



URBAN DISCOVERY ACADEMY MID-CYCLE PROGRESS REPORT

840 14th Street

San Diego, CA 92101

Chartered by: San Diego Unified School District

January 10, 2017

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

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I: Student/Community Profile Data

A. School Overview

Urban Discovery Academy is currently a TK-12 charter school that opened in August of 2008 and was renewed in 2012. The School is located at 840 14th Street, San Diego, CA, 92101 and 232 West Ash Street, San Diego, CA, 92101. Urban Discovery Academy is organized as an independent 501(c)(3) non-profit corporation. The school is directly funded by the State, operating under a separate charter with its own CDS number. Urban Discovery Academy acts as the employer of all staff at UDA and IDEATE High Academy. Urban Discovery Academy received a BBB rating from S&P and was able to qualify for \$13,000,000 in bond financing enabling the school to build its permanent facility at 840 14th Street, San Diego, for Fall 2015 occupancy. In 2016, Urban Discovery Academy opened our doors for the high school component of our program (IDEATE High Academy) which currently leases space at a non-district site at 232 West Ash Street in downtown San Diego.

Since its inception, UDA has grown to a total enrollment of around 612 students in grades TK through 10 (82 of these students were enrolled in the high school grades this fall). UDA's current enrollment numbers reflect one TK class, two classes of students per grade level from kindergarten through 9th grade, and one 10th grade class. After the last lottery drawing, UDA boasted a Kindergarten waiting list of around 209 students, with a total waitlist number of 571 students.

To adapt to the new grade levels, the organizational structure of UDA has changed to include a Chief Executive Officer of UDA/IDEATE (Jenni Owen), a Director of the K-8 school (Diana Cornejo-Sanchez), and a Director of the high school (Chris Wakefield).

WASC History

UDA's initial WASC visit took place during the 2010-11 school year. The last full WASC self-study and corresponding site visit took place in the 2014-15 school year, earning the school a full six-year accreditation term with a midterm visit scheduled during the 2017-18 school year.

The school has undergone significant developments since the last WASC visit in 2015. A high school component was added, the school moved into two new locations (K-8 and 9-12), its leadership structure changed, and the school has a refined focus on project-based learning and project-based learning. The school is also undergoing a shift this year to a new mission/vision (as stated below) as we go through the charter renewal process with San Diego Unified School District this year.

B. School Purpose

Mission

The mission of the Urban Discovery Academy schools is to develop community-minded students who are active, creative, empathetic, confident, and ready to lead our global society.

Vision

Our vision is to graduate innovative leaders empowered to address the biggest issues facing our community.

The UDA mission and vision as state will help develop our students to become self-motivated, competent and lifelong learners.

Guiding Philosophies

In order for our students to consistently achieve UDA's learner outcomes, as an educational system grounded in continuous improvement, we:

- Design challenging, real-world projects that elicit passion and excitement about lifelong learning;
- Build and model empathy by listening actively and deeply, and by communicating respectfully and authentically;
- Develop strong relationships and a sense of belonging in the community;
- Provide opportunities for students to solve problems collaboratively, peacefully and safely;
- Build a positive culture which fosters student agency;
- Value each student for their gifts while encouraging a growth mindset, emphasizing celebrations and strengths, as well as addressing challenges;
- Develop learning opportunities which foster resilience through productive struggle and reflection;
- Develop a shared collaborative approach to our adult-student relationships;
- Cultivate opportunities for students to meaningfully interact and contribute to our school and the East Village community;
- Closely monitor each student's progress and provide differentiated opportunities for each student to progress academically and socially.

Educational Goals

The following educational goals support Urban Discovery Academy's founding philosophy and addresses the needs of all learners including gifted, English Language Learners and those requiring special education services.

A high-quality, standards-based, and individualized education.

- A variety of ongoing assessments will be used to ensure that each child's

diverse needs are being met.

- Curriculum and instruction will respond to individual differences in ability, development, language and learning style.
- Classrooms will invite student interest and curiosity as a springboard to achieving state standards.
- Interactions within the urban community will lead way to a positive sense of self and diverse cultures.
- Cooperative groups will promote interdependence and inquiry.
- Differentiated classrooms will accommodate various learning needs.
- Enrichment programming will be seen as an integral part of the educational program

A learning environment that challenges students to think across disciplines and engage as active participants.

- Educators will pose design challenges that require students to make connections across disciplines to solve real-world problems.
- Educators will take advantage of "teachable moments" and student curiosity.
- Field trips and expert guest speakers will support investigations in the classroom.
- Students will take ownership of their learning goals, reflect and evaluate their own learning and experiences.

A community of educators dedicated to lifelong learning.

- Educators will continually reflect upon and evaluate their teaching..
- Educators will create positive and productive professional learning communities; Grade Level Teams will meet continually to examine teaching practices.
- Educators will plan and lead ongoing professional development based on the needs of the community.
- Educators will participate in regular walk-throughs of classrooms to ensure consistency of implementation of teaching strategies

An academic program utilizing technology to enrich the curriculum and to help students innovate and solve the 21st century problems.

- Technology will support classroom curriculum and individualized student learning.
- Educational opportunities will be provided for educators and students to grow as tech-savvy individuals.
- Technological records of academic, health and personal information will be adequately maintained.

Community partnerships to make learning relevant.

- Students will learn from and contribute to the downtown community.

- Students will be involved in community driven projects.
- Students will interact with school partners to enhance learning experiences.
- Students will be encouraged to solve real-world problems.
- Students will engage with diverse cultures and become respectful active members of the multicultural society.

Schoolwide Learner Outcomes

Existing schoolwide learner outcomes are as follows. UDA's students will be:

- **Scholars:** who research, analyze, and evaluate to solve problems
- **Athletes:** who demonstrate positive sportsmanship and teamwork
- **Artists:** who express themselves positively and creatively
- **Innovators:** who question, listen, think, explore, and create
- **Communicators:** who reflect, communicate and articulate in different ways
- **Collaborators:** who work well with others and use resources effectively
- **Contributors:** who support their schoolmates and their community

Refinement Process for Schoolwide Learner Outcomes

The school mission and vision were written during the 2014-2015 school year through a collaborative process with representative parents, students, teachers and administrators, along with the Board of Directors. The learner outcomes have been utilized to drive student learning each year since. This year, with the charter renewal process and revisions to the school's mission/vision underway, teachers have provided critiques and potential edits to the schoolwide learner outcomes; stakeholders will go through another more thorough process to make revisions to the learner outcomes this year with plans to execute the new learner outcomes beginning in the 2017-18 school year.

C. Student and Faculty Demographics

Greater Community

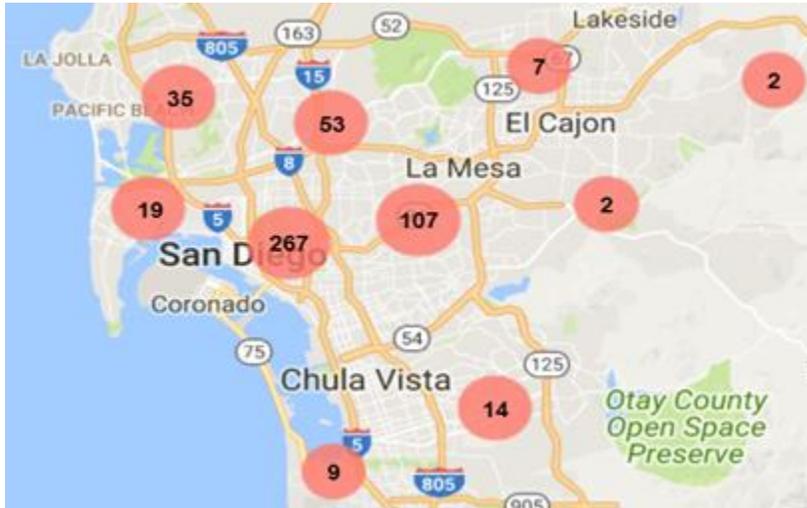
UDA is located within the geographical boundaries of the San Diego Unified School District and draws students primarily from within SDUSD boundaries. Nearly all of the School's students reside within a 15-mile radius of the School.

