placement courses.

This Key Issue has been achieved by changing the school's daily schedule. With the new 5 period per day schedule, a student's schedule can easily accommodate three Advanced Placement courses. The school calendar was also extended to add an additional ten days per quarter to ensure Advanced Placement students do not lose instructional time by adding another period within the set school day.

Category C: Support for Student Personal and Academic Growth

Key Issues 1, 4 and 6 have been addressed and improvements are noted in the Schoolwide Action Plan.

Key Issue 2: Provide further guidance to students' clubs, activities and events.

Further provisions have been made to guide student athletics, clubs, activities, and events. The school now has two separate staff positions: the Athletic Director, established in 2011 and the Director of Activities. The Director of Activities role has expanded to meet the increasing needs of the growing and diverse student population. The Athletic Director's position was created to address the student interest in interscholastic sports. With Key Issue 2 being achieved, we have seen an increase in variety of student activities being offered and student involvement. In addition, at The Clarke Center, the Associated Study Body produces a weekly News Broadcast promoting clubs, activities and school events under the direction of Mr. Ron Wilson.

Key Issue 3: Ensure documentation of each activity to perpetuate and sustain activities in the future.

Using social media, Arroyo Pacific Academy ensures documentation of student activities which perpetuates and sustains them. Both students and staff generate and maintain a school Facebook page, YouTube channel, and a USstreaming.com network as tools to document and promote the diverse activities offered by the school. A campus activity board and calendar provide students and staff on the main campus ongoing communication about school events. At The Clarke Center, there is an electronic bulletin board in the Information Lobby which provides ongoing communication for students and staff about school events.

Key Issue 5: Continue to develop Career Day with expanded community involvement.

Career Day at Arroyo Pacific Academy has expanded into an integrated program involving curriculum and community involvement. This fall, with the hiring of career professionals as teachers, we offer real world experiences to our students in the career areas of media, music, drama, and writing. Guest lectures and field trips expose students to diverse careers. Our selection of career related courses was expanded in 2011 - 2012.

Key Issue 7: Create clubs and events with other schools, particularly small private schools.

Participation with small private schools is on the rise at Arroyo Pacific Academy. With the addition of a Director of Athletics, the school has joined an interscholastic sports league to encourage students as collaborative and responsible student athletes. Students from surrounding private schools will be given the opportunity to participate in the community outreach programs at The Clarke Center including Performing Arts, Chorus, Dance, Orchestra, Media and Television Production. Our students have always been encouraged to invite guests to join our students at club functions, dances and events.

Pasadena Juniors Rugby was founded by one of our faculty members, Mr. John Maust. Pasadena Juniors Football Rugby Club is a local rugby club that competes in the Southern California Youth Rugby Football Union under USA Rugby Union. Arroyo Pacific Academy students participate with other student athletes that represent over twenty (20) Colleges, High Schools, and Middle Schools in the local area. Schools represented under Pasadena Rugby Football Club include Citrus College, Pasadena City College, Cal Poly Pomona, Cal State Los Angeles, Arroyo Pacific Academy, Canyon Oaks, Loyola HS, Campbell Hall HS, La Salle HS, Arcadia HS, Crescenta Valley HS, Glendale HS, St. Francis HS, Monrovia HS, La Canada HS, South Pasadena HS, Los Altos HS, Frosit Center, Damien HS, Maranantha HS, and Santa Fe Middle School.

Pasadena Rugby Football Club also uses AP's facilities for meetings and students have begun using the fitness center, dance studio, and theatre in the new Clarke Center.

Category D: Resource Management and Development

In addition to the issues being addressed in the Progress Report and in the Schoolwide Action Plan, specific improvements are stated below:

Key Issue 1: Continue to support Admissions and Marketing Efforts

To help improve the speed and oversight of the admissions process, the administration has created an additional admissions assistant position. This has helped shorten the approval time for admissions acceptance of both domestic and international students.

Key Issue 3: To ensure continued financial integrity of the school, in addition to an internal audit, the implementation of a formal external audit in the future may be necessary.

