

Canyon Crest Academy WASC Self Study Report

5951 Village Center Loop Rd.
San Diego, CA 92130

October 20-23, 2013



A member of the San Dieguito Union High School District

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2013-2014 School Year

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Canyon Crest Academy Personnel, 2013-14

Administration

Karl Mueller, Principal (2013-present)
Brian Kohn, Principal (2006-2013)
Jeff Copeland, Assistant Principal/Athletic Director
Elise Davies, Assistant Principal
Anne Whattoff, Envision Creative Director

Classified Staff

Diane Fisher, Principal's Secretary
Karen Burrows, AP Secretary
Kris Gotta, Athletics Secretary
Yvonne Fortin, Attendance
Donna Hughes, Lead Custodian
Toni Stadler, Counseling Secretary
Laura Main, Finance Office
Faye Polenz, Health Office
DJ Webber, Maintenance
Mike Hayes, Maintenance
Terri Glauser, Media Center
Carolyn Underhill, Nutrition Services
Caroline Moroney, Receptionist
Andy Shepard, Registrar

Counseling and Student Support

Ashley Bahner

Sarah Djernes
Melissa Sage
Rebecca Vincent
Darlene Burton, College and Career Center
Omar Musisko, Psychologist
Schleyhahn, Rose, Psychologist
Melissa Magin, Speech Therapist

Special Education

Brittan, Gillian
Angela Ciufu
Shannon Del Rio
Paula Furgerson
Dorothy Guniter, **District Program Specialist**
Melissa Harkiewicz (CLA)
Mike Minnick
Jennifer Ramirez (CLA)
Julie Seebruch
Katherine Shoecraft, Workability

ASB

Tanner Kortman

PALS

Laura Krogh

Business/ROP

Brian Baum

Jeannie Chufo
Tony Mauro
Mike Remington

English

Chris Black
Zac Brown
Lisa Caston
Jeannie Chufo
Sharon Dasho
Robin Duncan
Craig Fox
Michael Gaughen
Tanner Kortman
Kevin Leal
Milan Perisic
Helen Thow

Envision Arts

Amy Blatt
Rachel Edwards
Angela Jackson
Nate Jarrell
Carol Limbach
Jessica Matthes
Mark Raines
Julie Rais (Ellis)
Jeremy Sewell
Rayna Stohl
Amy Villanova
Anne Whattoff
Tracy Yates
Kendall Younglund

Mathematics

Sue Atkinson
Robin Dobashi
Garrett Happ
Charles Hayden
Chiara Hodgkinson
Kevin Hopp

Katie Martinez

ThienAn Nguyen

Brian Shay

Joe Shea
Diana Spragg
Kristin Zanoni

Physical Education

Donald Quinn
Michael Riese

Jason Shanahan

Rayna Stohl
Tracy Yates

Science

Andrew Corman
John Danssaert
Ed Gerstin
Ariel Haas
Rachel Kessler

Andrea Lawless

Kristin Sevilla
Kaveh Shakeri
Wendy Slijk
Eric Smith

Social Science

Sarah Aguilar
Zac Brown
Tracy Bryant
Kellie Dunkirk
Doug Gilbert
Dallas Hartley
Tom Lockhart
Brad Spilkin
Tim Stiven
John Unwin

World Language

Laura Krogh

Rigo Paz

Donald Quinn
Victoria Sanchez

Shea Starr

Bernadette Takano
Shauna Walton
Gloria Winburne

WASC Coordinators

Anne Whattoff
Amy Villanova

BOLD indicates Department Chair

WASC Focus Groups

A. Organization: Angela Jackson (Envision)

Classified- Andy Shephard, Caroline Harrah, Toni Stadler

Counseling- Sarah Djernes

English- Milan Perisic, Craig Fox

Envision- Julie Ellis, Carol Limbach

Math- Kevin Hopp, Joe Shea

Science- Ariel Haas, Kaveh Shakeri

Social Science- Brad Spilken, Tim Stiven

Special Education-Shannon Del Rio, Michael Minnick

World Languages-Don Quinn

Parents- Dawn Lawson, Bob Rombach

Students- Kyle Crooks, Grace Condon, Leonard Yoon

B. Curriculum: Vicky Sánchez (World Language)

Business/ROP- Tony Mauro

Classified- Terri Glausser, Darlene Burton, Kris Gotta

Counseling-Rebecca Vincent

English- Kevin Leal, Helen Thow, Jeannie Chufo

Envision- Rachel Edwards, Jessi Matthes

Math- Chuck Hayden, Brian Shay

Science- John Danssaert, Rachel Kessler

Social Science- Tom Lockhart, Zac Brown

Special Education-Paula Furgerson, Julie Seebruch, Omar Musisko

Physical Education- Michael Riese

World Language- Gloria Winburne

Parents- Hillel Katzeff, Marty Folton

Students- Jason Phillips, Alexis Neumann, Troy Lingelbach

C. Instruction: Katie Martinez (Math)

Business/ROP- Michael Remington

Classified- Karen Burrows, Diane Fisher

English- Sharon Dasho

Envision- Nate Jarrell, Kendall Younglund

Math- Garrett Happ, Chiara Hodgkinson

Science- Andrea Lawless, Kristin Sevilla

Special Education-Angela Ciufu, Jennifer Ramirez

Social Science- Doug Gilbert, Dallas Hartley

Physical Education- Jason Shanahan

World Language- Shea Starr, Bernadette Takano

Parents- Patrice Gold, Anna Lillian, Pam Naughton

Students- Keegan Doherty, Talia Raoufpur, Orly Shapiro

D. Assessment: Brian Baum (Business)

Classified- Laura Main, Faye Polenz
Counseling- Melissa Sage
English- Lisa Caston, Michael Gaughen
Envision- Rayna Stohl
Math- Diana Spragg, Thienan Nguyen, Robin Dobashi
Science- Eric Smith, Ed Gerstin
Social Science- Kellie Dunkirk, Sarah Aguilar
Special Education- Melissa Magin, Gillian Brittan
World Language- Shauna Walton, Rigo Paz
Parent- Mindy Scarano
Students- Erin Timony, Kyle Grozen, Amy Atun

E. Culture and Support- Tracy Bryant (Social Science)

Classified- Donna Hughes, Yvonne Fortin
Counseling- Ashley Bahner
English- Tanner Kortman, Christopher Black, Robin Duncan
Envision- Amy Blatt, Mark Raines, Tracy Yates
Math- Sue Atkinson, Kristen Zanon
Science- Andy Corman, Wendy Slijk
Social Science- John Unwin
Special Education- Dorothy Guintier, Melissa Harkiewicz
World Language- Laura Krogh
Parents- Teri Naftalin, Vanessa Smith, Lisa Golden
Students- Morgan Patterson, Lindsay Kroner, Julia Koerber

TABLE OF CONTENTS

Preface	8
Chapter I: Student/Community Profile and Supporting Data and Findings	10
Chapter II: Progress Report	64
Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress	71
Chapter IV: Self-Study Findings	80
A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources	82
B: Standards-based Student Learning: Curriculum	122
C: Standards-based Student Learning: Instruction	147
D: Standards-based Student Learning: Assessment and Accountability	183
E: School Culture and Support for Student Personal and Academic Growth	203
Prioritized Areas of Growth Needs from Categories A through E	228
Chapter V: Schoolwide Action Plan	230
Appendices	237

2013-
2014

PREFACE



Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study, i.e., any modifications from the model self-study process:

Canyon Crest Academy has been focused on student academic achievement and social/emotional development since its inception 10 year ago. The self-study process has been an ongoing part of the CCA culture both formally and informally for the past 10 years as well. CCA staff members have embraced program analysis and improvement as part of the yearly growth plan campus wide. Staff, student, and community surveys have been administered in non-WASC years to learn more about the effectiveness of specific programs, student connectedness and safety, and the community perception of the school as a whole. Results from outside surveys, such as the California Healthy Kids survey, are also incorporated into data analysis and self-study. CCA has 18-20 late start days built into the school calendar for the purpose of staff collaboration and development. This professional development time, combined with annual department release days are dedicated to the regular evaluation of curricular and program practices, department and school wide goals, and the steps necessary for continued growth towards these goals. The school's Site Council meets annually to review the WASC goals, which are embedded in the school's Single Plan for Student Achievement (SPSA), to monitor progress toward achieving these goals, and to update them as relevant to the school's growth.

Our official WASC Self Study work began in the spring of 2012 with the appointment of the WASC Co-Coordinator, Anne Whattoff and Amy Villanova. The coordinators met with previous WASC coordinators and district mentors to learn more about the process and to establish a timeline of events for the formal self-study process for the 2012-13 and 2013-14 school years. Once 2011-12 data became available; a team of Administration, Counselors, a district data clerk, and the WASC Coordinators compiled Chapter 1. Chapter 1 data was then shared and discussed with the staff during both all-staff meetings and "Home" or Department groups. The staff also met in Home Groups to look at CCA's Guiding Principles and Mission and Vision Statements. Through these meetings, the staff validated them as still representative of our goals for the student body and the direction for the school.

Focus Groups were formed in the fall of 2012 and Focus Leaders were selected for each group. Focus Groups included at least one representative from each of the following: classified staff, certificated staff, parents and students. Classified and Certificated staff members selected a focus group topic they could best address. Some groups were then balanced to represent as many different curricular departments as possible. In preparation for Focus Group meetings, Classified and Certificated Staff members met with their Home Groups to discuss Chapter 4 and documented relevant information for each section in the Fall of 2013. This information was then shared during Focus Group meetings during Late Start Professional Development time in the winter and early spring of 2012-13. Parent and student Focus Group members provided additional input during these meetings.

After all Focus Group recommendations were compiled, Home Groups reconvened to prioritize what they felt were the top five areas for growth based on Focus Group findings, which they reported to the Administration Team and WASC Coordinators. From these Home Group recommendations, there were obvious themes, which shaped our areas of growth in the School Wide Action Plan. In Fall, 2013 the School Site Council will reconvene to adopt these new Areas of Growth as the new Single Plan for Student Achievement.

2013-
2014

SDUHSD

CHAPTER 1



Chapter I: Student/Community Profile and Supporting Data and Findings

I. COMMUNITY PROFILE

Canyon Crest Academy and its Students

Canyon Crest Academy (CCA) is a comprehensive public high school in its tenth year of operation; it is the newest school to be added to the San Dieguito Union High School District (SDUHSD). Canyon Crest Academy took an unusual approach to building its student population at its inception. Rather than opening to all grades during the same school year, each year a new 9th grade class was added taking a total of four years before grades 9-12 were represented. CCA is a public “school of choice” where any student who resides within the SDUHSD district boundaries can select the academy and a lottery is held if the number of applications exceeds the available seats. CCA is currently home to 1911 students in grades 9-12. Student success is strongly supported by parents and the community, who partner with school staff to provide educational opportunities for all students.

Canyon Crest Academy is one of two schools in the district that implement the 4x4 schedule, a modified block schedule allowing for expanded access to elective coursework. On this schedule, students take four classes each term. These classes meet 90 minutes every day for one half of the school year and conclude at the end of January each year. Student then begin four new classes during the second half of the school year; therefore, at the end of a school year, students will have had the opportunity to complete a total of eight classes. As a result, students have the opportunity to take all necessary courses for entrance into University of California, California State University and private colleges and universities, while still having opportunities throughout their high school career to pursue expanded elective opportunities that best meet their academic goals and interests. This modified schedule also allows for students to take fewer academic classes at any one time, thus providing the flexibility to pace curriculum in a more individualized fashion.

Canyon Crest Academy enjoys some very distinctive features that make it a unique professional learning community. One of the most distinguishing aspects of CCA is the access that both students and staff have to state-of-the-art technology. In addition to each classroom having internet access and an LCD projector, the facility supports other technological systems including campus-wide wireless internet, a state-of-the-art video editing and production laboratory, fiber optics, school intra-net, tablet laptops in some classrooms, smart boards, document cameras, and E-beam and digital projectors coupled with an on-demand digital video delivery system in each classroom. Both students and teachers are also able to access their digital school files from an internet home connection.

Our Community

Canyon Crest Academy is located in an area known as Carmel Valley situated in north coastal San Diego County. Carmel Valley is a fast-growing upper middle class residential community composed of highly educated professionals. As a district school of choice, any student who resides within the San Dieguito Union High School District boundaries, which includes Carmel Valley, Encinitas, Solana Beach, Del Mar, Rancho Santa Fe and La Costa may apply to attend. Many parents are employed at local institutions such as the University of California, San Diego (UCSD), The University of

San Diego (USD), the Scripps Institute of Oceanography, multiple businesses in the biomedical research field, and high tech giants such as QUALCOMM, SAIC, and Hewlett Packard; all of which influence the high standard of educational expectations at Canyon Crest Academy.

CCA Parent Foundation

Canyon Crest Academy has an active parent group called the Canyon Crest Academy Foundation. The mission of the Canyon Crest Academy Foundation is to partner with students, parents and staff to facilitate community involvement and provide financial support for CCA educational programs and priorities. The Foundation is also very visible on campus as parents assist in the library media center, at lunch daily, and help in the administrative offices. In addition to having a physical presence on campus, the Canyon Crest Foundation is also generous in its financial support of the goals and programs at CCA, through funding staff development, classroom supplies, and technological resources. Over its first three years, the CCA Foundation raised over \$1,050,000 in donations and spent over \$1,030,000 on academic programs, athletic programs, Envision, student support programs, and technology resources. Since this time, the Foundation's continual ability to fundraise and donate back to the school has been steady. The Foundation had been a strictly volunteer association until the 2012-13 school year, where paid positions for Executive Director and Bookkeeper were established, enabling Foundation staff to support students and teachers onsite during the school day. These Foundation employees have offices on campus, further increasing the outstanding partnership between the school and the Foundation. The Foundation holds monthly Executive Board and Foundation Board meetings on campus and also hosts a weekly Farmers Market in the CCA parking lot on Thursday afternoons. See Table 3.

Envision, the Arts at Canyon Crest Academy

A distinctive curricular emphasis at CCA is Envision, a comprehensive arts program open to all grades and entailing classes in six core disciplines: dance, visual art, instrumental and vocal music, theater and video/film. This program was developed through the State of California Department of Education's Specialized Secondary Programs Grant during the school's inception and focuses on providing an in-depth, technology rich arts education to students in the San Dieguito Union High School District who recognize arts as their passion. All students have the opportunity to choose from a rich selection of Envision day classes in each of the six disciplines. For students interested in pursuing a more in-depth experience, Envision has a second component known as Conservatory. Admittance to Envision Conservatory is by audition or interview only. This extended day fifth period class is for students who not only recognize art as their passion, but also intend to pursue this passion at the university and/or professional level. These students are challenged with a rigorous curriculum created outside of the regular day. Envision creates an environment of artistic expression for all students who choose to attend CCA, whether or not they choose to be a part of the Conservatory program. Also unique to the Envision program is its utilization of "Guest Artists"; professionals from the six disciplines who provide real life context for Envision students during both day classes and Envision Conservatory.