Geographic Distribution

UDA's students come from all over San Diego County. As shown in the map below, large clusters of our students live in:

- Downtown San Diego
- Golden Hills
- Logan Heights
- Hillcrest

- North Park
- Mt Hope
- City Heights
- Fairmount Park

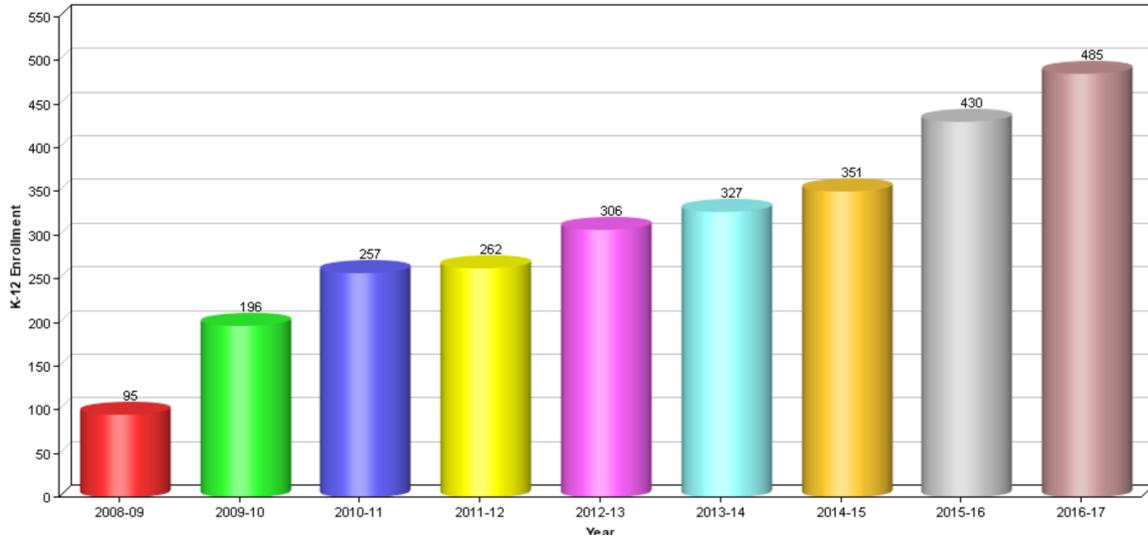


Given this geographic distribution, a large number of our students would otherwise attend the schools identified below. Although many students live and/or would attend school beyond these specific boundaries, the school boundaries with the most dense student population were chosen for analysis and comparison to UDA's historic performance. Schools in bold are emphasized in as the most appropriate comparisons to UDA since these K-8 schools measure performance of the same grade levels as UDA.

- **Golden Hill K-8**
- **Perkins K-8**
- Sherman Elementary
- Roosevelt International
- Washington Elementary
- McKinley Elementary
- Kimbrough Elementary
- Chollas/Mead Elementary
- Rowan Elementary
- Clark Middle

Student Enrollment

Overall Enrollment Growth by Year



Enrollment by Grade/Year

The following table shows enrollment across the grade levels over the last four years.

	2014-15	2015-16	2016-17	2017-18
K	34	47	48	72
1	46	47	49	52
2	47	48	46	52
3	45	48	47	56
4	48	56	55	60
5	49	56	56	60
6	42	53	53	58
7	17	47	56	59
8	23	28	54	60
9	-	-	21	55
10	-	-	-	27
11	-	-	-	-
12	-	-	-	-
TOTAL	351	430	485	614

Demographic Data by Ethnicity

The following table shows the student population by ethnicity over the past 3 years. School demographics have remained relatively stable over the last few years.

Enrollment by Ethnic Group	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
African American	19	5.4%	24	5.6%	28	5.8%
Asian (non-Filipino)	11	3.1%	13	3.0%	11	2.3%
Filipino	1	0.3%	3	0.7%	3	0.6%
Hispanic	123	35.0%	155	36.0%	172	35.5%
Multi-Racial	28	8.0%	32	7.4%	38	7.8%
Pacific Islander	0	0%	0	0%	2	0.4%
Unknown	2	0.6%	3	0.7%	4	0.8%
White	167	47.6%	200	46.5%	227	46.8%
Total Enrollment	351		430		485	

Demographic Data by Subgroup

The following table shows the student population by subgroup over the past 3 years. School demographics have remained relatively stable over the last few years.

Enrollment by Sub-Group	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
English Learners	23	6.6%	37	8.6%	39	8.0%
Economically Disadvantaged	87	25%	122	28%	135	28%
Students with Disabilities	29	8.3%	41	9.5%	39	8.0%
Homeless Youth	2	0.6%	4	0.9%	3	0.6%
Foster Youth	-	0%	-	0%	-	0%
Total Enrollment	351		430		485	

Enrollment Waitlist

Demand for enrollment at UDA has continued to increase each school year, with nearly 600 students on the enrollment waitlist for the 2016-17 and 2017-18 school years.

Grade	2015-16	2016-17	2017-18
K	135	237	209
1	12	63	81
2	40	38	56
3	24	57	34
4	8	40	41
5	12	38	34
6	17	67	45
7	0	41	41
8	0	0	30
9	N/A	0	0
Total	248	581	571

Faculty Demographics

Staff Classification and Demographics (Full-Time Equivalents)

2017-18 Personnel	Total	Male	Female	Asian	Filipino	Hispanic or Latino	African-American	White
Certificated Administrators	3.0	1.0	3.0	-	-	1.0	-	3.0
Certificated Teachers	33.4	5.0	28.4	-	2.0	-	1.0	30.4
Counselor/ Psychologist	1.4	-	-	1.4	-	-	-	-
Classified Administrative	3.4	1.4	2.0	-	-	-	-	3.4
Aides	8.0	2.0	6.0	-	1.0	1.65	2.35	3.0
Total	49.2	9.4	39.8	1.4	3.0	2.65	3.35	39.8

D. Student Performance Data

Overall CAASPP Performance

The following tables compare UDA CAASPP 2014-15, 2015- 16, and 2016-17 data for the category of ALL students to neighborhood elementary schools, middle schools, K-8 schools, and SDUSD as a whole. The most fair comparison of UDA performance can be made with neighborhood K-8 schools, which represent the same grades with test scores for UDA historically. UDA’s performance in ELA and math for most student groups is competitive with or higher than comparison schools. Some of these student groups show the percent of students meeting or exceeding proficiency at UDA declined slightly, likely due to a change in professional development initiatives to focus more deeply on project based assessments; the faculty is working on refining projects to more closely align, assess, and monitor progress on the Common Core State Standards.

Overall Comparison Performance in English Language Arts

As the data show, UDA overall academic performance is far greater than both neighborhood K-8 schools in ELA, greater than most neighborhood schools listed, and comparable to the San Diego Unified District average.

All Students

CAASPP ELA (Exceeded & Met)	2014-2015	2015-2016	2016-2017
UDA	52%	57%	54%
Golden Hill K-8	29%	39%	39%
Perkins K-8	28%	28%	26%
Sherman Elementary	42%	57%	49%
Roosevelt International	42%	53%	49%
Washington Elementary	27%	52%	52%
McKinley Elementary	58%	64%	68%
Kimbrough Elementary	23%	25%	26%
Chollas/Mead Elementary	29%	43%	37%

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Rowan Elementary	39%	43%	42%
Clark Middle	25%	23%	29%
San Diego Unified	55%	56%	56%

Overall Comparison Performance in Mathematics

As the data show, UDA overall academic performance is far greater than both neighborhood K-8 schools in mathematics, greater than most neighborhood schools listed, and comparable to the San Diego Unified District average.

All Students

CAASPP Math (Exceeded & Met)	2014-2015	2015-2016	2016-2017
UDA	45%	42%	42%
Golden Hill K-8	17%	20%	23%
Perkins K-8	18%	32%	13%
Sherman Elementary	42%	53%	40%
Roosevelt International	42%	33%	31%
Washington Elementary	19%	38%	47%
McKinley Elementary	49%	54%	65%
Kimbrough Elementary	19%	22%	28%
Chollas/Mead Elementary	24%	36%	33%
Rowan Elementary	24%	24%	31%
Clark Middle	19%	16%	20%
San Diego Unified	41%	44%	46%

CAASPP Percent of Subgroups Meeting or Exceeding Standards

The following tables compare UDA CAASPP 2014-15, 2015- 16 and 2016-17 data for the categories of the following subgroups: 1) Economically Disadvantaged, 2) Hispanic, 3) Students with Disabilities, 4) African-American, and 5) English Learners. While a few subgroups maintained performance overall across the years, most declined in the percentage of students meeting or exceeding the standards in both ELA and Math. Additionally, there are wide gaps for most subgroups as compared to the total student population.