We currently conduct external audits for our records and financials through our accounting agency. These audits of our records are done quarterly and annually.

Schoolwide Action Plan Progress Conclusion

During the three years since Arroyo Pacific Academy's 2009 - 2010 WASC Visit, there has been much accomplished in our school and with our students. The Schoolwide Critical Areas for Follow-Up along with the Schoolwide Action Plan Criteria recommended by the Visiting Committee Report and our Schoolwide Action Plan have been addressed and have guided our ongoing process of self-examination and continuous improvement.

There has been considerable planning progress at Arroyo Pacific Academy since the previous WASC Visit. Long term planning has become a central focus of the management and enhancement of resources at the school in terms of personnel, programs, curricular expansion and the new facilities. The past three years are characterized by significant change, continuous improvement, thoughtful innovation and a well-planned administrative transition. Given the intensive effort, the expansion of the curriculum, the increase of students to full capacity on the main campus in 2012, the addition of new faculty and staff members in 2012, along with the new administrative model of Principal and President in 2012, the 15th Anniversary of the school, and the opening of The Clarke Center's new facilities in 2012, significant improvements have been accomplished and realized in a short time.

The health and well-being of adolescents is shaped by the world in which they grow and the people that surround them. The summary of the work and the improvements as stated in this Mid Term Progress Report along with the significant accomplishments of the Schoolwide Action Plan and the Schoolwide Critical Areas for Follow-Up, reinforces the school's commitment to supporting our students to achieve the Expected Schoolwide Learning Results so that they may succeed and have equal opportunity for a promising future. The administration, faculty, staff and shareholders will enthusiastically continue to implement our Schoolwide Action Plan in our ongoing cycle of school improvement for relevance and reliability.

Arroyo Pacific Academy will continue to be a teaching and learning community committed to supporting our students as they strive for excellence in a college preparatory curriculum that incorporates character formation and the academic competencies and skills necessary for lifelong learning so as to leave our school as well prepared as possible for post graduation activities as accomplished collaborative workers, critical thinkers, lifelong learners and responsible citizens.

During the next three years, the Schoolwide Action Plan will continue to be a living document as part of our ongoing self-study process. Because of the outstanding leadership of our Founder and President, Mr. Philip Clarke, our new Principal, Mr. Joseph Blackman, and our new Vice Principal, Mrs. Leticia Tufenkdjian, along with the dedication and commitment of our veteran and new faculty and staff members, and the support and appreciation of our past and current parents/guardians, and community stakeholders, Arroyo Pacific Academy is indeed, engaged in a significant and highly effective ongoing process of continuous school improvement for our students with a clear focus on teaching and learning for today, tomorrow and beyond.

Schoolwide Action Plan Refinements

Arroyo Pacific Academy's Schoolwide Action Plan has been revised since the 2010 Visit. We have maintained our six Action Plans with the specific steps.

Refinements to the Schoolwide Action Plan have been made with the adjustment of some timelines in order to accomplish the stated goal and have included the new Vice Principal where appropriate. The following changes have been made:

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

Step 1: The timeline has been extended to 2014 to include the new members of the faculty.

Step 2: The timeline has been extended to 2014 to include the new members of the faculty.

Action Plan #3 Progress: Curriculum and Instruction

Step 1: The timeline has been extended to 2014 to include the new members of the faculty.

Action Plan #6 Progress: Faculty Evaluation and Professional Development

Step 1: The timeline has been extended to 2014 to include the new members of the faculty and the Vice Principal has been added as a person responsible.

Step 2: The start date in the time line timeline has been extended to begin in 2014 to include the new members of the faculty and the Vice Principal has been added as a person responsible.

Step 3: One person responsible has had a change of title. He was the Assistant Principal/Dean of Studies who is now the Vice President/Dean of Studies.

Step 4: The start date in the time line timeline has been extended to begin in 2015 to include the new members of the faculty and the Vice Principal has been added as a person responsible.

Appendix

- Original Schoolwide Action Plan 2010 - 2016
- Schoolwide Action Plan Revised by Visiting Committee Report: 2010
- Schoolwide Action Plan Revised by School Committee: 2012