QUEST, Science at Canyon Crest Academy

QUEST is a program designed to provide students who are motivated by curiosity and are capable of independent learning with an authentic science experience. Students are engaged in all aspects of science and have the opportunity to observe and conduct original scientific research. Students read scientific journal articles, develop hypotheses, collect and analyze data and eventually present their findings. QUEST provides students

with the opportunity to meet and work with scientists from varied disciplines, obtaining skills and guidance, which will assist them in planning their educational and professional future. QUEST fully launched in the 2009-2010 school year with Research Methods, the Tier 1 course. This course served as the foundation course for the QUEST program at CCA. In this course, students gain knowledge and techniques that will prepare them for a career in science. Students are provided with the necessary strategies and techniques to read and evaluate research studies. They learn fundamental concepts of research design and basic statistical procedures for analyzing data. Students will understand, design, and conduct preliminary analyses of research investigations related to applied topics. This course meets the SDUHSD graduation practical art/CTE requirement. CCA added Tier 2, Applied Sciences, to the QUEST program during the 2010-2011 school year. In this course students apply knowledge and techniques to conduct their own research. In this project-based course, students are required to use the information they have learned in previous science and math classes to solve and investigate "real world" problems. They will also learn new material while conducting background research to solve problems and design experiments. Students network with experts who can provide more information and insight towards their projects, go on field trips, write technical reports, and make formal technical presentations. Students will complete an original research project as a culminating event. Students will have the opportunity to enter research competitions, including but not limited to Science Fair. Enrollment is open for students in grades 10th-12th who have completed Tier 1 Research Methods and/or Chemistry. This course is designed for students with an interest in pursuing a career in science.

In 2012-2013 QUEST piloted a new course, Tier 3, Research Internship. In this internship course, students work independently under the supervision of a professional science mentor and instructor. Students will complete an original research project off campus. Students will have the opportunity to enter research competitions, including but not limited to Science Fair. This course is designed for students with an interest in pursuing a career in science. Students are required to have a professional science mentor for enrollment.

Quest Enrollment by Year

	2010-11	2011-12	2012-13
Number of Students	40	60	60

Source: Aeries

The Nest, A student run Café, Art Gallery, and Performance Space at Canyon Crest Academy

The Nest was the combined vision of teachers and students dating back to 2004. With the help of some critical parent involvement, \$50,000 was donated to convert the space into a "cafe." Since the 2007-2008 school year, those funds have been used to purchase equipment, write curriculum and design requirements for the course component, and pilot events and offerings. The course was also submitted for Regional Occupational Program (ROP) approval as ROP Business Management to the district, county and State of California ROP program. A partnership was also developed with the district food services department to structure a menu that falls within the State of California nutrition guidelines and offer unique "The Nest" brand name items. In Fall 2010, the Nest, a completely student-run café opened as the student project for the ROP Business Management course. Since, an Advanced Business Management class has been created as a Tier 2 course for students interested in continually pursuing their interest in Business.

The student-driven mission statement of this very interactive project is: "The Nest is an emerging, student-run business serving quality food, beverages, and entertainment to CCA in a friendly environment dedicated to social responsibility and inspiring a creative community." Since its inception, The Nest has been a bustling lunch spot as well as a venue to host club activities, fundraisers and school events.

Robotics and Engineering Technology

A newer addition to the curricular and extracurricular offerings at CCA is the Robotic and Engineering Technology course as well as three Robotics teams, which compete, in national and international Robotics competitions. The Robotics and Engineering Technology course is structured to develop the skills and knowledge of students in Robotics, Engineering, Science, Mathematics, and Computer Science (STEM - Subjects). Through this course, student have the opportunity to unlock the power of their imagination by designing and constructing radio-controlled robotic devices that can lift, throw, climb, gather, and expand the boundaries of experimental intelligence. The system gives students a fun, new way to learn STEM subjects. By working together to create robots that perform exciting challenges, they also gain valuable problem solving and team-building skills. CCA has been involved with the FIRST robotics competitions since 2009. Currently the longest running team for the school is managed in the Robotics course. Students in the course learn how to design, build, and program robots on the NXT-Tetrix platform then form a team to compete in many San Diego FTC competitions. There are two other teams at CCA managed and operated through student clubs. Students are encouraged to take the robotics course and then get involved with the club teams once they have experience. Team 3513 (operated and managed through the robotics course) has won several awards since it began competing in 2009. More recent awards include 2012 San Diego Championship PTC Design Award, San Diego Championship Finalist Award, Horizon Qualifying Tournament Winning Alliance, San Diego Qualifying Tournament Think Award, and Escondido Qualifying Tournament Winning Alliance.

Internship and Work Experience

CCA has developed an internship program that provides students with the opportunity to earn course credit and develop skills and knowledge about various careers and occupations through non-paid internships. The vision for continued development of the Internship Program is one of collaboration between various school based groups and community based organizations as well as businesses focused on the arts, science, math, business, music, and technology. The current focus of this program is in developing relationships with a variety of organizations in the area. In addition, to the Internship class, a large number of students receive credit for Work Experience through employment in community businesses each year.

Challenge Day

In order to support student social-emotional needs and to strengthen school connectedness and community, the Canyon Crest Academy Foundation has sponsored Challenge Day for CCA students since 2007. As CCA has grown and evolved, Challenge Day has served as an important tool to maintain the campus culture of acceptance and connectedness. This six and a half hour event takes place on campus during the regular school day and aims to inspire students to seek new ways to contribute to the creation of a positive school environment. Challenge Day is intended to identify the hurt created by social oppression, promote healthy emotional expression, and create a forum for conflict resolution, thus helping reduce stereotypes, and gender and socio-economic tensions. This is done through both large and small group processes. Games and activities are organized to set norms for the day, create

connections between the participants, and provide an overview of the purpose of the program. CCA staff, parents, and community members assist in the facilitation of the Challenge Day activities. A student run club, Be the Change developed as a result of Challenge Day and continues the work after the event is over through on-going campus activities. See Table 1 for student participation in Challenge Day.

Table 1: Challenge Day Data

Year	# Student Participants
2010-2011	330
2011-2012	Not Offered
2012-2013	377

Source: Challenge Day Registration Documents

Peer Assisted Listeners (PALs)

During the 2013-14 school year, Canyon Crest Academy will pilot a Peer Assistance Listeners (PALs) program on campus. The purpose of PALs is to develop leadership capacity within selected students or PALs who will in turn provide a peer helping program for all CCA students. PALS, who receive training and support from a teacher and counselor, act as guides, mentors, and mediators for other students. PALS will utilize skills learned in class, including cultural competency, effective communication, decision-making, higher order thinking, and resiliency building. Through a combination of leadership and assistance, PALS will offer individual and group peer support, orientation for new students, classroom presentations, and school/community outreach projects. CCA students and staff are excited to offer another outlet for student connectedness and support on campus.

TEDxYouth

TED, started in 1984, is a nonprofit organization devoted to spreading innovation. TED began as a conference bringing adults from around the world together to share ideas around three areas: Technology, Entertainment, Design. Since then its scope has become ever broader, now encompassing TEDxYouth Events for young people worldwide. Canyon Crest Academy is the only high school in the nation to have hosted two TEDxYouth events on its campus over the past 2 years and has already begun planning for the Fall 2013 event. TEDxYouthDay events present a combination of live speakers, performers and TEDTalks to audiences around the world. These events vary widely in size, format, and theme, but they share a common vision: inspiring curiosity, igniting new ideas, and empowering young leaders. Students and staff from CCA have worked with an integrated team of professionals on all aspects of event planning, coordination, implementation, and post –production to make TEDxYouth at CCA a success. Each year over 400 high school students from all over San Diego County attend this daylong event, and it is broadcast live internationally. The individual talks are then individually re-mastered by our students and sent to the TED franchise for continuous posting on the TED site. TEDxYouth has become an important aspect of the CCA culture of creativity and curiosity and represents student and staff desire to think big and make it happen.

II. SCHOOL PROFILE

WASC Accreditation History

Canyon Crest Academy opened its doors on August 30, 2004 in a temporary facility on the permanent school site. In April, 2005, WASC visited CCA with an Initial Visit

Committee. During its summer meeting, the Commission approved CCA's application for candidacy status. In 2007-2008, CCA had its first full WASC visit, receiving an accreditation term of 6R.

School Purpose and Expected School Wide Learning Results (ESLRs)

Development Process

In the fall of 2003, a committee of teachers and administrators formed the instructional planning committee for CCA. The committee was tasked to create an instructional program for the first year of the school in 2004, develop a framework for the instructional program for the second through the fourth year of the school, and draft a mission statement.

In May 2004 the founding staff met on a two-day retreat. The purpose of the retreat was to educate the staff on the recommendations of the instructional planning team, to begin to establish a collaborative teaching environment and to further develop the vision, mission and values statements. In August 2004 the staff met to finalize the vision, mission and values. Due to our small staff size, and the fact that we were operating the school in trailers, teachers spent the majority of fall and winter of 2004 developing curriculum.

The initial ESLRs were developed using a combination of ESLRs from the other three high schools in the SDUHSD district. The principal, one classified staff member, one counselor, one teacher, and one parent developed a draft of the ESLRs. A draft was presented to department chairs in October 2004. It was revised in November 2004 before it was submitted with the initial application. Students were absent from the initial drafting process. As with the development of most programs at CCA, the ESLRs were viewed as work in progress, and each year the school's stakeholders review the ESLRs. As part of the WASC Self-Study process, the Leadership Team reviewed and revised the ESLRs to be more representative of Canyon Crest Academy, our mission and vision statements, and the academic state standards. The most current ESLRs were finalized in April 2007. They have been formally reviewed in 2009 and 2012 and are included here:

Canyon Crest Academy Graduates Are...

Self-Directed Learners Who:

- Set challenging but achievable academic and personal goals
- Monitor, assess, and reflect upon their academic growth and development
- Achieve proficiency in the academic standards
- Develop a plan for life after high school using a variety of online assessment tools

Capable and Responsible Citizens Who:

- Adhere to district, school, and classroom policies
- Acknowledge and respect cultural and ideological diversity and individual differences
- Demonstrate compassion and respect for peers, adults, and the community
- Recognize the impact of human activities on the environment
- Demonstrate awareness of a healthy and productive lifestyle

Quality Producers Who:

- Strive for mastery in the creation of intellectual, artistic, practical and physical products
- Implement and use technology effectively and responsibly
- Demonstrate specific career-related skills and tasks

Creative and Critical Thinkers Who:

- Develop and express unique ideas
- Analyze, interpret, evaluate and apply concepts within and across disciplines
- Examine and analyze moral, ethical, and cultural issues from multiple perspectives
- Reflect on cognitive process for future growth and learning

Effective Communicators Who:

- Are able to interpret and express ideas well in written, verbal, creative and other nonverbal modalities
- Work collaboratively with others with diverse perspectives
- Use communication skills to resolve conflicts peacefully

Collaborative Workers Who:

- Perform a variety of leadership and supportive roles within a collaborative group
- Partner with other teachers and students in cross-curricular collaborative assignments and research projects.
- Contribute to a variety of learning communities

Vision Statement

Canyon Crest Academy is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners.

Mission Statement

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond.

III. SCHOOL FACILITIES AND FINANCIAL SUPPORT

School Safety and Facilities

Canyon Crest Academy has a fully developed site safety plan. This plan is rewritten every year and built on a model designed by the San Dieguito Union High School District (SDUHSD). It is reviewed and approved by the district safety planning team, which consists of personnel from the SDUHSD risk management department, CCA, and the San Diego Police and Sheriff Departments. The plan contains detailed descriptions of

emergency response procedures for Fire, Earthquake, and Emergency Lockdown. All staff members possess copies of this plan, receive training on the enclosed materials, and, along with students, are regularly drilled on all procedures. A CCA Assistant Principal meets regularly with the district safety team for further discussion and planning regarding campus safety. He also meets with the site safety committee in order to review drills, update and plan safety procedures, respond to safety concerns as reported by the staff, students or parents, etc.

CCA is a clean campus free of graffiti and any kind of operational waste. Students take great pride in their environment. CCA has fully adequate trash disposal systems in place. Eco-Club students assist in campus wide recycling efforts. In the Spring of 2010, SDUHSD piloted the now district-wide solar panel project in two parking lots at CCA with an ultimate desire to incorporate solar power usage on campus. In 2012 SDUHSD launched a \$449 million bond initiative called Prop AA. Prop AA was approved by voters in the November 2012 election to *"provide safe, modern schools and prepare students for success in college and careers by repairing and upgrading outdated classrooms and schools, construction and upgrading school facilities, including classrooms, science labs, and libraries, improving safety and security, and supporting career training and math, science, and technology instruction with 21st Century instructional technology and facilities."* During May of 2013, Phase 1 of the multiphase project began at Canyon Crest Academy with work beginning on the creation of a new turf athletic field and a new track; these projects were never completed when the school was originally built. Phase II of the project, which will include the creation of new baseball and softball fields, along with the completion of the stadium and several soccer/lacrosse practice/game fields, is scheduled to begin in October of 2013 and be completed by September of 2014. The project will also allow for expansion, renovation and infrastructure improvements to classrooms and performance spaces over the next several years.

School Financial Support

Table 2: District Expenditures per ADA

2009-2010	\$ 8,302
2010-2011	\$ 8,364
2011-2012	\$ 8,499
2012-2013	\$ 8,697

Source: San Dieguito Union High School District

Canyon Crest Academy also receives money from other sources. Through the hard work and dedication of many parents, the Canyon Crest Academy Foundation has also raised money for the school. See Table 3 for a breakdown of money raised and donated by the Foundation.

Table 3: CCA Foundation Donations and Spending

Academic Year	Amount Fundraised	Amount Donated to School
2009-10	\$961,987	\$633,852
2010-11	\$792,615	\$616,734
2011-12	\$721,472	\$613,221
2012-13	\$853,463	\$646,945

Source: CCA Foundation

IV. STUDENT DEMOGRAPHICS

Enrollment

Canyon Crest Academy (CCA) is currently home to 1911 students in grades 9-12. CCA is a public “school of choice” where any student who resides within the SDUHSD district boundaries (Carmel Valley, Encinitas, Solana Beach, Del Mar, Rancho Santa Fe and La Costa) can select the academy and a lottery is held if the number of applications exceeds the available seats. The only requirement for eligibility is residency within the district boundaries. Siblings of students currently enrolled are automatically accepted if they choose to apply. Due to the districts Basic Aid funding model no inter-district transfers are accepted by SDUHSD and students are not accepted after the initial enrollment period each year. The student population at CCA is marginally diverse, with grade level, gender, and ethnic demographics illustrated in Tables 4-6.