English Language Arts: Percent of Subgroups Meeting or Exceeding Standards

CAASPP ELA (Exceeded & Met)	2014-2015	2015-2016	2016-2017
All Students	52%	57%	54%
Economically Disadvantaged	41%	41%	38%
Hispanic or Latino	40%	41%	41%
Students with Disabilities	23%	22%	21%
African American	63%	56%	41%
English Learner	16%	8%	25%

Mathematics: Percent of Subgroups Meeting or Exceeding Standards

CAASPP Math (Exceeded & Met)	2014-2015	2015-2016	2016-2017
All Students	45%	42%	42%
Economically Disadvantaged	31%	23%	23%
Hispanic or Latino	33%	29%	28%
Students with Disabilities	16%	13%	14%
African American	38%	37%	26%
English Learners	12%	4%	0%

CAASPP: Not Met Category

Although the percentage of students meeting or exceeding the standards on the CAASPP show much room for improvement, the following tables demonstrate improvement of our lowest-scoring students on the CAASPP for the following years: 2014-15, 2015-16, 2016-17 in ELA and mathematics for ALL students at UDA. This percentage of students scoring in the “not met” category on the CAASPP shows our lowest scoring students making steady progress over the last three years overall and in most subgroups. The growth of performance for UDA’s lower performing student group is a reassuring reflection of an enhanced focus on a Response to Intervention (RTI) process over the last few years.

CAASPP ELA: Percentage of Students Performing in the “Not Met” Category

ELA Not Met	ALL Students	Economically Disadvantaged	Students w/ Disabilities	Hispanic or Latino	African-American	English Learners
2014-15	25%	41%	50%	39%	25%	64%
2015-16	21%	30%	46%	32%	15%	74%
2016-17	19%	32%	48%	32%	34%	52%

CAASPP Mathematics: Percentage of Students Performing in the “Not Met” Category

Math Not Met	ALL Students	Economically Disadvantaged	Students w/ Disabilities	Hispanic or Latino	African-American	English Learners
2014-15	26%	41%	54%	39%	39%	62%
2015-16	23%	39%	59%	40%	31%	76%
2016-17	22%	32%	45%	35%	35%	47%

English Learner Performance

The following EL measures align to the new state dashboard metric which will calculate a summative percent of students that either: qualify for reclassification, improve a level on the ELPAC (CELDT) exam, or maintain early/advanced status on the ELPAC (CELDT). To date, EL reclassification rates and CELDT improvement scores have show inconsistent results with room to grow.

	2014-2015	2015-2016	2016-2017
% of Students Qualifying for Reclassification	8.6%	18.2%	13.5%
% of Students Improving a Level on the CELDT	28.5%	33.3%	18.9%
% Maintaining Advanced or Early Advanced on CELDT	not available	not available	2.7%
% Meeting CA Dashboard Measure	not available	not available	35.1%

California Science Assessment (CST)

The following tables depict Science data based on the California Science Standards for 5th grade and 8th grade. Percentage proficiency declined from 2014-15 to 2015-16 when UDA implemented instruction in the Next Generation Science Standards rather than the old California Science Standards, which the CST assessed; this was a common issue for schools when the standards changed in California before the exam changed, leading to misalignment in instruction and assessment statewide.

5th Grade

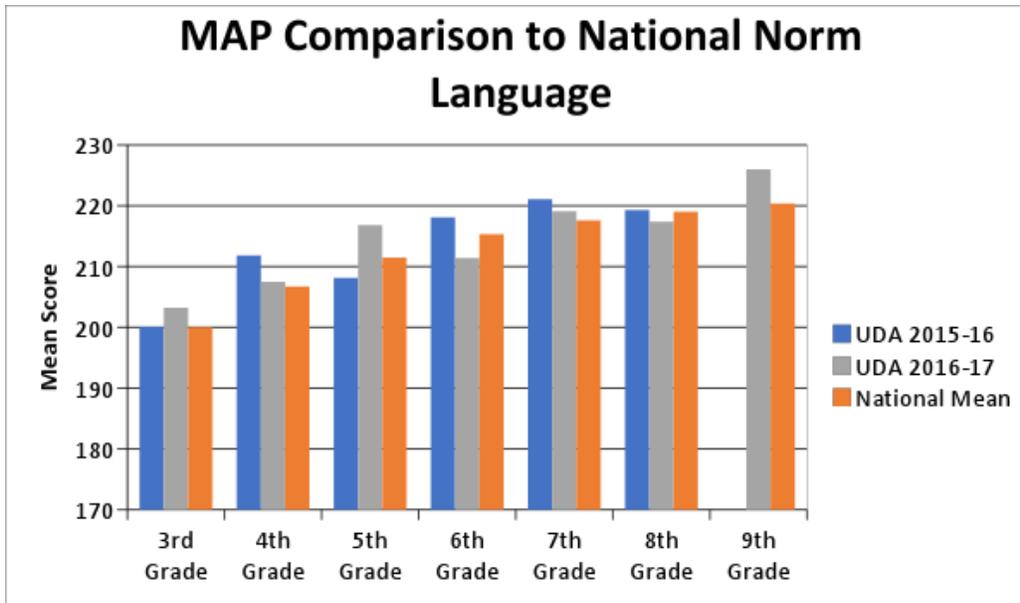
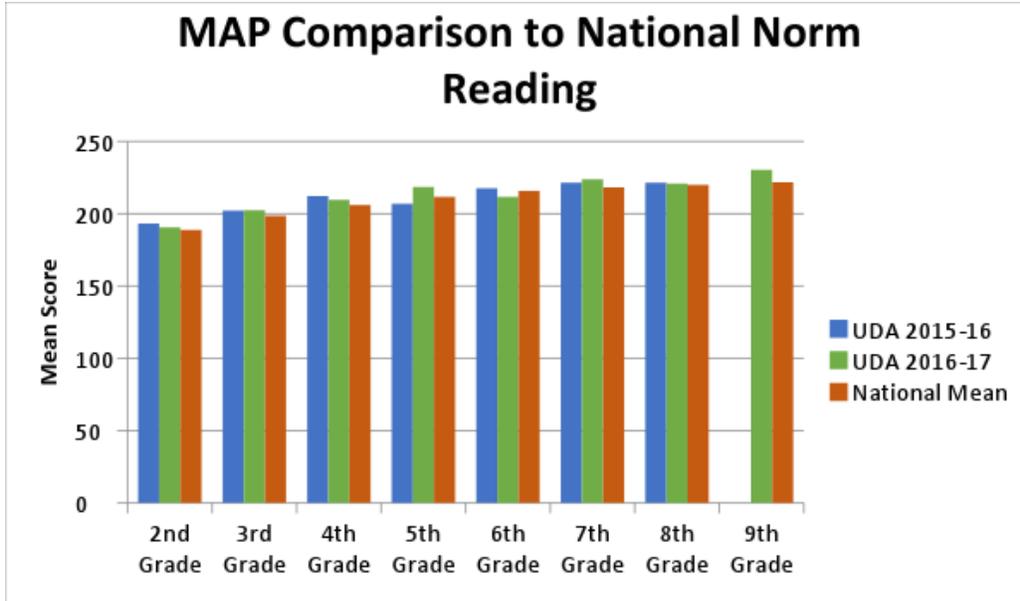
CST SCIENCE	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2014-15	2.0	0.0	15.0	59.0	24.0
2015-16	13.0	5.0	25.0	42.0	15.0

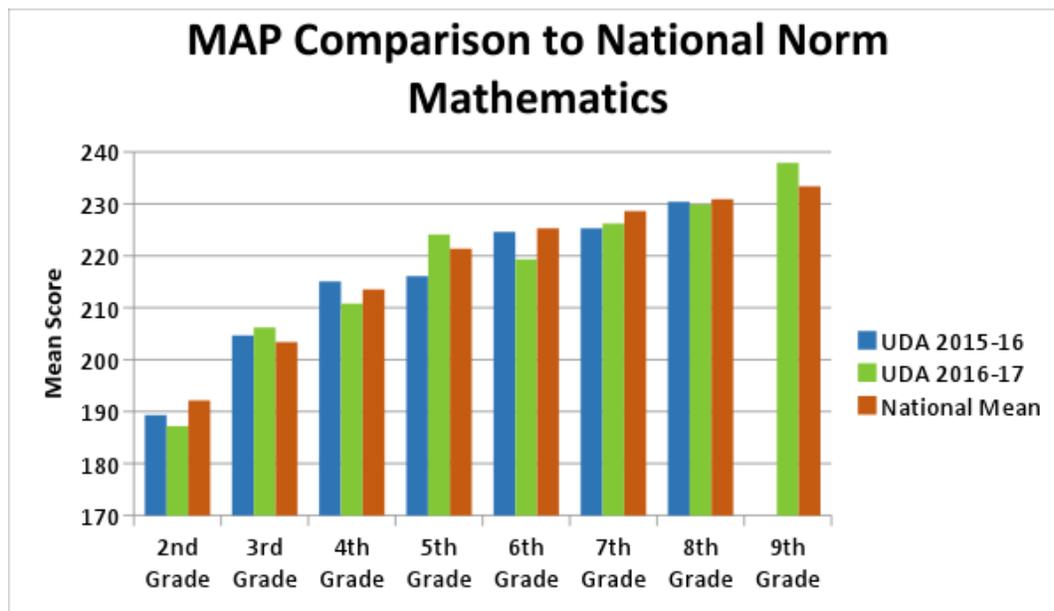
8th Grade

CST SCIENCE	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2014-15	4.0	4.0	4.0	20.0	68.0
2015-16	4.0	7.0	19.0	30.0	41.0

NWEA Map Test

The NWEA measure of assessment of performance or MAP assessments measure three areas: Reading, Language Usage, and Mathematics. The following data demonstrate how UDA students performed on this assessment in the spring of 2015-16 and the 2016-17, compared to national norm-referenced data. Although many grade levels are mostly competitive with and/or outperform the national norm on the MAP tests, results are not yet consistent across grade levels and years, particularly in mathematics. UDA is currently working on improvements in math and literacy across the grade level as part of its ongoing Action Plan.





NWEA Map Test: Subgroup Performance

Although most cohorts of students generally show improvement across the year, overall subgroup performance is not yet consistent across grade levels and years for either of the subjects (similar to all student NWEA Map results).

MAP Subgroup Comparison: Reading												
	2015-2016 (Spring)						2016-2017 (Spring)					
Grade	Econ. Disadvantaged	Hispanic or Latino	African Amer.	Students with Disability	EL	All Students	Econ. Disadvantaged	Hispanic or Latino	African Amer.	Students with Disability	EL	All Students
1	-	-	-	-	-	-	163.3	170.1	157.0	152.4	166.6	176.3
2	186.0	184.5	-	184.0	177.8	193.3	188.9	184.0	191.0	162.0	172.0	190.6
3	198.8	197.9	205.7	176.7	168.0*	202.1	199.8	193.3	187.5	197.5	184.0	202.4
4	198.6	209.8	212.3	210.6	197.4	212.3	208.4	199.0	207.0	203.3	-	209.6
5	202.4	202.2	-	187.5	182.4	207.0	214.6	215.1	219.5	215.3	214.5	218.5
6	212.1	215.1	193.0	204.8	210.0*	217.5	207.9	205.0	210.5	192.8	189.8	211.6
7	216.1	219.5	218.5	201.4	199.0*	221.5	224.8	221.5	223.5	214.8	210.0*	223.8
8	217.9	219.9	-	199.5	-	221.4	210.5	214.4	226.6	203.6	198.5	220.8
9	-	-	-	-	-	-	231.75	-	221.7	211.7	207.0*	230.5

* indicates only one student tested

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MAP Subgroup Comparison: Language												
2015-2016 (Spring)							2016-2017 (Spring)					
Grade	Econ. Disadvantaged	Hispanic or Latino	African Amer.	Students with Disability	EL	All Students	Econ. Disadvantaged	Hispanic or Latino	African Amer.	Students with Disability	EL	All Students
1	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-
3	194.8	194.8	210.7	184.7	160.0*	200.1	199.4	193.1	182.0	195.5	174.0*	203.2
4	205.6	208.4	215.7	207.0	204.2	211.8	205.6	199.6	202.0	194.3	-	207.5
5	205.1	203.0	-	192.8	187.3	208.1	212.5	211.6	217.8	210.8	210.5	216.8
6	217.5	217.9	204.5	210.4	212.0*	218.1	207.5	206.9	204.0	198.7	187.3	211.4
7	211.2	217.3	224.0	207.2	195.0*	221.1	220.4	217.5	219.5	210.0	217.0*	219.1
8	216.9	217.6	-	203.8	-	219.3	206.7	218.9	227.8	199.3	190.0	217.4
9	-	-	-	-	-	-	224.9	-	220.5	212.5	210.0*	226.0
* indicates only one student tested												

MAP Subgroup Comparison: Mathematics												
2015-2016 (Spring)							2016-2017 (Spring)					
Grade	Econ. Disadvantaged	Hispanic or Latino	African Amer.	Students with Disability	EL	All Students	Econ. Disadvantaged	Hispanic or Latino	African Amer.	Students with Disability	EL	All Students
1	-	-	-	-	-	-	168.8	175.7	163.0	163.4	175.8	179.1
2	184.8	178.1	-	187.5	177.5	189.3	184.0	182.2	187.0	173.0*	179.5	187.2
3	200.1	199.0	208.7	196.0	181.0*	204.7	197.0	198.8	186.5	211.0*	192.5	206.2
4	210.0	211.2	215.0	210.0	203.6	215.1	209.2	203.3	208.0	205.0	-	210.8
5	209.7	210.8	-	199.9	191.9	216.1	219.6	216.1	224.8	219.8	210.5	224.1
6	220.8	223.2	209.0	216.3	204.0	224.6	215.3	213.1	212.0	204.0	192.0	219.3
7	215.9	221.7	232.3	213.0	208.0*	225.3	223.2	224.9	219.5	212.0	216.0*	226.2
8	224.6	228.4	-	205.5	-	230.4	218.6	222.2	239.6	211.9	216.3	229.9
9	-	-	-	-	-	-	234.4	-	222.0	215.8	226.0*	237.9
* indicates only one student tested												

E. Other Local Metrics

Attendance Rate

UDA has continued to maintain a strong attendance rate of over 95%.

School Year	Annual Attendance Rate
2014-15	96.03%
2015-16	95.71%
2016-17	96.14%

Chronic Attendance Rate

UDA has lowered the percentage of chronic absences.

School Year	Chronic Attendance Rate
2015-16	6.09%
2016-17	5.11%

Suspension Rate

UDA has lowered its suspension rate each year since the 2013-14 school year, from 5.0% of students suspended in 2013-14 to 1.6% of students suspended in 2016-17.

School Year	Percent of Students Suspended
2013-14	5.0%
2014-15	3.5%
2015-16	2.3%
2016-17	1.6%

Expulsion Rate

UDA maintains an expulsion rate of 0.0%.

School Safety

UDA prides itself on its small learning community and positive school culture. After moving to our new campus during the 2015-16 school year, the staff and faculty of UDA worked hard to build community and ensure a safe environment for our students in the new location. The following data indicate that 90% or greater of both students and parents feel our kids are safe in school; importantly, this number has increased from the 2015-16 school year to the 2016-17 school year for both groups.

Perceptions of School Safety

Parent and Student Survey Responses	2015-16	2016-17
Percent of students reporting they feel safe in school.	82%	90%
Percent of parents reporting their students feel safe in school.	93%	98%

Student Climate

Each year, students participate in an annual climate survey. The survey has been modified a couple of times to better collect and disaggregate the data. There are now two surveys, one for grades 2-5 and one for middle and high school students; these survey results reflect a combination of scores across these two survey formats.

Student Climate Survey Responses	Percent Agree or Strongly Agree	
	2015-16	2016-17
When I am at school I feel...		
I belong	71%	87%
There are expectations for student behavior	81%	90%
My teacher(s) treat me with respect	87%	94%
My teacher(s) care about me.	84%	94%
I am comfortable attending school.	84%	94%
My teacher(s) is/are a good teacher.	93%	97%
I am challenged by the work my teacher asks me to do.	65%	78%
The work I do in class makes me think.	83%	88%

Parent Climate

Each year, parents participate in an annual climate survey. The survey has been modified a couple of times to better collect and disaggregate the data, but longitudinal data available in important climate areas is still available and reflected below.