Table 4: Number of Students Enrolled

	9	10	11	12	Total	% Increase from previous year
2010-2011	506	508	459	421	1894	7.8%
2011-2012	446	505	462	431	1844	-2.6%
2012-2013	460	469	483	457	1869	1.01%
Fall 2013	538	442	448	483	1911	1.02%

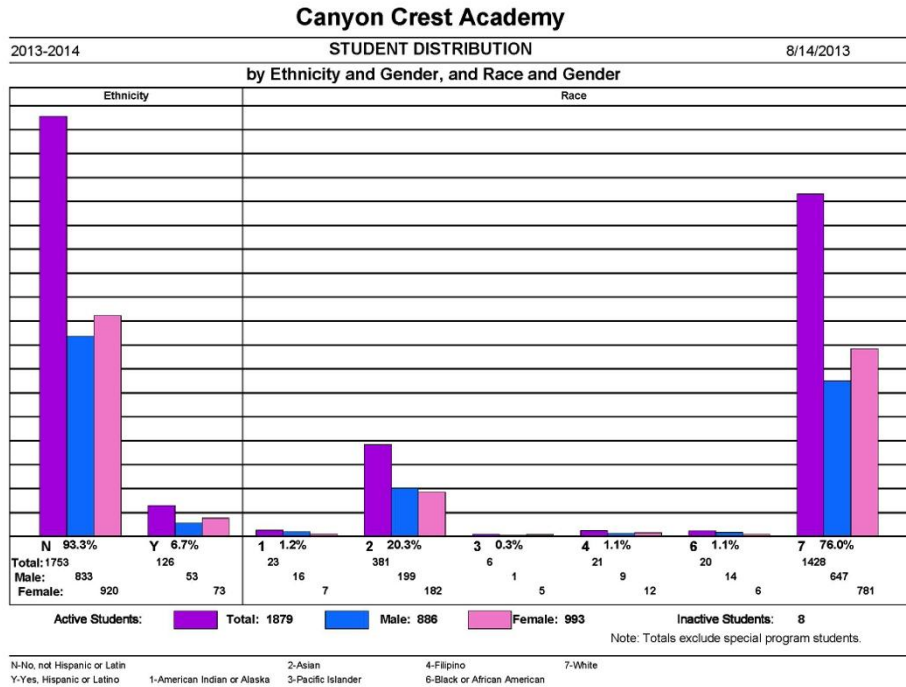
Source: Aeries Student Data System, end of September

Table 5: Number of Students Enrolled by Gender, 2013-2014

	9	10	11	12	Total
Male	259	201	220	219	889
Female	279	241	228	264	1012
Total	538	442	448	483	1911

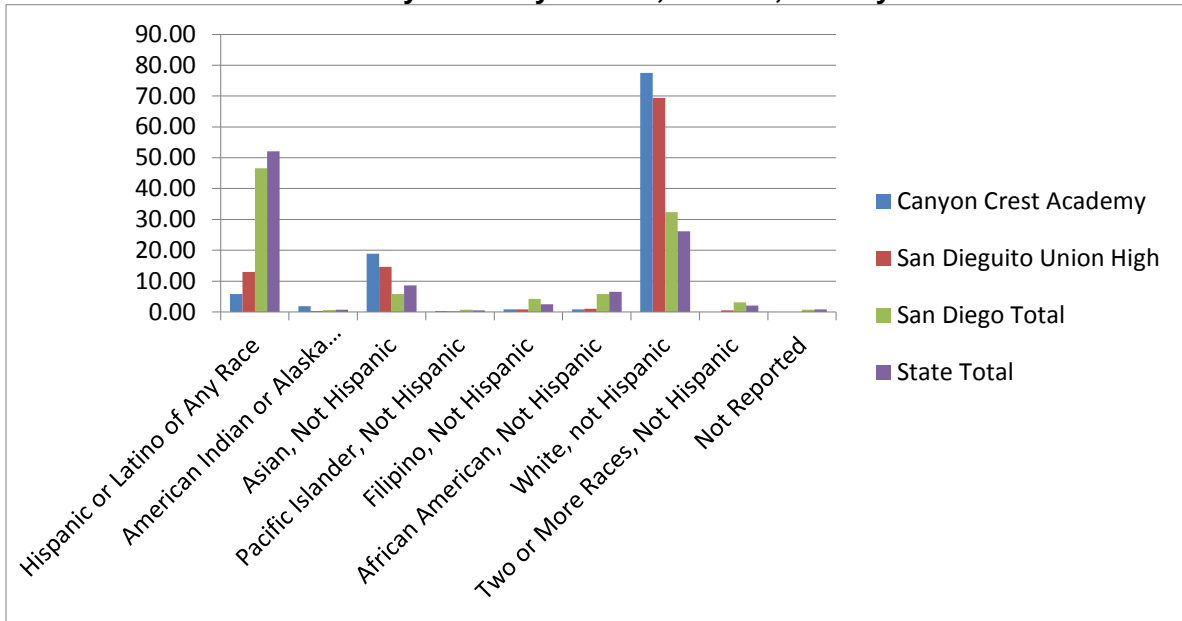
Source: Aeries database

Table 6: Student Ethnicity



Source: Aeries database

CCA's student population is predominantly defined as white or non-Hispanic. The percent of ethnic groups by enrollment suggests that CCA is consistently a marginally diverse population, whose trends broadly mirror that of the entire district, with one exception. While an average of 12% of students in our district report themselves as being Hispanic or Latino descent, only 5% of students at Canyon Crest Academy do so. In promoting CCA as a school of choice within the district, it is important that students in minority and low-income groups are reached and encouraged to enroll so as to increase diversity and strengthen community on our campus.

Table 7: Students by Ethnicity School, District, County and State

Source: DataQuest

English Proficiency and Linguistic Diversity

English Proficiency

A small percentage of the Canyon Crest Academy population has been designated as English Learners (EL). Trends in their enrollment and reclassification are displayed in Table 8 and Table 9, respectively.

Table 8: Number and Percent of EL Students, Redesignated

	2010-11		2011-12		2012-13	
	School	District	School	District	School	District
# English Learners (EL)	13	611	2	576	17	547
% Enrollment EL	1%	19.50%	1%	8%	1%	4%
# Redesignated FEP	6	122	2	10	8	70
% Redesignated	46%	%	100%	%	47%	13%

Source: SDUHSD EL Coordinator, Aeries

Linguistic Diversity

In 2006, Canyon Crest Academy students spoke at least 18 different languages at home, and, in 2012 CCA students spoke at least twenty-seven different languages at home, as shown in Table 9.

Table 9: Primary Languages 2012-13

Language	2012-2013
English	1493
Mandarin	101
Spanish	50
Korean	39
Farsi (Persian)	33
Other non-English	20
Russian	16
Vietnamese	13
Cantonese	8
Japanese	10
Arabic	3
French	10
German	10
Hebrew	15
Dutch	3
Hindi	3
Italian	1
Gujarati	2
Bengali	5
Lahu	2
Urdu	4
Portuguese	2
Armenian	1
Rumanian	1
Kurdish	1
Serbo-Croatian	1
Telugu	1

Source: Aeries Database

Special Programs

Special Education Services

Students with special needs have many support systems in place at Canyon Crest Academy: academic support classes, collaboration between resource specialists and general education teachers in a unique liaison model, and access to the Coastal Learning Academy (CLA). These programs are in line with our philosophy that all students can learn and excel and that academic, social, and emotional support must be available for all students.

With the growth of CCA's overall enrollment, the CCA Special Education population also continues to grow. From 2008 to 2012-13, students who qualified for Special Education

services and Individualized Education Program (IEP) grew from 9.9 % of the student population to 14% of the student population (with an additional 3% of students qualifying for a 504 program.). 2.1% of the Special Education population students are enrolled in the district's regional Coastal Learning Academy (CLA), which is housed on the Canyon Crest Academy campus.

CCA's Special Education Population is also unique in that many students are high achieving, and with appropriate support, function at grade level or above. Consequently, 2013-14 will be the first school year where Canyon Crest Academy will offers a few fundamental level Special Education courses housed within the Academic Support classes offered by CCA Special Education Resource Specialists. The primary emphasis of the CCA Special Education department has been a focus on supporting student success in the mainstreamed, college-preparatory environment.

In 2008-2009, the CCA Special Education staff conducted a study of efficiency of the program due to the growth seen in numbers. The staff's goal was to offer high quality services for students in an efficient manner. Since not all the students in Special Education at CCA needed or required academic support classes, or even daily access to a case manager, traditional structures for delivery of services were not necessarily efficient or effective. Working in conjunction with other Special Education leaders around the district as well as new research about student need support, a new program was piloted in 2009-2010 with great success.

In 2009-2010, CCA began providing Special Education services through a Liaison model. This model places only the students with the most intensive need in academic support classes on a daily basis. Students with moderate need receive pull-out support during elective classes and target remediation classes such as Algebra Readiness, as well as support from a liaison. The liaison is a special education teacher/specialist assigned to work with the general education teachers of a specific subject area and class period. The liaison's focus is to help the general education teacher modify and accommodate the students' needs in the mainstreamed classroom setting through instructional strategies and support. Students with low need receive support from the liaison as well.

CCA Special Education and general education teachers found that this service model provided the Special Education staff with more time to make connections with students as case managers, and provide more hands-on support and interaction with the general education teachers, as well as more grade-level and achievement-level appropriate support for students.

Coastal Learning Academy (CLA)

The Coastal Learning Academy (CLA) is a regional North Coastal Consortium for Special Education (NCCSE) program (<http://www.nccse.org/>) housed on the Canyon Crest Academy campus. Students in the program travel by bus from all over North County to participate in the program. CLA is committed to providing a rich and unique environment to promote the academic and social growth of students based on each student's individualized educational needs. Currently, CLA services 36 students from SDUHSD other North County school districts (Oceanside, San Marcos, and Carlsbad) and has two full-time case managers, three instructional aides, and content area teachers for English, Math, for one period each term and Social Science and Science one period each school year. Program staff are all Canyon Crest Academy and SDUHSD employees, but work

closely with NCCSE and participating school districts to provide its students with county wide resources and supports.

Eligibility

To qualify to attend CLA there is a specific referral process, usually beginning with a request for made at an IEP meeting. This request is then followed up by a referral packet, observations, review from the District Office and final approval from the NCCSE program specialist before a placement can be made. This placement in the program is based upon assessment, diagnosis and identification of students who qualify to receive special education and related services under federal and state guidelines. Each student is deemed capable of completing core academic requirements. Academics may be adversely impacted by significant deficits in attention, visual processing, auditory processing, motor integration, and/or social pragmatics/social judgment. Students enrolled at CLA are considered to be diploma bound. Based on individual needs and readiness, students will have access to general education college preparatory a-g courses.

Key Instructional Components

- Small, self-contained, structured, predictable environment for students in grades seven through twelve
- Core academic curriculum delivered by content area teachers in the CLA setting, combined with instruction and support in self-advocacy/management skills, problem solving/critical thinking skills, pragmatic language and social skills, social judgment, pre-vocational and vocational skills, transitions/changes in routine, and organization
- Differentiated, small group instruction, that builds on strengths and addresses the unique needs of each student
- Supported mainstreaming and integration opportunities with age appropriate peers/role models
- State of the art technology and educational software
- Frequent communication with students and parents
- Collaboration between Special Education Teachers, Instructional Assistants, General Education Teachers, School Psychologist, Speech/Language Pathologist, Occupational Therapist and other related service providers

Program Staffing and Support

- Highly-skilled credentialed Special Education teachers with expertise and specialized training in serving students with disabilities
- Instructional assistants available throughout the day to support students in the program
- Administrative support, School Psychologist and Speech/Language Pathologist available to students throughout the day
- Occupational Therapy consultation is available
- Low student to teacher ratio
- Support and individual guidance provided to assist students in accessing general education classes and activities
- Collaboration with parents, students and support staff

Parent Involvement

The Coastal Learning Academy recognizes the value of parent involvement. Therefore, the Academy makes every effort to develop partnerships, which involves the parent in the foundation of the student's educational experience.

Special Education Enrollment

In 2012-13, the Special Education program at Canyon Crest Academy served 12% of the total campus population. Special Education enrollment is detailed in Tables 10.

Table 10: Students with an IEP or 504 Plan

	IEP	504	Total
2010-2011	269	59	328
% Enrollment	14%	3%	17%
2011-2012	258	76	334
% Enrollment	14%	4%	18%
2012-2013	169	52	221
% Enrollment	9%	2.7%	11.7%

Source: Aeries data and <http://dq.cde.ca.gov/dataquest/>

Online Learning

During the 2011-2012 school year, SDUHSD piloted an Independent Study Online Learning (ISOL) credit recovery program option for CCA students who were credit deficient in core content areas of math, social science and English. The intent was to give students an alternative to repeating a traditional seat class and to allow them the opportunity to work independently at their own pace. Students who earn a D or F grade have the option of pursuing credit recovery on an independent study basis using the PLATO online platform. ISOL courses are based on the facilitation model. Students are responsible for completing coursework independently at home. A district teacher acts as the facilitator and students meet with the facilitator in the classroom only to turn in work and take tests. Students must follow all independent study regulations, including a parent-student-teacher meeting and signed paper contract, and have all exams proctored on the North Coast Academy campus under teacher supervision. Courses use the same curriculum as the seat classrooms and are CSU/UC a-g approved.

GATE and Advanced Placement Enrollment

In the 2012-2013 school year, Canyon Crest Academy's gifted and talented population (GATE) is approximately 37% (703 students) of the student population and is served by 56 sections of Advanced Placement and Honors courses. All high schools in the SDUHSD have an open access policy for Honors and AP courses; students are not required to take any placement exams or complete prerequisite courses before selecting to take an honors or AP course. This demonstrates our philosophy that all students can learn and excel. Canyon Crest offers a full range of AP and Honors courses similar to those courses offered at the other high schools in the San Dieguito Union High School District.

Table 11: GATE Population

2010-2011	853
2011-2012	782
2012-2013	703

Source: Aeries data

Table 12: AP Course Enrollment by grade level, gender and ethnicity

	2010-2011	2011-2012	2012-2013
9	4	6	16
10	245	215	223
11	303	273	402
12	257	286	359
Male	371	517	531
Female	438	420	469
Total	809	937	1000
African-American/ Black	<1%	<1%	<1%
American Indian/ Alaskan Native	0	0	0
Asian	18.5%	21%	24%
Filipino	<1%	<1%	<1%
Hispanic/ Latino	2.8%	2.5%	4.3%
Pacific Islander	<1%	<1%	<1%
White not Hispanic	77%	75%	71%
Multiple/ No Response	0	0	0

Source: Aeries data; Note: Students are sometimes enrolled in multiple AP courses.

Envision Enrollment

Envision, The Arts at Canyon Crest Academy, is a comprehensive arts program open to all CCA students. Courses are available in six core disciplines: dance, digital/fine art, instrumental and vocal music, theatre and video/film. There are currently 2410 students enrolled in Envision Day classes, meaning that students are selecting more than one Envision course per year (see Table 13). Students can enroll in day classes, which are Envision courses in the Arts offered during the traditional school day, and Envision Conservatory courses, which take place during after school fifth period. In Conservatory, students are challenged with a rigorous curriculum outside of the regular school day. Admittance to the Conservatory is by audition or interview only. This extended day fifth period class is for students who recognize art as their passion and who intend to pursue this passion at the university and professional level (see table 14).

Table 13: Student Enrollment in Envision Day Classes 2010-2013

COURSE:	2012-13	2011-12	2010-11
Dance	402	328	363
Art	1234	1110	1210
Instrumental Music	272	222	287
Theater	174	198	233
Video Film	235	188	184
Vocal Music	93	83	72
TOTAL:	2410	2129	2349

Table 14: Student Enrollment in Envision Conservatory, 2010-2013

Year	Total/ % Enrollment
2010-2011	130 (6.9%)
2011-2012	153 (8.3%)
2012-2013	157 (8.4%)

Source: Aeries data

Tutoring

Students at Canyon Crest Academy have access to free tutoring by classroom teachers. This service was funded in 2008-2009 and 2009-2010 through School Improvement Program (SIP) funds through the School Site Council Single Plan for Student Achievement Action Plan, however these funds no longer exist. Teachers in the Mathematics, World Languages, and Science departments now offer tutoring hours in their classrooms before school, after school, and at lunch, providing students with flexible access to classroom teacher support in these disciplines. Many students take advantage of these tutoring hours. Tutoring hours are posted on the CCA website, on teacher individual websites, in classrooms, and are also emailed out to parents and students.