Parent Survey Responses	Percent Agree or Strongly Agree	
	2015-16	2016-17
Academic Rigor		
I feel UDA is preparing my child for the next academic year.	91%	82%
I feel that the UDA model of project-based learning is effective.	92%	84%
I think that my child's project work is relevant to the real world.	94%	92%
I think my child's work is challenging.	77%	78%
UDA provides quality activities that meet my child's interests and talents.	58%	73%
UDA has quality programs for my child's talents, gifts, or special needs.	62%	73%
Teachers communicate with parents about what students are expected to learn.	87%	83%
Welcoming/Engagement Environment for Parents		
I am involved at UDA.	76%	83%
I feel welcome to participate at the school.	86%	91%
I feel comfortable when I am at UDA.	89%	91%
I feel comfortable contacting my child's teacher.	97%	96%
I feel comfortable contacting the front office staff.	96%	96%
I feel comfortable contacting school administrators.	86%	92%
My child's teacher takes my concerns seriously.	94%	95%

Parent Satisfaction with Coursework/Subjects

Based on the 2014-15, 2015-16, and 2016-17 Parent Climate Surveys, the percent of parents who indicated they were “satisfied” or “very satisfied” with various disciplines/programs at UDA has mostly remained near or above 90% and/or shown growth since 2015, with the exception of some outliers (performing arts, where a new teacher started this school year).

Urban Discovery Academy ACS WASC Mid-cycle Progress Report

	Percent of Parents “Satisfied or “Very Satisfied”		
	2014-15	2015-16	2016-17
Reading	94%	94%	93%
Writing	84%	90%	88%
Math	86%	91%	90%
Science	84%	92%	91%
Social Studies	87%	91%	88%
Physical Education	91%	88%	98%
Visual Arts	81%	68%	92%
Performing Arts	79%	60%	69%
Spanish	61%	76%	82%
STEAM	N/A	N/A	95%

Based on this data, clear critical areas for growth remain:

- There is a need to consistently improve math performance schoolwide.
- There is a need to consistently improve ELA performance schoolwide.
- There is a need to close the achievement gap for the following subgroups: economically disadvantaged students, students with disabilities, Hispanic or Latino students, African-American students, and English Learners.
- There is a need to continue to refine behavior strategies and restorative practices to ensure students, parents and teachers feel behavior management is successful.
- Anecdotally, there is a need to stabilize the student and teacher populations so we can focus on outcomes and performance/improvement of our students.

II: Significant Changes and Developments

Urban Discovery Academy has gone through a number of transitions since the last WASC Self-Study visit in 2015, including organizational and staffing changes, enrollment growth, location changes, programming/curricular changes, and technology additions. The following narrative outlines the significant changes and related impacts on the school and its programs.

Charter Renewal

This year, our school is up for charter renewal with our authorizing district, San Diego Unified School District. Our charter was submitted in October 2017, with a public hearing scheduled for November 2017 and a board action date of December 2017. The expected renewal is expected to re-authorize our charter for the next five years through June 2023.

The charter renewal process engaged stakeholders in another reflective process for the organization, with the biggest reflective outcome being a shift in our mission/vision. A new vision and mission was written through a collaborative approach with the Board, teacher and leadership representatives, parent representatives, and student leaders, but the actualization of this new guiding statements are still underway as we await our charter renewal outcome. The revisions reflect the progress we have made in the last few years and seem to better incorporate the purpose of the whole growing K-12 organization.

We will go through another collaborative process this spring and next school year to further refine our Schoolwide Learner Outcomes and to better align with our revised mission and vision.

Enrollment Changes

Since the last WASC visit, our population has grown significantly, as we have added high school grades as well as a Transitional Kindergarten class. In addition, class sizes increased from 24 students in grades K-3 and 28 students in grades 4-9 to the following:

- TK/Kinder: 24 students
- 1st: 26 students
- 2nd: 26 students
- 3rd: 28 students
- 4th to 10th: 30 students

Although each class only grew by a couple of students in most cases, the overall change to enrollment brought in a large volume of students who were new to the school this year, in addition to creating additional potential movement due to families unsure about the class size changes. The additional enrollment and fluctuations in student body have presented new challenges with regards to student support needs, relationships and overall school culture.

Organizational Structure

With the addition of high school grades, the Board changed the leadership structure from having a K-8 director reporting to the Board, to having a part-time CEO reporting to the Board, with two directors overseeing the academics and site management of the K-8 and high school grades. Jenni Owen, former director of the K-8, currently serves in the role of CEO, working closely with two directors: Diana Cornejo-Sanchez, K-8 Director, and Chris Wakefield, High School Director. This organizational change has helped the two directors focus primarily on teaching, learning, and student needs, while the CEO has shifted focus to big picture strategic alignment and business operations, while also providing direct support for the directors.

During the last WASC visit, UDA's back office needs were supported by one contracted consultant. In the summer of 2016, UDA transitioned back to the support of a back office company to support its accounting and business management needs. We currently work with Ed Tec, with the change being very positive for the school since a whole team now supports our financial and accountability operations, rather than relying on one person for external business management.

Other Staff Changes

There have been other significant fluctuations in staffing. There was an interim Director (Mike Seal) for much of the 2015-16 school year when the existing Director, Jenni Owen, went on maternity leave and returned in a part-time capacity. During this year, the Assistant Director position was changed to an "Academic Support" position, focused on SST case management, student behavior, and teacher support. The position was changed back to an Assistant Director position for the 2017-18 school year.

Staff has also grown to include high school faculty, a transitional kindergarten teacher a STEAM teacher, an in-house TK-4 Spanish teacher, and additional student services staff (education specialists, special education aides, and counselor at the TK-8). In addition to growing staff numbers overall, UDA lost a larger-than-usual number of teachers this last summer. Teacher fluctuations were a result of several factors, including the beginning of families, new out-of-classroom career opportunities, and worry about increasing enrollment, among other factors. Although transitions in staffing can be difficult, the change has also helped support our more recent approach to behavior and our efforts to strengthen interdisciplinary collaboration and vertical alignment. Still, there are always new and complex factors in bringing on larger numbers of staff members as we strive for steady academic growth.

In addition to shifts of position and staff members, there are new supports and accountability systems for UDA teachers. The leadership team developed a new, more comprehensive evaluation system for which implementation is under way this school year. In addition, an Instructional Leadership Team was developed this year at the TK-8 to help facilitate growth in vertical alignment, shared practices, data-responsive instruction, and professional collaboration. Currently, there are five members of the Instructional Leadership Team (ILT), including leads for the following "departments": TK-2, 3-5, Math (middle school), Literacy

(middle school), and Enrichment (arts, PE, Spanish). The ILT meets regularly with the Director and their respective teams to forward schoolwide goals and initiatives, and help provide support as needed.

Facilities

Since 2015, we have relocated our campus and now have two school sites. The following locations currently serve our TK-8 and 9th/10th grade students, respectively:

- **840 14th Street:** The TK-8 relocated to this East Village location in the fall of 2015. This facility was bond-financed and underwent renovation and new construction throughout the 2014-15 school year, with the move taking place in August of 2015.
- **232 West Ash Street:** Our one 9th grade class was located with the K-8 building during the 2016-17 school year. In the spring of 2017, we secured an additional site for our new high school 1.4 miles from our existing building. The Ash Street campus is a leased facility with room for expansion; part of the building is currently being subleased to another charter school. The school expects to inhabit this building for a couple of years; a search continues for a permanent site for the high school.

Curricular Approach

As described in our 2015 WASC Self-Study, there was a need to better focus on and refine our approach to project-based learning. As such, the school has undergone a transformative process to change school culture and better align practices schoolwide to the project-based approach. With this shift in culture, there has truly been a shift to more creative and flexible learning in classrooms. Similarly, there has been a push for increased interdisciplinary collaboration across disciplines and horizontal classrooms, including enrichment classrooms.

To better accommodate teacher collaboration, interdisciplinary planning, and arts-integration, our master schedule has shifted to allow for this strategic collaboration. In addition, the TK-8 calendar has shifted back to a trimester system in order to support interdisciplinary integration of our three arts programs: fine arts, performing arts and STEAM. With this new calendar, students now take each enrichment course for one trimester where they have more time with each arts enrichment teacher to allow for deeper engagement in projects.

This shift in teaching and learning is most clearly evidenced in our schoolwide exhibitions of student learning, held twice a year for the high school students (semester culmination) and three times per year for the TK-8 students (trimester culmination). During this time, each student presents their trimester/semester projects, which demonstrate the culmination of their learning in humanities, math, science, and enrichment courses.

Approach to Student Behavior

UDA has fully-adopted the restorative approach to student behavior and development. During the 2015-16 school year, the old model of our “Behavior Rubric” was thrown out and a School Culture committee and resulting document was formed. This committee laid the foundation and professional development efforts to implement new shared strategies for building school culture, such as morning meetings, classroom charter development, and responses to student behavior.

In addition, during the 2016-17 school, all staff were trained on the restorative practices model, helping develop capacity for leading classroom circles and generally helping students solve challenges collaboratively. Since the original training, new staff received subsequent training on the restorative approach and the faculty continue to provide internal support and training to execute this approach.

To support teacher development in the areas of classroom management, which will ultimately impact student behavior, a Classroom Management Guide was developed to support teachers through a process of supporting students in the classroom before referring them to administration. This guide and supporting structures are all relatively new for UDA, and are continuing to be refined with teacher feedback.

Since 2015, our referrals and suspensions have decreased dramatically, indicating initial effectiveness of these approaches to student behavior. However, there is still room to focus on student behavior, particularly with the new student enrollments and new staff additions. There are a number of new teachers and new-to-UDA teachers who are still adapting to the challenges of our facility and to the cultural impact of new student enrollments throughout the grade levels.

Technology Additions

At the time of our last full WASC visit, UDA had little in the way of technology, which was a huge struggle instructionally and for state and local testing purposes. Since 2015, we have moved from a handful of class sets of devices to a one-to-one ratio of devices in almost every core classroom (TK pending). iPads are available in lower grades (Kinder and 1st) and Chromebooks are used elsewhere throughout grades 3 through 10. In addition, there is a full class set of laptops available for STEAM programming. We hope to maintain this critical ratio as we continue to add enrollment in the high school grades. The additional devices have helped personalize learning for all students, allowing more capacity and ease for differentiated learning within the classroom, as well as better supporting student research and our project-based approach to learning.

In addition to schoolwide devices, we obtained a significant amount of technology and tools for our new STEAM classroom, including 3-D printers, soldering stations, robotics kits, and other technology tools. These new technologies have helped better integrate our arts programming and interdisciplinary collaboration with science, technology, engineering and math.

III: Ongoing School Improvement

Each school year, stakeholders review student achievement data to continually reflect upon our school's progress and revise our goals and related action plans in order to best improve our performance. The administrative team goes through a comprehensive data review process each year when test results are available and we begin to undergo the LCAP review process. Our WASC goals are strategically aligned to our LCAP annual goals to ensure efforts to improve performance are aligned and revisited periodically; this alignment also ensures regular review by multiple stakeholders each year as we engage multiple voices in strengthening our annual plans.

UDA teachers go through a comprehensive data analysis process after each performance cycle (particularly NWEA and CAASPP exams), analyzing scores for grade levels, subgroups, and individual performance, and reflecting on the data in teams and individually in order to realign classroom goals and related instructional strategies. Through this process, teachers also examine our schoolwide goals and help provide input towards refining goals and strategies.

The leadership team also engages the Board of Directors and the School Advisory Council in regular review of data to better inform and engage stakeholders in regular discussions about our academic and other performance. Throughout the year, our schoolwide goals and strategies are revisited with each group and a facilitated discussion takes place to allow for critical input from parents, board members and the general public. The leadership team also sends out an annual parent feedback survey schoolwide in addition to a survey specifically designed to collect input on our schoolwide goals and action plan.

A WASC leadership team has met each year for the years following our last WASC visit to review progress on our action plans. To prepare this progress report, a comprehensive review of multifaceted data which includes state test scores, California Dashboard indicators, local assessment data, comparisons to surrounding schools, survey data, other local data, and input from multiple stakeholders, was undertaken to carefully review our progress and consider revisions to the action plan.

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

Critical Areas for Follow-Up

The following were critical areas for follow-up from the 2015 WASC visit:

1. **Project-Based Learning.** Develop more clarity, common language, tools and guidelines for project-based learning at UDA, in line with newly developed student learner outcomes.
2. **Math Curriculum.** Continue to develop Common Core math curriculum, by adopting official curriculum for grades K-4 and furthering math achievement in upper grades.
3. **Technology Goals.** Expand technology availability and use, and develop goals for technology incorporation and achievement across grades.
4. **Schoolwide Rigor.** Continue to ensure there is a cohesive approach to rigor and differentiation throughout the grade levels, particularly for higher performing students.
5. **Enrichment Programs.** Continue to develop programming and extracurricular options for students in need of enrichment, particularly in middle school.
6. **Middle School Sustainability.** Sustain retention, full enrollment, academic achievement and positive perceptions in middle school.
7. **Literacy Strategies.** Adopt school-wide reading strategies to best support individualized student growth in reading, particularly in the upper grades.
8. **Socio-Emotional Development.** Research, develop and implement systems to promote positive student behavior and socio-emotional development.

Goals to Address Critical Areas for Follow-Up

The following goals were set in UDA's 2015 Action Plan to address the critical areas:

UDA Goals	Critical Areas for Follow-Up
<p>Goal #1: Cohesive Curriculum UDA will strategically align curriculum to our Learner Outcomes and monitor related progress.</p>	<p>1. Project-Based Learning 2. Math Curriculum 3. Technology Goals 4. Schoolwide Rigor 5. Enrichment Programs 7. Reading Strategies</p>

<p>Goal #2: Mathematics Proficiency UDA will increase achievement in mathematics, particularly in the upper grades.</p>	<ol style="list-style-type: none"> 1. Project-Based Learning 2. Math Curriculum 4. Schoolwide Rigor 5. Enrichment Programs 6. Middle School Sustainability
<p>Goal #3: Literacy UDA will increase literacy achievement, particularly in reading across the upper grades and for English Learners.</p>	<ol style="list-style-type: none"> 4. Schoolwide Rigor 5. Enrichment Programs 6. Middle School Sustainability 7. Reading Strategies
<p>Goal #4: Positive Climate UDA will incorporate positive behavior strategies to enhance school climate, particularly with regards to student behavior and perceptions.</p>	<ol style="list-style-type: none"> 8. Socio-Emotional Development

Progress on Goals and Critical Areas

The following shows progress on our schoolwide Action Plan, including summarized data and a narrative reflection on goals progress and critical areas for follow-up:

<p>Goal #1: Cohesive Curriculum</p>
<p>UDA will strategically align curriculum to our Learner Outcomes and monitor related progress. Specifically:</p> <ul style="list-style-type: none"> • UDA teachers will align all new and existing curricula with UDA learner outcomes, ensuring clear and cohesive benchmarks across disciplines and through each grade level. • UDA will adopt and implement a standardized UDA project-based assessment template, in line with newly adopted schoolwide learner outcomes, for the 2015-16 school year. • UDA will fully adopt a common core math curriculum for grades K-8 by fall 2015. • UDA will fully integrate Next Generation Science Standards schoolwide by the end of the 2015-16 school year. • UDA will integrate technology standards or expectations throughout grade levels by fall 2017.
<p>Reflection on Progress and Supporting Evidence</p>
<p>UDA's learner outcomes have helped drive the continued development of our curriculum, particularly as we have dived deeper into project-based learning and interdisciplinary curriculum design. Teachers utilize an adopted project-based assessment template to develop their interdisciplinary projects, which outline the driving goals for each trimester or semester.</p> <p>The school has worked on aligning content and skills development throughout the grades, particularly with math and literacy, to ensure there is a clear learning continuum and benchmarked portfolio progress. It has been particularly helpful to collaborate with the new</p>

high school team to ensure our students are prepared for high school math and literacy demands; the high school and middle school teams collaborate throughout the year to ensure alignment of curricula. The instructional leadership team (ILT), with a math and literacy lead in the middle school grades, has been instrumental in aligning goals and curriculum; in addition, there is a math leadership team which has worked closely with a math professional development consultant and the UDA leadership team to develop alignment and shared strategies.

Specific progress that has resulted from leadership initiatives, teacher collaboration, the instructional leadership team, and the math leadership team include:

- Adoption of supporting math curriculum and K-12 technology tools for individualized math instruction (Bridges, Connected Math, Math XL, Front Row, and ALEKS)
- Adoption of K-8 technology tool for ELA (Front Row) to support reading, language usage, and English Learner development.
- Common math rubrics
- Common rubrics for writing genres
- Development of schoolwide instructional plans for use of math block time
- Shared assessment strategies in math for end-of-unit performance tasks
- Family Math Night: a personalized workshop to share our math approach, math strategies and programs to support students in Math at home and at school.
- Adoption of Lucy Caulkins reading guides (this is a work in progress and something we hope to incorporate more into the future)
- Training on the development of reading/talk strategies

All TK-5 core teachers and middle/high school science teachers utilize the Next Generation Science Standards. Specific mapping of the Next Generation Science Standards began with the middle school team during the 2014-15 school year, with all grade levels transitioning to NGSS the following year and refinement of curriculum continuing to develop each subsequent school year.