Student Activities

Canyon Crest Academy offers all California Interscholastic Federation (CIF) sports with the exception of football and cheerleading. Among the 21 athletic programs students can choose from, five programs (boys and girls soccer, girls volleyball, boys basketball and boys water polo) offer three levels of teams (varsity, JV and frosh/novice). At the start of the 2012-13 academic year, CCA was placed as a member of one of San Diego County's most prestigious athletic leagues, the Palomar League, by the North County Conference. This league includes neighboring high schools including Torrey Pines (SDUHSD), Poway, Rancho Bernardo, Mt. Carmel and Westview. CCA has had a number of varsity team successes in recent years; having earned twelve league titles and two CIF titles. There are currently more than 80 certified coaches serving CCA Athletics, including 14 full-time teacher-coaches (12 of them employed by SDUHSD). Additionally, CCA Athletics, due to the recent passage of the Prop AA bond measure, is receiving a major upgrade of its athletic facilities. This includes a brand new turf field and track, which will serve the athletes participating in field hockey, lacrosse, soccer, cross country and track and field. CCA will also receive a new baseball and softball field and a number of lacrosse/soccer practice and game fields by the start of the 2014-15 school year, in addition to the completion of the CCA Stadium. All of this, in addition to the recent on-field success by the CCA athletic programs, has resulted in a steadily increasing percentage of CCA students choosing to participate in CCA Athletics (as evidenced by Table 15).

Table 15: Number and Percent of Students Participating in Athletics

Year	Females	% of Enrollment	Males	% of Enrollment
2010-2011	277	30%	315	36%
2011-2012	201	21.45%	338	40.12%
2012-2013	305	32.3%	385	45.72%

Attendance

Canyon Crest Academy students have maintained a high daily average attendance rate of around 95%, as shown in Table 16.

Table 16: Attendance Data, 2010-2013

Year	ADA (%)
2010-2011	96.42%
2011-2012	95.82%
2012-2013	94.80%

Source: SDUHSD

Discipline: Suspension and Expulsion Rates

Canyon Crest Academy students are respectful and well behaved. Incidents of violence are extremely rare, in spite of our increase in student population. As of June 2013, only two students have been expelled from Canyon Crest Academy; school Administration and district personnel make every effort to deal with discipline based on an assertive discipline model.

Suspension rates are significantly lower at Canyon Crest Academy than the average across the district. This data has earned CCA the reputation for being one of the safest campuses in San Diego County, based on a local 2012 news survey. This information is detailed and disaggregated in Tables 17-18.

Table 17: Number and Percent of Suspensions and Expulsions, School and District

	School			District		
Year	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
# Suspensions	34	39	10	335	693	*not available at time of printing
# Expulsions	0	0	2	18	15	7

Source: Aeries database

Table 18: Number of Suspensions Shown by Reason for Suspension

Violation	2009-10	2010-11	2011-12	2012-13
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.	8	4	9	1
(a) (2) Willfully used force or violence upon the person of another, except in self-defense.	1	1	0	2
(b) Possessed, sold or otherwise furnished any Firearm, knife, explosive or other dangerous object.	2	0	2	0
(c) Possessed, used, sold or otherwise furnished, Or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.	6	11	6	0
(d) Offered/arranged/negotiated to sell any controlled substance, alcoholic beverage or intoxicant.	0	1	1	0
(f) Caused or attempted to cause damage to school property or private property.	0	1	0	0
(h) Possessed or used tobacco or any product containing tobacco or nicotine.	1	0	0	0

(i) Committed an obscene act/engaged in profanity or vulgarity.	0	7	0	1
(j) Had unlawful possession of, offered, arranged or negotiated to sell any drug paraphernalia.	0	1	2	0
k) Disrupted school activities/willfully defied the authority of school personnel.	2	5	9	2
(l) Knowingly received stolen school property or private property.	1	0	0	0
(n) Committed or attempted to commit a sexual assault or sexual battery.	0	0	1	0
(o) Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding.	0	1	0	0
(q) Theft	1	0	3	0
(.2) Sexual Harassment	0	1	1	0
(a)(2) Dangerous Object, Possession (E) 48915	0	0	1	0
(a)(3) Drugs, Possession of (E) 48915	0	0	2	1
(c)(3) Drugs, Sale of (E) 48915	0	1	1	3
(c)(4) Committing or attempting to commit a sexual assault	0	0	1	0
Total:	22	34	39	10

Source: Aeries Database

Findings: A series of established intervention procedures are credited for CCA's low rate of suspension and expulsion. If a student is found in possession of alcohol and/or drugs, in possession of drug paraphernalia, or is under the influence of alcohol or drugs, the student is offered a choice of a five day suspension or entrance to the SDUHSD Recovery Education and Alcohol/Drug Instruction (READI) program. This two day program is designed to provide drug and alcohol education for students and their families. Successful completion of the program includes attending the 2-day READI program and the Wrap-Around requirements (community service, recovery support group meetings, and exit interview with the school resource officer). Failure to complete all components of the READI program results in further disciplinary actions. For non-drug or alcohol related discipline issues CCA Administration is proactive in utilizing Saturday School, Cyber Suspensions, In-School Suspension, and on campus Community Service in lieu of formal in-home suspension when possible.

Socioeconomic Status

One indicator of the economic diversity present on campus is the percentage of lower income families who have applied for the USDA *National Free and Reduced Lunch Program*. This statistics is presented in Table 19. A second measure of the economic diversity at CCA is the education level of our parent community, as presented in Table 20.

Table 19: Students Participating in Assisted Lunch Programs

	Free/Reduced Lunch
2009-2010	45
% enrollment	2%
2010-2011	38
% enrollment	2%
2011-2012	39
% enrollment	2%
2012-2013	48
% enrollment	3%

Source: Aeries data

Table 20: Parent Education Levels

Level	2010-2011 (% of Population)	2011-2012 (% of Population)	2012-2013 (% of Population)
Graduate school/post grad	59.2%	60.1%	59.7%
College Graduate	30%	28.3%	28.3%
Some College	6.9%	5.8%	5.8%
High School Graduate	1.6%	1.1%	1.1%
Not High School Graduate	.4%	0.3%	0.5%
Declined to State	1.9%	4.3%	4.6%

Source: Aeries Database, Data Director

Findings: Parents of Canyon Crest Academy students are highly educated, with over 93% of students reporting that one or more parent has attended some college. Very few CCA students are classified as socioeconomically disadvantaged.

V. STAFF DEMOGRAPHICS

Staff Composition

CCA Administration is supportive of teachers in their pursuits to further their education and develop professionally. Both classified and certificated staff members take advantage of opportunities to pursue advanced degrees and other forms of professional growth. Even in its tenth year, Canyon Crest Academy is home to many teachers who are newer to the profession. As such, peer mentors through the SDUHSD Beginning Teacher Support and Assessment (BTSA) program assist them. All Advanced Placement Teachers attend College Board training in their subject area once every five years and each department is encouraged to take up to three professional development release days each school year.

	Certificated	Classified	Total
2010-2011	88	26	114
2011-2012	88	29	117
2012-2013	85	31	116
Fall 2013	92	37	129

Table 21: Number of Staff Members

Source: <http://dq.cde.ca.gov/dataquest/>

Table 22: Support Staff, 2013-14

	Number	Full Time Equivalent
Counselors	3.4	3
Psychologist	1.5	1
Library Media Technician	1	1
Social Worker	0	0
Health Tech	1	1
Speech/Language/Hearing Specialist	1	1
Resource Specialist (Non-Teaching)	6	3
Other	2	2

Source: <http://dq.cde.ca.gov/dataquest/>

Table 23: Teacher Credential Status

	2011-2012	2012-2013	Fall 2013
Fully Credentialed	80	80	83
Emergency Credentials	0	0	0
Pre/Interns	0	0	0
Waivers	0	0	0
Total Teachers	80	80	83

Source: <http://dq.cde.ca.gov/dataquest/>

BTSA Participating Teachers and Support Providers

In a continuing effort to support teachers, SDUHSD implements Beginning Teacher Support and Assessment (BTSA) as an induction program for new hires to the district and for all first and second year teachers throughout the District's schools. SDUHSD embraces the state-designed BTSA program standards, based on the California Standards for the Teaching Profession. All participants are involved in the CFASST (California Formative Assessment Support System for Teachers) events, training, and professional growth opportunities. Each of these activities is designed to promote growth in and eventual mastery of the teaching profession.

Integral to BTSA Induction are Support Providers, exemplary veteran teachers, who are matched with a caseload of Participating Teachers in order to support Participating Teacher growth and development in the teaching profession. Participating teachers are supported through frequent (at least weekly) contact with their support providers as they address the CFASST events and monthly professional development seminars. Topics and presentations for these seminars are designed by the Support Provider team and range in content from: classroom management and lesson planning, technology, Special Education, accepting and enhancing diversity, drug and alcohol awareness, crisis intervention, appropriate responses to religious/ holiday issues, and stress relief. Individual meeting and program evaluations are an ongoing process, ensuring that program coordinators are aware of and responsive to necessary challenges and modifications to keep BTSA responsive and valuable for all stakeholders. The SDUHSD BTSA office is housed at CCA.

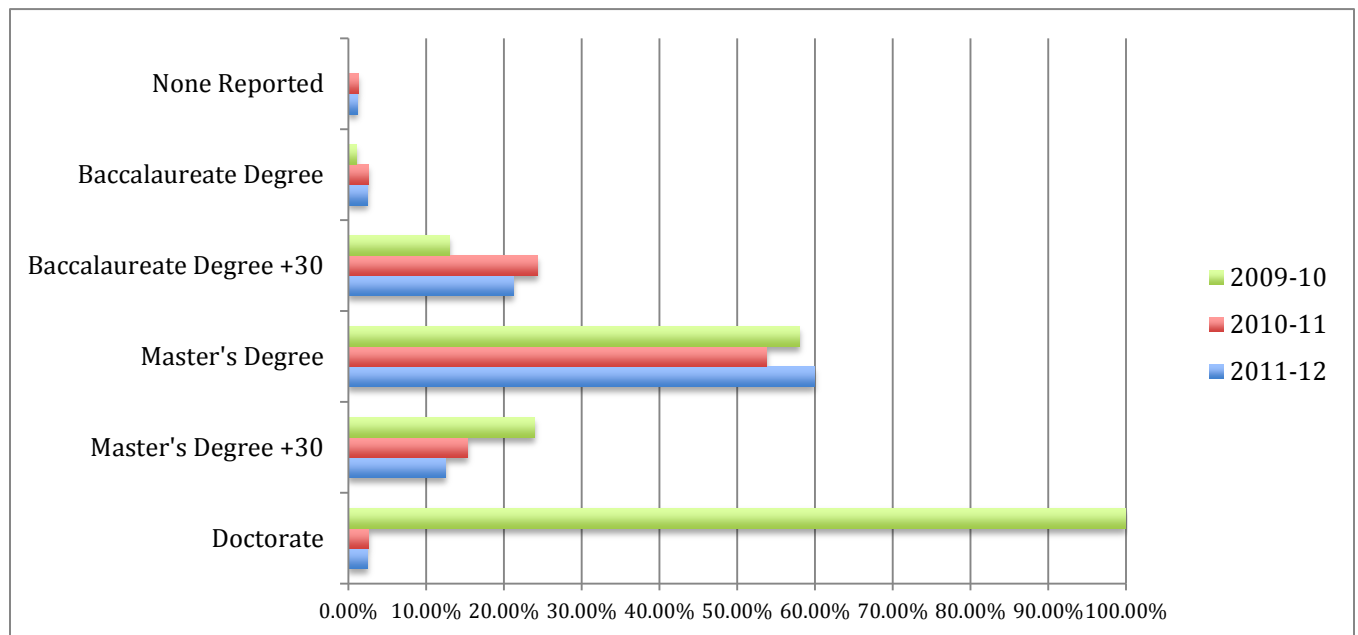
SDUHSD has developed a collaborative relationship with California State University San Marcos, a rich opportunity for the two institutions to share knowledge and expertise in teacher training. In addition, CSUSM offers course credit for Beginning Teachers' and Support Providers' participation in the program.

Table 24: BTSA Participants at Canyon Crest Academy

Year	Participating Teachers	Support Providers	Total
2010-2011	2	1	3
2011-2012	3	2	5
2012-2013	5	2	7
Total	10	5	15

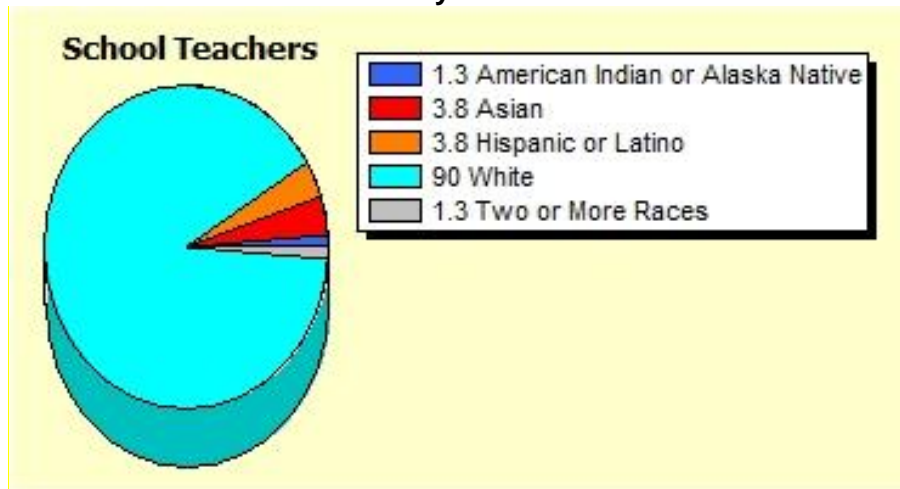
Source: District BTSA Coordinator

TABLE 25: Education Level of Certificated Staff



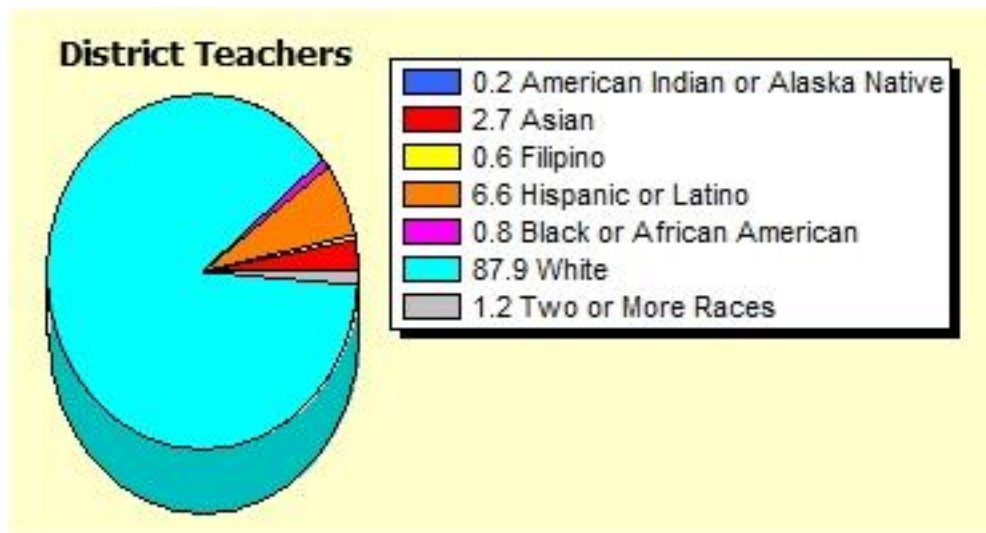
Source: <http://dq.cde.ca.gov/dataquest/>
 (data reflects most current data available of time of printing)

Table 26: Ethnicity of Certificated Staff



Source: <http://dq.cde.ca.gov/dataquest/>

Table 27: Ethnicity of Certificated Staff District Wide



Source: <http://dq.cde.ca.gov/dataquest/>

Findings: Both students and staff at Canyon Crest Academy are marginally diverse, though generally comparable to the district averages.