With the addition of schoolwide technology devices, UDA has continued to explore the right approach to utilizing the devices to best support the development of our learner outcomes and state standards for all of our student needs and specific subgroup needs. Adding technology to the classroom has helped support individualized learning, research skills, innovation, communication and collaboration on project-based assessments. Additionally, the technology additions have allowed us to utilize specific aligned tools to help further math and reading development at differentiated levels in each classroom.

Since the last WASC visit, middle school school schedules have moved away from choice electives to more intentional and sustainable enrichment programming aligning to our school mission, including fine arts, performing arts, and STEAM. Having all students take these courses provides less flexibility and student choice, but allows more interdisciplinary collaboration and arts integration; this design also ensures our students complete a more rigorous enrichment program which includes a technology-based course. Along with this change in approach to enrichment programming, UDA has also added a wide variety of optional partner programs offered on Wednesday afternoons when school is released.

Teachers are also offering various interest clubs to middle school students each trimester, including photography, art, and ASB, among others.

The addition of a TK-8 STEAM course and new technology in the STEAM classroom has also provided the opportunity to ensure students develop specific technology skills by the time they graduate. Each TK-8th grade student now takes the STEAM course for one trimester during the school year. By the time students graduate 8th grade, they will have learned technology skills which include proficiencies such as computer coding and 3-D printing.

The efforts to clarify the vision and protocol for project-based learning has truly shifted our school culture to more intentionally align to our school mission and vision. The end-of-term project exhibitions are a clear demonstration of progress in this area, with each student participating in a presentation of interdisciplinary project learning at least twice a year (three in the TK-8 grades). We have improved rigor in project-based assessments as this shift has taken place, as evidenced by the quality of unit design plans over the past three years, and will continue to refine and improve our approach to even more intentionally develop specific skills and learner outcomes.

In terms of student performance on standards, there is clear room to grow on both NWEA and CAASPP exams in ELA and math, as neither exam has yet to show consistently improving results for any grade level or subgroup. We believe all of these structured efforts are a good step in the right direction and hope to see the impact on this year's spring assessments and into the next few years of our development; we will continue to closely monitor both implementation and progress.

Goal #2: Math Proficiency

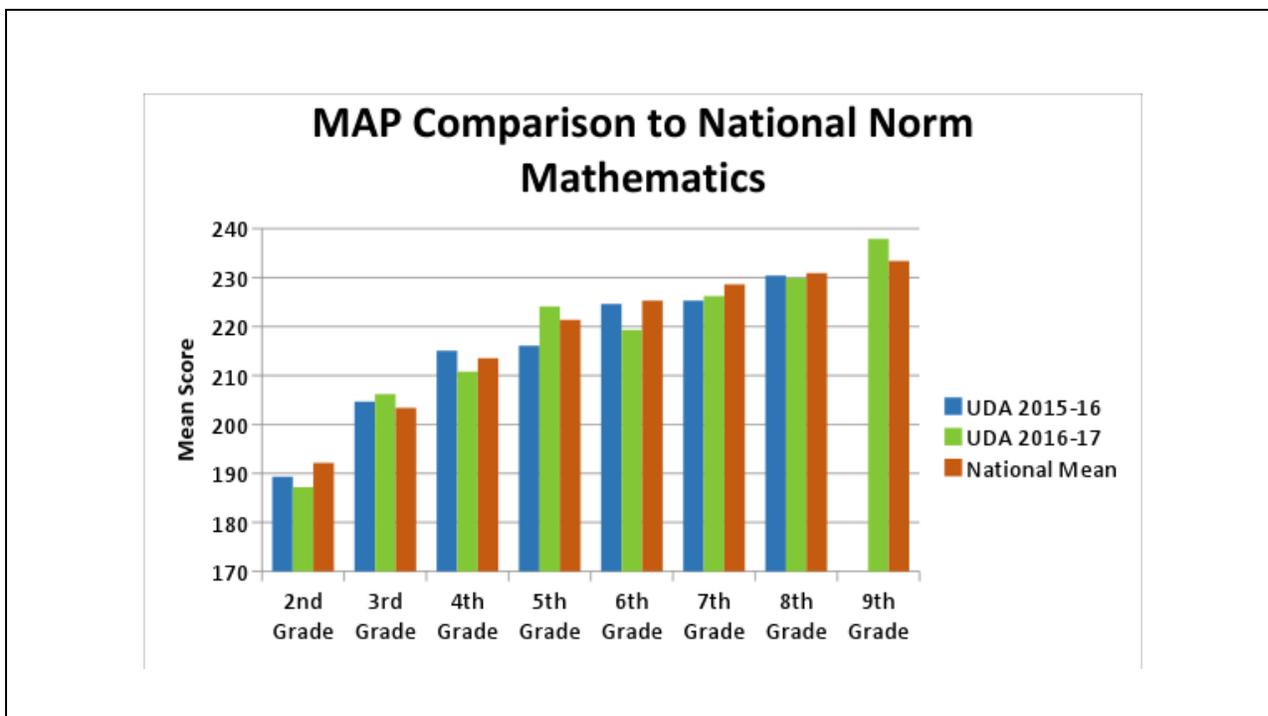
UDA will increase achievement in mathematics, particularly in the upper grades. Specifically:

- UDA 5th, 6th, 7th and 8th grade students will outperform national norm average by at least 5% in each grade on the NWEA Map Mathematics assessment by winter term, 2018.
- UDA mean scores on the NWEA Map Mathematics assessment will increase through the grade levels by at least 2% by winter term, 2018.

Reflection on Progress and Supporting Evidence

NWEA Map Growth

Comparison graphs in Chapter 1 indicate that we have met our NWEA Map comparison goal in mathematics for some grades but clearly not in others. There are many potential reasons why we did not make sufficient progress on our math growth goals; nonetheless, it is disappointing to see a decline from 2016 to 2017 in several grade levels rather than an increase towards our overall goal. This decrease is also evidenced in some grade levels on our CAASPP scores, indicating a continued need to drastically improve math performance at UDA. Because of this data, we have developed our Math team along with our Instructional Leadership Team to develop shared practices across the grades, among other action steps listed in our schoolwide action plan.



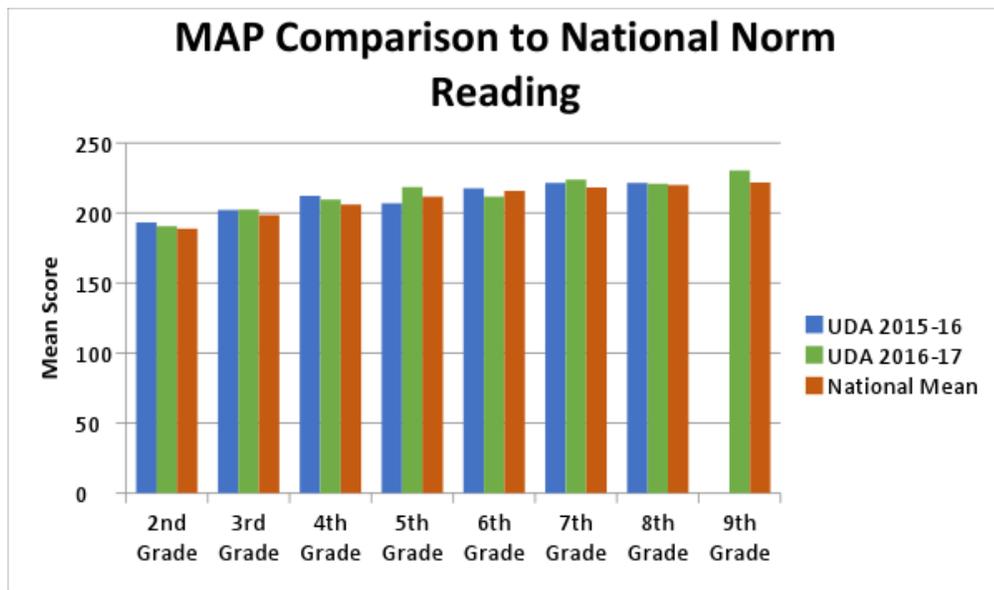
Goal #3: Literacy

UDA will increase literacy performance, particularly in reading across the upper grades and for English Learners. Specifically;

- UDA 5th, 6th, 7th and 8th grade students will outperform national norm average on the NWEA Map Reading assessment by at least 5% by winter term, 2018.
- UDA mean scores on the NWEA Map Reading assessment will increase by 2% through the grade levels by winter term, 2018.
- 100% of UDA English Learners will increase one performance level on the reading strand of the CELDT exam each year.

Reflections on Progress and Supporting Evidence

NWEA Map Growth
 Similar to Goal #2, comparison graphs in Chapter 1 indicate that we have met our NWEA Map comparison goal in literacy for some grades but clearly not in others. Again, although there are many potential reasons why we did not make sufficient progress on our literacy growth goals, it is disappointing to see a decline from 2015 to 2016 in several grade levels rather than an increase towards our overall goal. This decrease is also evidenced in some grade levels on our CAASPP ELA scores, indicating a continued need to improve ELA performance overall at UDA. Because of this data, we have created an Instructional Leadership Team to develop shared practices across the grades, among other action steps.



English Learner CELDT Performance

The following table shows the percentage of EL students improving a level on the CELDT over the years. Although the goal was 100% of students meeting the goal, this goal seems unrealistic. Nonetheless, the percentage of students meeting the goal declined this last year, demonstrating a continued need for growth.

	2014-2015	2015-2016	2016-2017
% of Students Qualifying for Reclassification	8.6%	18.2%	13.5%
% of Students Improving a Level on the CELDT	28.5%	33.3%	18.9%
% Maintaining Advanced or Early Advanced on CELDT	not available	not available	2.7%
% Meeting CA Dashboard Measure	not available	not available	35.1%

Goal #4: Positive Climate

UDA will incorporate positive behavior strategies to enhance school climate, particularly with regards to student behavior and perceptions. Specifically:

- Revamp the school's "Behavior Success Rubric" in line with research-based positive behavior intervention and/or restorative justice strategies.
- Develop and/or adopt supporting curricula throughout grades to support positive student behavior and socio-emotional development, in line with school learner outcomes.
- Improve student and parent perceptions of the following areas, as measured by stakeholder surveys: a) bullying, b) teasing, c) disruptive or distracting behaviors.
- Significantly decrease the percent of detentions and suspensions per total student body (by at least 10% upon implementation of new approach and by an additional 1% in following years).
- Maintain at least a 96% average daily attendance and decrease the number of chronically absent students by 1%.

Reflection on Progress and Supporting Evidence

Overall, UDA has made significant progress in our approach to managing student behavior, and thus in improving student behavior and perceptions. Specifically:

- The school's "Behavior Success Rubric" is now obsolete; instead, a guiding "School Culture" document was created to reshape our philosophy and approach to developing a positive school culture. The document (and related professional development) includes shared schoolwide strategies for building culture in classrooms, expectations for responding to student behaviors, and other norms for encouraging positive interactions.
- The school now implements a Restorative Practices approach schoolwide. All staff was trained in 2016-17 and new staff were trained in August 2017. A refresher training is also planned for this spring, as well as a parent workshop. Teachers are utilizing morning meetings regularly to build culture and circle discussions to respond to class or group situations that arise. In addition, the leadership team responds to student concerns or issues utilizing restorative dialogue (as well as logical consequences). Anecdotally, teachers reflect that this approach has helped build relationships and culture generally, although the school is still fine-tuning expectations and processes.
- The school increased counseling services, adding a full-time counselor to support grades TK-8. A contracted service supports the high school grades and we hope to add another counselor for grades 9-12 in the near future. The school counselor helps monitor student behavior, providing individual and group counseling services to benefiting students, in addition to beginning to work on schoolwide approaches to socio-emotional development and positive behavior intervention and supports (PBIS) strategies. The school counselor has developed a plan for pushing in to classes to lead lessons on social and emotional learning throughout the TK-8 classes; this process remains a work in progress for the school.

Although there is not a specific schoolwide curriculum that has been adopted to support positive behavior and socio-development, the leadership team feels the changes in place have brought about significant shifts in school culture; this is mostly clearly evidenced by the decline in suspensions over the last few years but also evident in improvements in general school climate indicators on student/parent surveys, as noted in Chapter 1.

There is still work the school can do to, however, to continue to build a more positive school climate. There are clear areas for growth based on parent and student surveys around behaviors (parents) and bullying (students) as noted in the charts below. Although student and parent perceptions relating to student behaviors have not necessarily showed a positive change, most parents anecdotally reflect an appreciation of the new approach to behavior and restorative practices which has been an ongoing topic with the School Advisory Council. But clearly there is more work for the school to do in ensuring new schoolwide processes are effective and making a positive impact. There are some teachers who feel the school needs to outline clearer consequences for student behaviors; the leadership team is utilizing this feedback to refine systems of communication and support for teachers.

Student Perceptions of Bullying/Teasing:

School Year	2014-15*	2015-16	2016-17
Are you often teased in a mean way by another student (this year)?	19%*	25%	26%
This year, have you ever been physically bullied by another student here at school?	16%*	20%	20%
Have you ever bullied another student here at school?	9%*	7%	8%

**Note: In 2014-15, only a small percentage of the school was surveyed and in specific grade levels, so this data may not provide the best comparison to future years when most kids in grades 2-8 were surveyed.*

Parent Perceptions of Bullying/Teasing/Disruptive Behaviors:

School Year	2014-15*	2015-16*	2016-17*
Based on your experience, how much of a problem at this school is...			
...harassment or bullying of students?	2.8%	2.9%	1.8%
...disruptive or other distracting student behavior?	4.9%	11.6%	17.9%

** Percent of parents stating that this is a "large problem."*

Attendance: UDA has continued to maintain a strong attendance rate, mostly over 96%.

School Year	Attendance Rate
2014-15	96.03%

2015-16	95.71%
2016-17	96.14%

Chronic Attendance: UDA has lowered the percentage of chronic absences.

School Year	Chronic Attendance
2015-16	6.09%
2016-17	5.11%

Suspensions: UDA has lowered its suspension rate each year since the 2013-14 school year, from 5.0% of students suspended in 2013-14 to 1.6% of students suspended in 2016-17.

School Year	Percent Suspended
2013-14	5.0%
2014-15	3.5%
2015-16	2.3%
2016-17	1.6%

Although the school was ready for a change in approach to behavior, several challenges have added complexity to our progress, including:

- A second facility move took place for the 2015-16 school year, adding to the already fluctuating student population.
- The new K-8 facility has a limited amount of outdoor and common area space.
- Enrollment schoolwide and per classroom increased significantly during the 2017-18 school year.
- TK and new high school grade levels have added new challenges to behavior management.
- UDA/IDEATE have a larger number of new-to-the-school teachers this year.

With these challenges and with anecdotal and survey feedback, the leadership team is continuing to work as a team with teachers to refine norms and continue to improve systems to positively impact behavior and related perceptions.

V: Schoolwide Action Plan Refinements

UDA's schoolwide action plan has gone through several stages of refinement since the last self-study visit for a number of reasons. As described, UDA has gone through several notable changes since the last visit, but has also made progress on many of the action plan steps from 2015. While UDA has undergone important changes, the larger context for accountability and schoolwide planning has also emerged, with the CAASPP system becoming more prominent as a testing metric, LCFF/LCAP now playing a larger role in school accountability plans, and the California State Dashboard system now reporting more specific data metrics which were still emerging three years ago.

Taking into consideration all of the changes above, and in attempt to focus on one clear single plan for student achievement, refinements to our action plan include:

- **LCAP Alignment:** Reframing of goals to increase focus on required state goals/metrics; reframing of local metrics to align with LCAP expectations;
- **California Dashboard Alignment:** Refining goals to measure/report specific dashboard metrics;
- **CAASPP versus NWEA:** With the revised state dashboard reports, metrics have been revised to reflect growth on the summative CAASPP exams rather than on the local NWEA exams.
- **Subgroup Focus:** Given the intent of LCAP/LCFF and UDA's clear data needs for closing the achievement gap, revised performance metrics include additional focus on critical subgroups.
- **High School:** Language and strategies have been added to include growth into high school grades;
- **Simplification of Goals/Strategies:** Existing WASC goals #2 and #3 (math and literacy) were merged into one goal since many of the strategies to increase student performance in math and literacy overlap significantly;
- **Revisions Based on Progress:** Overall strategies have also been updated to reflect progress on our original goals since 2015 (for example, behavior strategies, counseling plans, and instructional leadership).

The action plan that follows incorporates these changes and includes additional tasks and strategies to help support revised outcomes and metrics.