Staff Development

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and vision statements. Canyon Crest Academy supports this philosophy through our staff recruitment process, which includes, for all interviewees, questions regarding their experience with collaboration and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is determined by a set number of Wednesday late start days. On these Wednesdays, students begin their school day one hour later than usual, providing staff an opportunity to participate in a variety of collaborative, professional development opportunities. The District also funds two additional staff development days each year – one at the beginning of each term.

The agendas and content for the Wednesday Late Start Days is set by school Administration in collaboration with Department Chairs based around the theme of academic achievement at the start of the year. Agendas for each Late Start and staff development day are available in advance on the Shared Drive – the CCA online system of collaborative communication.

In 2011-12 and 2012-13, the focus of Late Start meetings was on Academic Achievement – with specific trainings on related topics such as instructional strategies (Differentiation and Formative Assessment), student social-emotional support, and campus culture, and the WASC Self Study process. A large emphasis is also placed on time for departments to collaborate on the development of Essential Learning Outcomes (ELOs) for all like-courses on campus, the development of formative as well as common summative assessments, analysis of data from these common assessments, and, standards alignment and curricular design. Departments can also apply for additional release time to work on these items related to Academic Achievement. Much of the staff development time scheduled for the 2013-14 school year will be dedicated to teacher education and curriculum development related to California's Common Core Standards.

In addition to staff development time built into the CCA schedule, many teachers pursue opportunities for professional development outside of their contracted work days. For example, all Advanced Placement teachers have attended summer trainings.

VI. STUDENT PERFORMANCE DATA

Academic Performance Index (API)

The Academic Performance Index (API) is an indicator of school performance based on student achievement on the subject area portions of the California Standards Tests (CST). Since the 2005-2006 school year, CCA has earned the highest API score in the district and consistently earned one of the highest API scores in the county. CCA has met or exceeded the target school wide growth goals yearly. API data is reported in Tables 28-30.

Table 28: Academic Performance Index (API) Base Report

	API Score (Growth)	Statewide Rank	Similar Schools Rank	Required API Score for Next Year (Actual Score)	Met API Target? (+/- target)
2009	868	10	6	A	+
2010	892	10	8	A	+
2011	910	10	8	A	+
2012	917	10	8	A	+

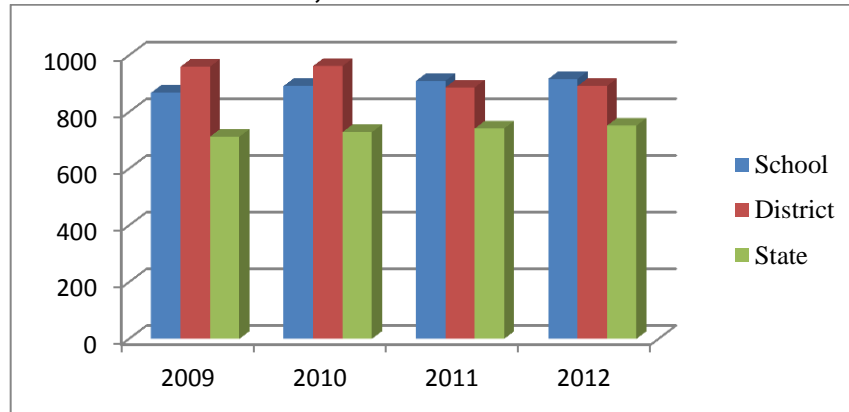
Source: <http://www.cde.ca.gov/ta/ac/ap/>

Table 29: Academic Performance Index (API) by Significant Subpopulations

Academic Performance Index by Significant Subpopulations									
	2010			2011			2012		
	Base	Growth	Met?	Base	Growth	Met?	Base	Growth	Met?
Schoolwide	867	894	Yes	892	910	Yes	910	917	Yes
African American/Black	-	-	-	-	-	-	-	-	-
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-
Asian	937	947	Yes	946	969	Yes	970	974	Yes
Filipino/Latino	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	818	869	-	863	874	-
Pacific Islander	-	-	-	-	-	-	-	-	-
White not Hispanic	865	890	Yes	887	899	Yes	900	907	Yes
Socio-economically Disadvantaged	-	-	-	806	825	-	825	837	-
English Learners	-	-	-	803	853	-	853	815	-
Students with Disabilities	755	769	Yes	749	766	Yes	765	789	Yes

Source: <http://www.cde.ca.gov/ta/ac/ap/>

Table 30: School, District and Statewide API Scores



Source : Dataquest (CDE)

CALIFORNIA STANDARDS TEST (CST)




California Standards Tests (CSTs) are developed by California educators and are a major component of the STAR program. These exams measure progress toward California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

As reported by www.cde.ca.gov, a numerically significant ethnic or socio-economically disadvantaged subgroup is a subgroup of at least 12 percent of a school's total pupil population consisting of at least 30 pupils. Also, under the law, if a subgroup defined by ethnicity or socioeconomic disadvantage constitutes at least 100 pupils, that subgroup is also considered numerically significant, even if it does not constitute 15 percent of the school population. At CCA, the only subgroup large enough to qualify as significant is the special education population. CCA CST Data is reflected in tables 31-

Table 31: English Language Arts CST Results

		2009-2010	2010-2011	2011-2012	2012-2013
Grade 9	# of students tested	479	518	426	441
	% proficient and advanced	92	93	90	93
	% basic	6	5	8	5
	% far below basic and below basic	2	2	2	1
		2009-2010	2010-2011	2011-2012	2012-2013
Grade 10	# of students tested	434	478	492	443
	% proficient and advanced	86	88	91	90
	% basic	12	9	7	10
	% far below basic and below basic	3	2	2	1
		2009-2010	2010-2011	2011-2012	2012-2013
Grade 11	# of students tested	405	423	446	468
	% proficient and advanced	76	84	84	89
	% basic	12	12	11	7
	% far below basic and below basic	12	4	6	5

Source: <http://star.cde.ca.gov/>

Chart Key	
	% Students scoring Proficient and Advanced
	% Students scoring Basic
	% Students scoring Below Basic and Far Below Basic

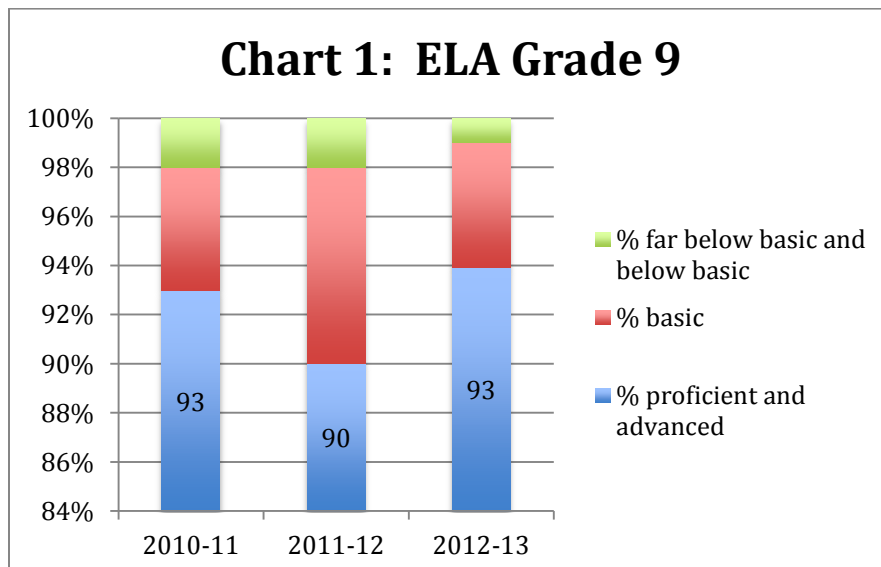


Chart 2: ELA Grade 10

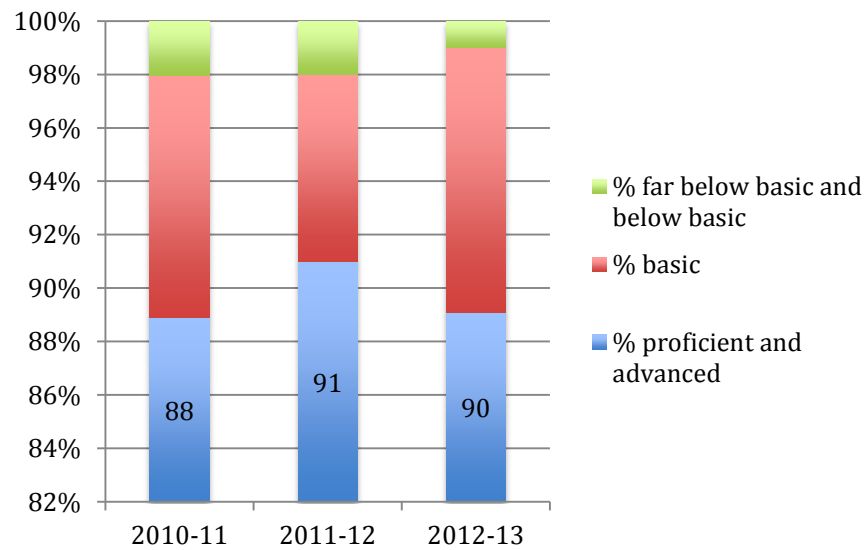


Chart 3: ELA Grade 11

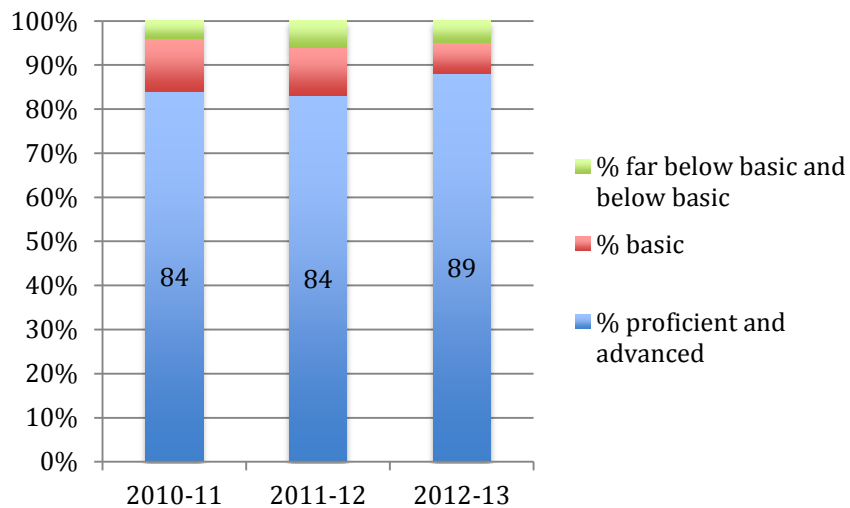


Table 32: Mathematics CST Results

General Math		2009-2010	2010-2011	2011-2012	2012-2013
	# of students tested		5	2	4
	% proficient and advanced		n/a	n/a	n/a
	% basic		n/a	n/a	n/a
	% far below basic and below basic		n/a	n/a	n/a
		2009-10	2010-2011	2011-2012	2012-2013
Algebra I	# of students tested	92	68	68	53
	% proficient and advanced	22	30	25	40
	% basic	38	37	46	32
	% far below basic and below basic	40	32	29	28
		2009-10	2010-2011	2011-2012	2012-2013
Geometry	# of students tested	364	356	299	289
	% proficient and advanced	54	56	57	57
	% basic	30	33	29	28
	% far below basic and below basic	16	12	14	15
		2009-10	2010-2011	2011-2012	2012-2013
Algebra II	# of students tested	411	413	365	352
	% proficient and advanced	54	56	60	65
	% basic	32	25	25	24
	% far below basic and below basic	16	18	15	12
		2009-10	2010-2011	2011-2012	2012-2013
Summative Math	# of students tested	403	532	559	581
	% proficient and advanced	73	75	79	82
	% basic	15	16	13	13
	% far below basic and below basic	12	9	8	6

Source: <http://star.cde.ca.gov/>

Chart 4: Algebra 1

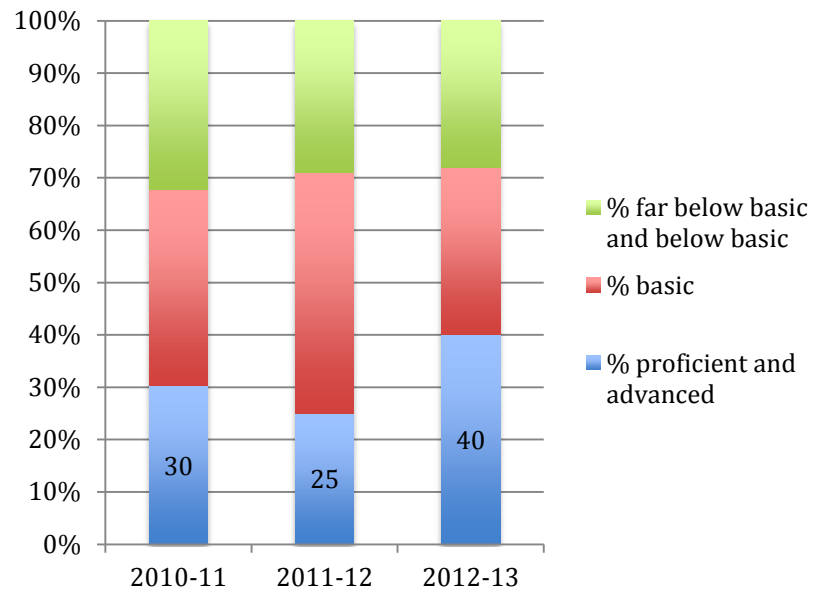


Chart 5: Geometry

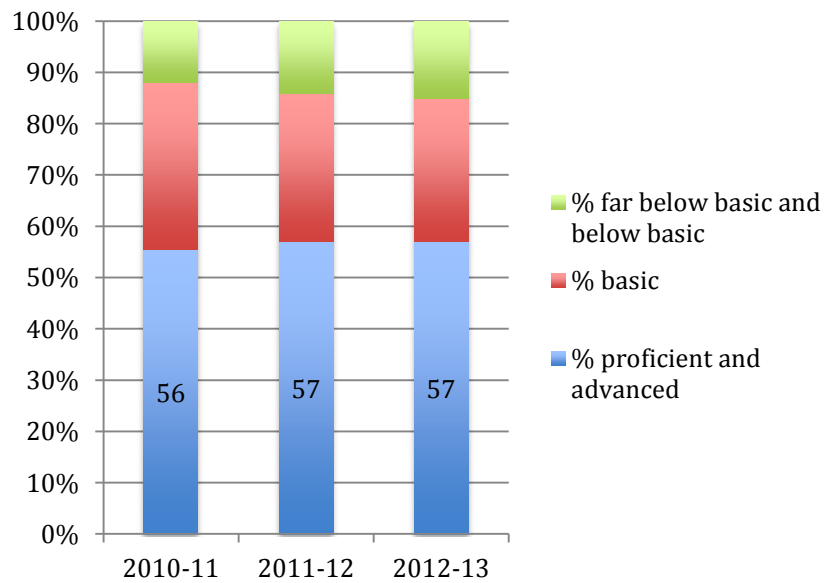


Chart 6: Algebra II

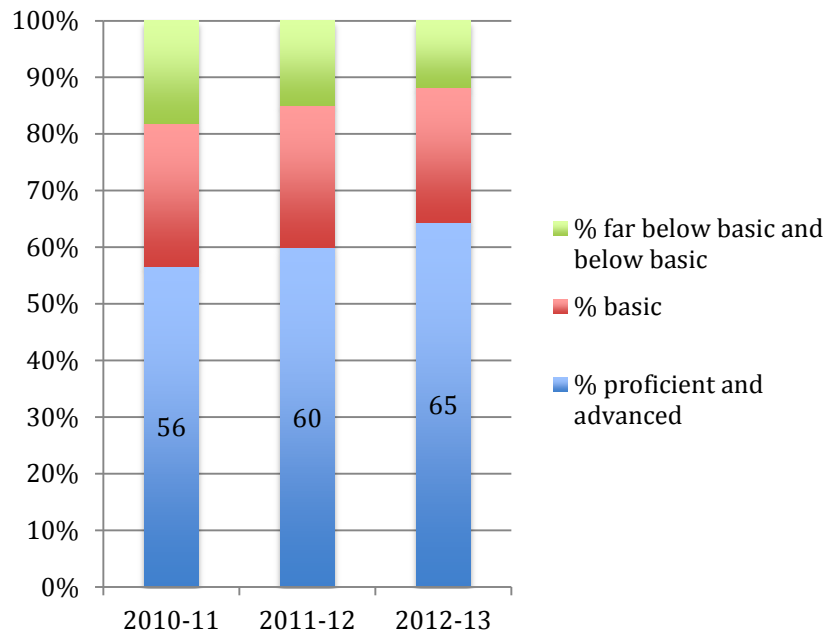


Chart 7: Summative Math

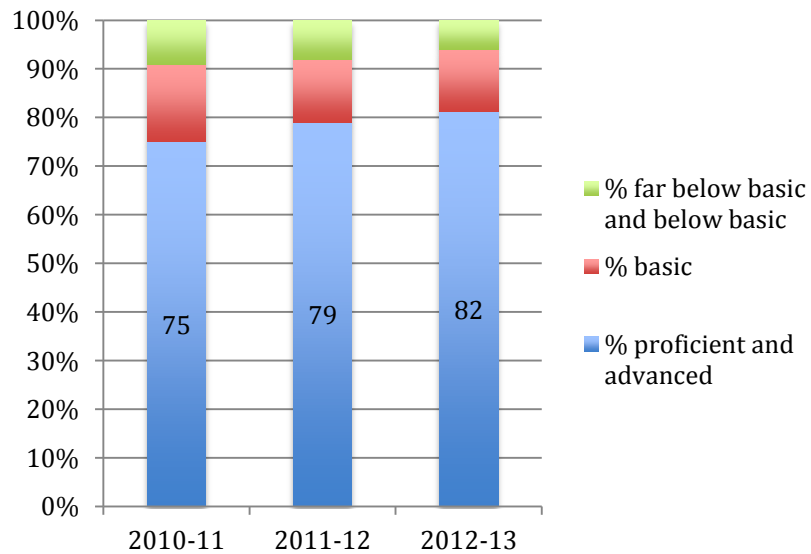


Table 33: Science CST Results

Earth Space		2009-10	2010-11	2011-12	2012-2013
	# of students tested	56	52	36	25
	% proficient and advanced	55	68	39	56
	% basic	30	25	44	36
	% far below basic and below basic	14	8	17	8
Biology		2009-10	2010-11	2010-11	2012-2013
	# of students tested	520	565	496	487
	% proficient and advanced	81	86	84	88
	% basic	16	11	14	10
	% far below basic and below basic	3	4	2	2
Chemistry		2009-10	2010-11	2010-11	2012-2013
	# of students tested	382	432	456	410
	% proficient and advanced	61	57	72	61
	% basic	28	36	21	31
	% far below basic and below basic	10	6	7	4
Physics		2009-10	2010-11	2010-11	2012-2013
	# of students tested	194	204	251	277
	% proficient and advanced	72	74	82	87
	% basic	24	21	16	10
	% far below basic and below basic	4	6	3	3
10th Grade Sci		2009-10	2010-11	2010-11	2012-2013
	# of students tested	434	474	492	439
	% proficient and advanced	86	85	89	87
	% basic	12	9	7	10
	% far below basic and below basic	3	6	3	3

Source: <http://star.cde.ca.gov/>

Chart 8: Earth Space

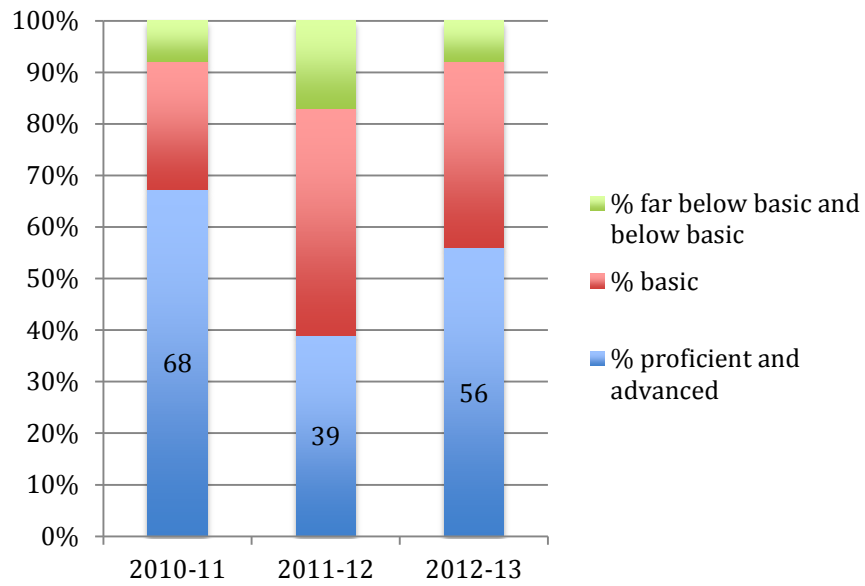


Chart 9: Biology

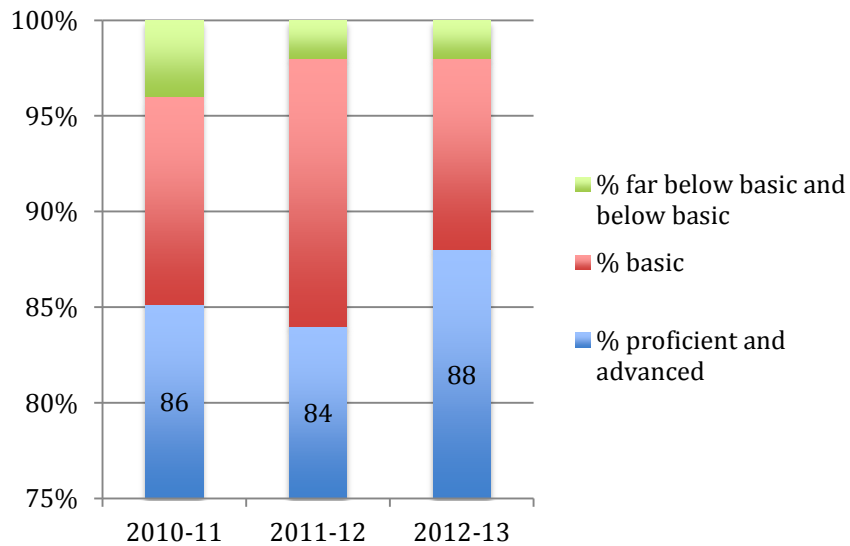


Chart 10: Chemistry

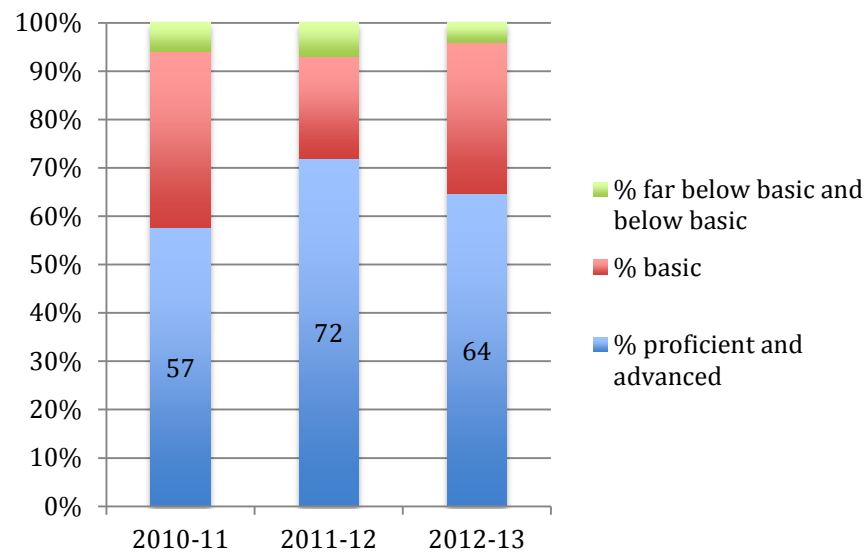


Chart 11: Physics

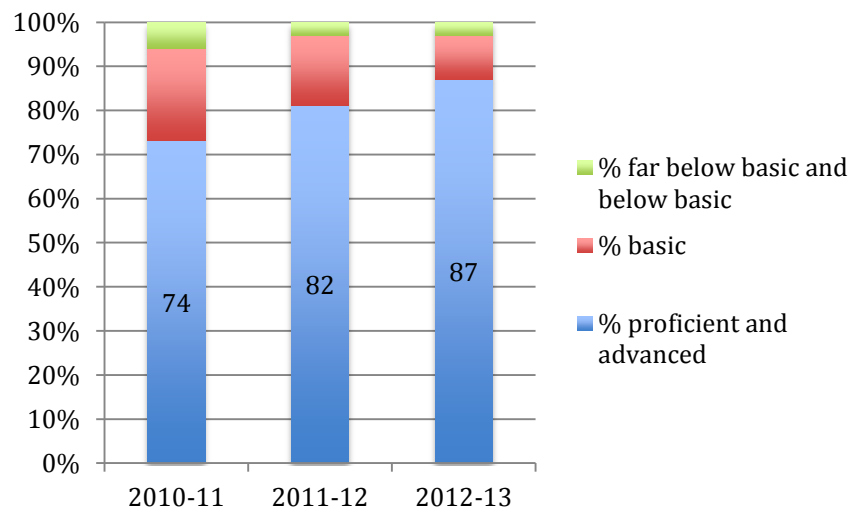


Chart 12: Grade 10 Science

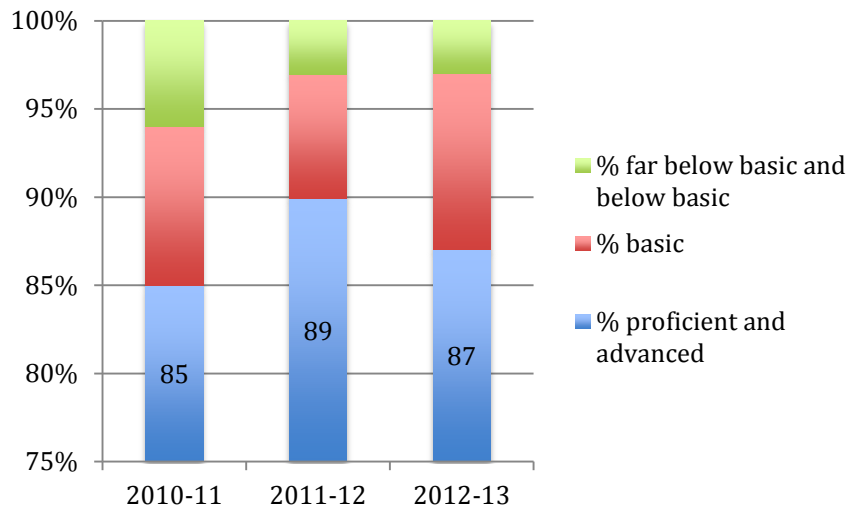


Table 34: Social Science CST Results

World History		2009-2010	2010-11	2011-12	2012-13
	# of students tested	444	480	500	444
	% proficient and advanced	79	81	84	84
	% basic	16	13	12	12
	% far below basic and below basic	5	6	4	5
U.S. History			2010-11	2011-12	2012-13
	# of students tested	393	412	440	461
	% proficient and advanced	80	85	83	86
	% basic	10	9	11	10
	% far below basic and below basic	12	6	5	4

Source: <http://star.cde.ca.gov/>

Chart 12: World History

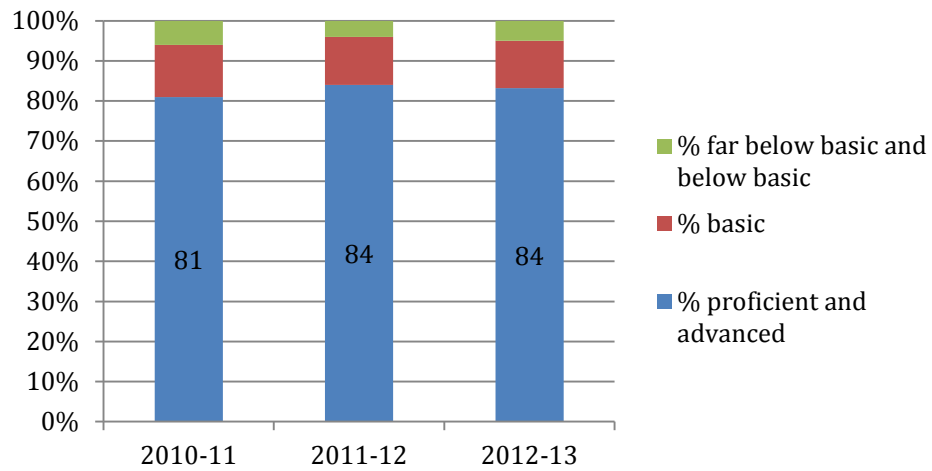


Chart 13: United States History

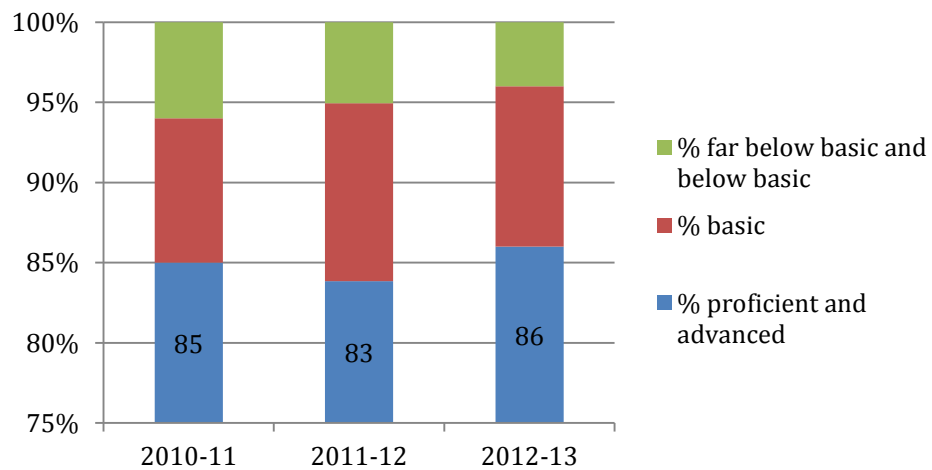


Table 35: CST Proficiencies, All Students and Significant Subgroup % Proficient

	% Significant Subgroup (Special Education) Proficient or Advanced			% All Students Proficient or Advanced		
	2010- 2011	2011- 2012	2012- 2013	2010- 2011	2011- 2012	2012- 2013
ELA 9	68	56	61	93	90	93
ELA 10	55	72	46	88	91	90
ELA 11	50	57	62	84	84	89
Algebra 1	19	22	30	30	25	40
Geometry	12	19	19	56	57	57
Algebra II	14	28	40	56	60	65
Summative Math	61	53	53	75	79	82
World History	52	59	45	81	84	84
US History	59	67	69	85	83	83
Earth Science	50	38	46	68	39	56
Biology	48	49	69	86	84	88
Chemistry	39	52	32	57	72	64
Physics	n/a	n/a	55	74	82	84

Source: <http://star.cde.ca.gov/>

Table 36: Students with Disabilities % Proficient and Advanced, School, District, and State Comparison

ELA Grade 9		CCA	District	State
# of students tested		31	125	22027
% proficient and advanced		61	54	27
ELA Grade 10		CCA	District	State
# of students tested		41	161	22580
% proficient and advanced		46	39	18
ELA Grade 11		CCA	District	State
# of students tested		42	158	22016
% proficient and advanced		62	44	14
Algebra		CCA	District	State
# of students tested		20	195	38199
% proficient and advanced		30	37	14
Geometry		CCA	District	State
# of students tested		36	125	15053
% proficient and advanced		19	14	11
Algebra II		CCA	District	State
# of students tested		20	70	8135
% proficient and advanced		40	22	13

Summative	CCA	District	State
# of students tested	15	31	1501
% proficient and advanced	53	45	38
Earth Space	CCA	District	State
# of students tested	13	119	26008
% proficient and advanced	46	29	16
Biology	CCA	District	State
# of students tested	29	171	40944
% proficient and advanced	69	35	13
Chemistry	CCA	District	State
# of students tested	25	58	8151
% proficient and advanced	32	29	15
Physics	CCA	District	State
# of students tested	11	22	2786
% proficient and advanced	55	72	20
Grade 10 Science	CCA	District	State
# of students tested	41	160	24386
% proficient and advanced	54	44	24
World History	CCA	District	State
# of students tested	40	196	40194
% proficient and advanced	45	30	15
US History	CCA	District	State
# of students tested	42	189	36532
% proficient and advanced	69	40	16

Findings:

English Language Arts: Since 2009 the percentage of students scoring Far Below Basic and Below Basic on ELA Grade 9, 10, and 11 exams has consistently decreased. In 2013 ELA Grades 9 and 11 saw a slight increase in the overall percent of students scoring Proficient or Advanced and grade 10 stayed relatively the same. Interestingly, Students with Disabilities in grade 10 saw a significant decrease in proficiency during the 2013 ELA CST Exam, while Students with Disabilities in grades 9 and 11 demonstrated growth in percent proficient and advanced. This information will be important for professional development during the 2013-14 school year, especially for 10th grade English teachers. In all three years, the percent of CCA students meeting standards on these exams was at or above the district average and significantly above state averages.

Mathematics: CCA saw growth in the percentage of students scoring proficient and advanced on the 2012-13 Algebra, Algebra II and Summative Mathematics CST exams with Geometry scores relatively the same from the previous year. Algebra scores saw especially tremendous growth, which is significant because a large number of Algebra I students are Special Education students. Also noteworthy is the number of students demonstrating success on the Summative exam, especially since the number of students taking this exam has steadily increased over the past three years. The

percentage of Students with Disabilities scoring proficient and advanced increased or stayed the same in all categories of CST Math in 2012-13.

Science: The number of students scoring Far Below Basic and Below Basic on all CST Science exams has steadily decreased over the past three years. In 2012-13, the percentage of students scoring Proficient and Advanced increased in Earth Space, Biology and Physics. Earth Space student performance is of especial importance because the majority of students who take this course are Special Education and students and struggling students. Students with Disabilities also demonstrated tremendous growth (20%) in the CST Biology end of course exam and an increase in students from this subgroup taking the Physics exam yielded a score for the first time in three years. Student with Disabilities saw a dramatic decline in success on the Chemistry exam. This information will be important for professional development during the 2013-14 school year, especially for Chemistry teachers.

Social Science: Since 2009 the percentage of students scoring Far Below Basic and Below Basic on CST World and United States History exams has consistently decreased with the percentage of students scoring proficient and advanced staying relatively the same. Regardless, students in both courses are not only meeting standards on these two exams but are scoring higher than both the district and state averages.

Students with Disabilities: Per California State guidelines, Students with Disabilities are CCA's only significant subgroup. Due to the fast pace of the 4x4 schedule, and the high expectations from the school and community, these students are an incredibly high performing population. Special Education students are enrolled in college preparatory courses at or above grade level, and over the past three years have consistently taken more challenging courses. CCA's Students with Disabilities score significantly higher than their subgroup statewide in every category and higher than their subgroup district wide except for two categories (See Table 36). Over half the district's Students with Disabilities taking Chemistry and Physics are CCA students!

California High School Exit Exam (CAHSEE)

Table 37: English Language Arts CAHSEE Results

The table below displays the percent of CCA students who have passed the California High School Exit Examination in **English Language Arts** (Grade 10 and All students testing – Combined administrations).

	2009-2010		2010-2011		2011-2012		2012-2013	
	Gr.10	Gr.10	Gr.10	All	Gr.10	All	Gr.10	All
School-wide	99.0	99.0	99	99	100	100		
Statewide			83	83	79	--		
Male	99.0	99.0	99		100	100		
Female	100.0	100.0	99		100	100		
White not Hispanic	99.0	99.0	99	99	100	100		

Hispanic/Latino	100.0	100.0	95	95	100	100		
Asian	100.0	100.0	100	100	100	100		
African American/Black	0	0	--	--	--	--	--	--
American Indian/Alaskan Native			--	--	--	--		
Filipino	--	--	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--	--	--
Declined to State	--	--	--	--	--	--	--	--
English Only	99.0	99.0	--	--	--	--		
Re-designated FEP	100.0	100.0	100	--	100	100		
English Learner	0	0	--	--	--	--	0	0
Special Education	94.0	94.0	92	92	98	98		
Socioeconomically Disadvantaged	100.0	100.0	100	99	--	--		
Non-Socioeconomically Disadvantaged	99.0	99.0	100	100	100	100		

Table 38: Mathematics CAHSEE Results

The table below displays the percent of Canyon Crest Academy students who have passed the California High School Exit Examination in **Mathematics** (Grade 10 and All students testing – Combined administrations).

	2009-2010		2010-2011		2011-2012		2012-2013	
	Gr.10	Gr.10	Gr.10	All	Gr.10	All	Gr.10	All
School-wide	99.0	99.0	99	99	100	100		
Statewide			83	83	79	--		
Male	99.0	99.0	99		100	100		
Female	100.0	100.0	99		100	100		
White not Hispanic	99.0	99.0	99	99	100	100		
Hispanic/Latino	100.0	100.0	95	95	100	100		
Asian	100.0	100.0	100	100	100	100		
African American/Black	0	0	--	--	--	--	--	--
American Indian/Alaskan Native			--	--	--	--		
Filipino	--	--	--	--	--	--	--	--
Pacific Islander	--	--	--	--	--	--	--	--
Declined to State	--	--	--	--	--	--	--	--
English Only	99.0	99.0	--	--	--	--		

Redesignated FEP	100.0	100.0	100	--	100	100		
English Learner	0	0	--	--	--	--	0	0
Special Education	94.0	94.0	92	92	98	98		
Socioeconomically Disadvantaged	100.0	100.0	100	99	--	--		
Non-Socioeconomically Disadvantaged	99.0	99.0	100	100	100	100		

Source: CAHSEE Result Documentation

Findings: CCA students have scored exceptionally well on the CAHSEE exam, with both the general and special education population seeing 98% or higher pass rates on their first time sitting for the exam. Students who do not pass the exam have additional opportunities. Few students at CCA need to take the CAHSEE more than one time to pass the exam. High pass rates are especially positive considering that our district does not accept any CAHSEE support funds from the State of California.

Annual Yearly Progress (AYP)

CCA has met and exceeded yearly growth and progress targets in a consistent manner since opening.

Table 39: Adequate Yearly Progress

	2010-2011		2011-2012		2012-2013	
	School	State	School	State	School	State
AYP	Yes	No	Yes	No	Yes	No

Source: <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>

California English Language Development Test (CELDT)

Students who report a first or home language other than English take the California English Language Diagnostic Test (CELDT). The CELDT is a test that measures a student's English language proficiency. Both CCA and San Dieguito Union High School District do not have large English Language Learner populations, but CCA has especially low numbers. Students are tested with district support, but there is no English Language Learner program at CCA.

Table 40: CELDT: Number of CCA Students Tested

	2010-2011	2011-2012	2012-2013
# Advanced	12	5	6
# Early Advanced	5	1	10
# Intermediate	1	0	0
# Early Intermediate	0	0	1
# Beginning	0	0	0
Number Tested	18	6	17

Sources: <http://celdt.cde.ca.gov/reports.asp>,

Findings: Very few students at Canyon Crest Academy are English learners, and of these students, all but one student scored Intermediate or above on the CELDT test.

California Alternative Performance Assessment (CAPA)

In order to meet the requirements of the Individuals with Disabilities Education Act of 1997 (IDEA) and the No Child Left Behind Act of 2001 (NCLB), California must show

evidence that all students are included in our statewide assessment and accountability system. The California Department of Education (CDE) is required to develop and implement an alternate assessment for children with disabilities who cannot take part in general statewide assessment programs. The California Alternate Performance Assessment (CAPA) is the alternate for California's Standardized Testing and Reporting (STAR) Program. No students at Canyon Crest Academy have taken the CAPA.

College Entrance Requirements

Students at Canyon Crest Academy are encouraged to pursue all post-secondary options actively – and this includes participating in a variety of exams that prepare students for key college entrance steps, such as the SAT and ACT. To provide all students with an opportunity to prepare for their first experience of taking the SAT, Canyon Crest Academy administers the PSAT (Preliminary SAT) to students grade 9 through 11 during school hours. A special bell schedule is instituted. Students have the option of not participating, but educational efforts to explain the importance of viewing the PSAT as a formative exam in preparation for the SAT has resulted in high participation rates. These participation rates are displayed below.

Table 41: PSAT Test Participation Data

Year	Number of Exams	Percent of Grades 9-11 Enrollment
2010-2011	1408	96%
2011-2012	1350	98%
2012-2013	1348	97%

Source: College Board PSAT reporting

Canyon Crest Academy also provides students an opportunity to take the ACT practice exam, the PLAN, on campus during school hours. This exam, however, is not administered with a special bell schedule due to lack of instructional minutes. This exam is typically administered on a Late Start Wednesday to minimize the amount of instructional time students miss to participate in this opportunity.

Table 42: PLAN Test Participation Data

Year	Number of Exams	Percent of Grades 9-11 Enrollment
2010-2011	385	30%
2011-2012	259	27%
2012-2013	242	26%

Source: ASB Student Store Records

Table 43: SAT And ACT Test Results

Graduation Class		2010	2011	2012
SAT	% of Seniors Taking	81%	81%	80%
	Mean Writing	595	589	603
	Mean Math	610	603	614
	Mean Critical Reading	594	589	601
ACT				
	% of Seniors Taking	53%	50%	50%
	Avg. Composite Score	26.4	26.6	27.4

Source: Dataquest; College Board and ACT

CSU/UC Eligibility

Table 44: CSU/UC Eligibility

Year	Percent of 12 th grade meeting UC eligibility requirements
2010-2011	79%
2011-2012	86%
2012-2013	87%

Source: CBEDS

Table 45: CSU Early Assessment Program

Graduation Class		2010	2011	2012
English	% Participation	92	78	91
	Ready for College	44	49	43
	Ready for College -Conditional	N/A	N/A	12
	Did Not Demonstrate College Readiness	55	51	45
Math	% Participation	55	51	61
	Ready for College	35	41	47
	Ready for College -Conditional	47	46	46
	Did Not Demonstrate College Readiness	18	12	8

Source: CSU EAP/ETS Database

Canyon Crest Academy and the San Dieguito Union High School District have a set of graduation requirements that are aligned with the CSU/UC entrance requirements. This alignment means that a large proportion of our students are eligible for CSU/UC application. 96% of senior students in 2012-13 intended to pursue education beyond high school, but students in our demographic consider a variety of options. The average senior at CCA applies to more than 10 universities and colleges, with private schools featured as a popular choice.

Advanced Placement (AP) Exams

SDUHSD has an “open access” policy for all courses, including Advanced Placement and Honors courses. This policy allows any student to take any course they chose without having to take a placement exam or fulfill any other requirements (such as a specific grade in a previous course). For this reason, CCA has experienced steadily increasing numbers of students taking AP courses and exams. With this increase in CCA's AP participation rate, CCA has experiences an overall increase in school wide AP pass-rates, which are currently the highest in the district. CCA is very proud of its AP results.

To assist students who take the course in the Fall of the school year, AP course teachers make the commitment each year to host Spring term review sessions – these sessions review material, provide students with an opportunity to take practice exams and form study groups to prepare for the exams.

Table 46: Advanced Placement Exam Results By Subject Area

Canyon Crest Academy
Advanced Placement Scores – Three Year Summary (May 2013)

AP Subject	2011 # of Exams	2011 % Passing	2012 # of Exams	2012 % Passing	2013 # of Exams	2013 % Passing	% +/- between 12 & 13
AP Art History	19	84	-	-			-
AP Biology	68	97	74	89	99	98	9
AP Calculus AB	91	100	78	99	136	100	1
AP Calculus BC	78	97	81	100	58	100	-
AP Chemistry	80	85	121	85	110	82	-3
AP Chinese	4	100	11	100	8	100	-
AP Comp Science A	25	88	24	75	45	82	7
AP Econ/MAC	91	72	93	75	101	61	14
AP Eng. Lang.	256	92	292	91	312	87	-4
AP Eng. Lit.	115	90	104	88	96	88	-
AP Env. Science	80	71	75	85	89	87	2
AP Euro. History	36	100	25	92	45	96	4
AP French Lang	3	100	3	100	6	100	-
AP Gov/Pol US	90	77	107	74	115	77	3
AP Japanese	9	89	2	100	8	88	-22
AP Music	1	100	1	100	1	100	-
AP Physics B	75	91	99	84	117	91	7
AP Physics C- E&M	16	88	5	100	16	88	-22
AP Physics C - Mech	20	90	8	88	22	100	22
AP Psychology	205	90	249	91	194	89	-2
AP Span. Language	17	100	43	95	48	94	-1
AP Statistics	26	58	65	92	51	88	-4
AP Studio Art – Draw	1	100	8	100	4	100	-
AP Studio Art – 2D	8	100	11	91	12	100	9
AP Studio Art – 3D							
AP US History	190	72	216	82	213	85	3
AP World History	188	80	191	92	140	91	-1
Total Exams	1793		1990		2049		
Total Candidates	749		821		816		
% of Population Participating	41%		46%		43%		
Overall % Passing		88%		88%		88%	
					*64% of passed exams were with a score of 4 or 5!		
					*80% of CCA Senior Class of 2013 scored 3 or higher on at least one AP Exam at some point during their high school career		

Table 47: Overall AP Exam Results

AP Results School wide	2009-2010	2010-2011	2011-2012	2012-2013
Number of Test Takers	639	754	821	816
Number of Exams with Score 3, 4, 5	1236	1546	1747	1803

Sources (tables 45-46): College Board, Dataquest (CDE)

Mathematics Proficiency

Students are required to complete 30 credits in Mathematics as well as complete Algebra I, in order to meet requirements for graduation from CCA. (Many students complete Algebra I in their eighth grade year in our district. Feeder middle schools also offer courses higher than Algebra I; consequently the majority of freshmen enter CCA at the level of Geometry or higher.) The middle schools in the district also have developed an articulation plan to meet the State requirement for Algebra in grade 8 –students not ready to enroll in Algebra I in 8th grade, are able to take Algebra Readiness or Algebra IA. As of the 2012-2013 school year, CCA offers Algebra Readiness, Algebra 1, and Algebra 1B as below-level math courses.

Table 48: Number of Students Enrolled in a Math Course Below Algebra I by Grade Level

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total (% Enrollment)
2010-2011	20	5	4	1	30 (1.6%)
2011-12	20	3	1	0	24 (1.3%)
2012-13	15	3	0	0	18 (1%)

Source: Aeries Database

Table 49: Number of Students Enrolled in Algebra I or Algebra IB by Grade Level

	Grade 9	Grade 10	Grade 11	Grade 12	Total (% Enrollment)
2010-2011	90	14	4	2	110 (5.8%)
2011-2012	83	11	1	0	95 (5.1%)
2012-13	88	13	0	0	101 (5.4%)

Source: AERIES Database

English Language Arts Proficiency

While the large majority of CCA students pass the California High School Exit Exam in English Language Arts on their first attempt (see Table 36) CCA offers a remediation level literacy course. This course is primarily for Special Education and English Learner students who need additional support with their reading and writing skills. The course is taught by a Certificated English Teacher and supported by a Special Education Specialist. Student enrollment is listed below (Table 49).

Table 50: Academic Literacy/Reading for Success Enrollment

	2010-11	2011-12	2012-13
# of Students	4	12	10

Source: AERIES Database

Report Card Analysis

Students and parents are able to track student's grades online via the Aeries parent portal at all times. Progress grades are posted on Aeries halfway through the quarter and at the end of the quarter. Students who are earning a D or an F meet directly with a counselor to discuss academic concerns as well as additional supports available. These students are often assigned to a mentor through the CCA mentor program.

Table 51: % D and F Grades in Core Academic Subject Areas

Course	Fall 2012				Spring 2013			
	1 st Quarter		2nd Quarter		3 rd Quarter		4 th Quarter	
	D	F	D	F	D	F	D	F
Math								
Algebra Readiness	0	0	0	0	--	--	--	--
Algebra IB	0	0	?	?	--	--	--	--
Algebra I	0	0	1.8	0	7.8	9.8	2.1	12.5
Business Math	0	0	0	0	0	0	2.7	0
Geometry	4.67	2	5.7	2.8	8	1.3	4.1	7.6
Geometry Honors	0	0	1.2	0	2.8	0	0	0
Algebra II	3.07	.61	6.8	1.2	3.1	1.9	6.3	4.4
Algebra II/Trig Honors	0	0	0	0	1.3	0	0	2.6
Math Analysis/Trig	0	0	1.6	0	8	0	7.2	4.8
PreCalculus Honors	1.59	0	3.2	1.6	.8	0	2.5	2.5
English								
Reading Success	0	0	0	0	--	--	--	--
English 9	4.12	2.06	4.1	1.0	3.0	3.0	0	0
English 9 Honors	1.12	0	0	0	0	0	0	0
English 10	1.83	0	2.8	0	3.5	4.7	1.2	2.4
English 10 Honors	0	0	0	0	.5	0	6.7	.5
English 11	2.5	1.25	2.6	0	1.2	1.2	1.3	1.3
AP English Language	0	0	0	0	.4	0	0	0
English 12	.85	.85	1.7	.9	.4	0	0	0
AP English Literature	0	1.3	0	0	.6	.6	0	0
Science								
Earth & Space	5.45	1.82	14.3	5.4	--	--	--	--
Biology	3.54	1.77	3.2	3.6	3.9	1.7	1.3	1.7
Chemistry	1.89	1.89	1.5	1.5	6.1	.6	2.4	2.4
Physics	0	0	1.7	.9	0	0	0	0
Social Science								
World History	13.92	5.06	9	3.8	8.7	2.7	8.9	.9
AP World History	3.87	0	5.6	0	--	--	--	--
US History	0	0	2.5	0	4.2	1.4	2.8	2.1
AP US History	.4	0	.4	0	--	--	--	--
Amer Government	1.4	0	--	--	1.4	1.4	0	3.2
AP Amer Government	0	0	.7	0	--	--	--	--
Economics	--	--	2.6	0	5.9	0	5.8	0
AP Economics	2.82	0	4.6	2.3	--	--	--	--

Source: AERIES Database. Note: n/a indicates that the course was not offered that semester. This chart shows D or F grades including all quarters for core academic graduation requirements only.

Findings: Despite the fast-paced structure of the 4x4 schedule, CCA D/F analysis shows only a small number of students who are not succeeding academically. Honors and AP courses do not have significantly more D or F grades, despite the open access policy, indicating appropriate selection of course level by students. (AP Science and Math courses are not included since a student cannot take an AP level course in lieu of the college preparatory level course – as they would be able to do in English and Social Science). Teachers in Mathematics and Science, where D/F graders are proportionally higher, have worked closely with counselors in recent years to help place students in the appropriate course based on their skill set.

Student Study Team

In 2010-2011, CCA revised the intervention sequence and Student Study Team (SST) process to implement a bi-monthly SST which includes administrator, counselor, Special Education representative, teachers, student and parents to address and support struggling students. Students can be recommended for an SST meeting by any of the above names groups. Number of struggling students addressed through the SST process is indicated in Table 52.

Table 52: Student Study Team

Year	# Students
2010-2011	48
2011-2012	58
2012-2013	41

Source: CCA Counseling SST Log

Mentor Program

The CCA Mentor Program was first developed in 2008-2009 to provide further support for students identified as struggling in one or more of the following areas: academics, attendance, behavior, and state testing. The goal of the program is to identify and connect with students who are not already receiving support through other programs. All students who score *Far Below Basic*, *Below Basic*, or *Basic* on the Math and/or ELA CST are automatically added to a “Hot List” at the start of the school year. This list is used as a starting point for counselors and the Mentor Program Coordinator, also currently a counselor, to create the Mentee Invite List. Counselors add to the list throughout the year to include students who are struggling academically, or who have social/emotional, attendance or behavior concerns. Teachers or parents can also refer students to the Mentor Program. These students are invited to participate in the program and asked to complete an intake survey to identify areas that they want to improve upon. Goal setting, homework completion, study skills, organization, and time management are the most commonly identified areas in which Mentors support students. The Mentors provide this guidance during scheduled individual meetings. Mentors are trained by counseling staff on how to interact with the student and have access to numerous resources to aid in the support of students in the program. Mentors also participate in quarterly meetings with counseling staff to ensure that the most effective strategies are being put in place for these students. Previous years’ program data has shown some improvements in student grades, attendance, overall attitude, and connectedness to school. In 2012-13 the CCA Counseling Department underwent a comprehensive evaluation of the Mentor Program. The results of this evaluation are available in appendix A, however as a result of the evaluation changes were made in 2012-13 to increase the effectiveness of the program.

Table 53: Mentor Program

Year	# Students
2010-2011	38
2011-2012	30
2012-2013	32

Source: CCA Counseling SST Log

School Exit Data

More than 96% of students at CCA continue to post-secondary options that include university, 4-year college, and community college. Students also continue to pursue options in the military as well as immediate employment. Students at CCA also have the opportunity to apply for Early Graduation – due to the 4x4 system as well as the ability to take courses at accredited off-campus institutions, students can plan to graduate at the end of their junior year, or in January of their senior year.

Table 54: School Exit Data- Drop Outs

Year	1 Year Grade 9-12 Drop-Out %	4 Year Grade 9-12 Drop-Out
2010-2011	.1%	.2
SDUHSD District	.6%	50
2011-2012 CCA	0%	0
SDUHSD District	.4%	36
2012-2013 CCA	Not available	
SDUHSD District	Not available	

Source: CDE Dataquest

*4-Year Grade 9-12 Drop-Out rate is calculated based on number of seniors

OTHER DATA OF INTEREST

Other data of interest include technological resources available to students at Canyon Crest Academy, class size averaged by department, and student enrollment in CTE and Regional Occupational Program (RPO) courses. This data is presented in the following tables.

Canyon Crest Academy is a technology-rich environment in which students have access to internet-connected computers in their classrooms and computer labs, class sets of laptops, wireless environments, state-of-the-art video editing and production laboratory, fiber optics, school intra-net, smart boards and digital projectors coupled with an on-demand digital video delivery system in each classroom. In addition, administrators and math and science teachers have developed QUEST, a specialized science and technology program.

Students in most classes are encouraged to use their own technology tools, personal laptops, phones and tablets are allowed to access the school's wifi so long as the students abide by the "acceptable use" policy. Classes routinely rely on Blackboard, class websites, class Youtube channels and Facebook groups for instructional support, resources and assignment information.

Table 55: Technology Resources

Technology Resources, 2010-2013				
		2010-11	2011-12	2012-13
Computers		605	622	645
Students per computer		3.1	3.0	2.9
Classrooms connected to Internet		All	All	All

Source: District IT Department
All classrooms have wi-fi access as of 2008-09

Table 56: Class Size Average by Department

Department	2010-11	2011-12	2012-13
CTE/Business	32.63	39.35	41.5
Envision	41.36	34.36	39.92
English	36.17	36.1	37.97
World Language	35.71	36.11	37.5
Math	38.95	39.46	38.95
Science	36.28	37.28	38.21
Social Science	46.96	44.91	37.73
PE	47.2	47.93	56.28

Source: Aeries Database

Table 57: ROP Enrollment by Year

ROP Course Title	2010-11	2011-12	2012-13
ROP Arts Management	*	*	7
ROP Business Management/Advanced Business Management	119	76	75
ROP Computer Game Design	*	29	35
ROP Digital Composition	59	93	65
ROP Digital Audio Production	*	*	25
ROP Digital Media Production	16	22	21
ROP Midi/Audio Tech	80	*	*
ROP Photo Imaging	*	25	36
ROP Recording Art	52	53	32
ROP Stagehand Tech	24	32	42
Total:	350	330	338
* indicates course was not offered during that school year			

Source: Aeries Database

VII. PERCEPTION DATA

In December of 2006, members of the Community Profile Team designed an anonymous school-wide survey to be administered to students, teachers, and parents for the first time in January of 2007. The survey questions addressed key school-wide issues such as the 4x4 schedule, access to challenging curriculum and the academic content standards, school culture, cross-curricular instruction and other instructional strategies, technology, test preparation, athletics, school safety, support services, and overall satisfaction with CCA. The same survey was administered to our stakeholder groups again in the Fall of 2010 to measure any changes in perceptions.

The first survey in 2007 was administered to students in their period 2 classes, while the 2010 survey was sent out as an electronic survey via email to the whole CCA community. This was in an effort to minimize disruption to class time as well as conserve resources. In 2013, the survey link was again emailed and advertised on our school Facebook page.

In 2007, 825 students, 286 parents, and 54 teachers completed the survey. In 2010, 159 students, 262 parents, and 49 teachers completed the survey. Average ratings for both 2007 and 2010 are included below. We wanted to see the difference between community and teacher perception of the same questions, something that previous surveys didn't readily show, so we administered the survey once to the community (parents and students) and then again to the teachers and staff only. Some questions were modified, added or omitted in the latest draft in hopes to better represent the direction of the school and the progress towards certain goals. In 2013, 411 students and parents took the survey and 58 teachers responded.

Table 58: School wide Survey Results
(1 = Strongly Disagree, 3 = Neutral, 5 = Strongly Agree)

Survey Question	Average Rating in 2007	Average Rating in 2010	Average Rating in 2013 (Community)	Average Rating in 2013 (CCA Staff)
A student must play sports, take AP classes, and be a leader in extra-curricular activities in order to be admitted to a university.	2.71	2.82		
All students have an opportunity to apply for advanced level courses.	4.5	4.18	4.42	4.76
Teachers' websites are accessible to show lesson plans, homework, and grades.	4.45	4.12	4.12	4.34
As a school of choice, CCA has exceeded my expectations.	4.19	4.08	4.19	4.55
As a school of choice, CCA has met my expectations.	4.52	4.36		
CCA has a clear vision of purpose based upon student needs.	4.41	3.94	3.92	4.09

CCA is a clean environment that encourages learning.	4.24	4.23	4.38	4.53
Classroom lessons are consistent with curriculum standards.	4.36	4.09	4.21	4.62
Community members may choose to be part of the CCA culture.	4.30	3.90		
I am satisfied with sports at CCA	3.99	3.64		
I am satisfied with the counseling services at CCA	4.25	3.50		
I am satisfied with the Envision program at CCA	4.01	3.95		
I am satisfied with the Media Center/Library at CCA	4.35	3.69		
I am satisfied with the Special Education services at CCA.	3.97	3.42	3.33	4.48
I am satisfied with the support groups at CCA.	3.91	3.45		
I am satisfied with the tutoring options at CCA.	4.1	3.40	3.29	3.62
I am satisfied with the Conservatory program at CCA.	3.93	3.77		
If needed, students are provided with an individualized plan, such as an IEP, to ensure academic success.	4.34	3.63		
Lessons are clearly explained and reinforced in a written activity.	4.22	3.73		
Overall, I am satisfied with CCA.	4.52	4.37	4.40	4.71
Parents are encouraged to be involved with CCA.	4.43	4.11	4.14	4.53
Special Education students have access to CCA's entire curriculum.	4.05	3.44		
Statistics of student achievement on standardized tests are available to parents and the community.	4.40	4.19	4.30	4.54
Students are provided with the state mandated test preparation study guides to prepare for the CAHSEE.	4.20	3.75		
Students feel safe at CCA.	4.40	4.30	4.39	4.34
Students receive appropriate individual support in their academic growth.	4.39	3.72	3.65	4.12
Teachers and staff are available to help each student.	4.40	4.05	3.93	4.33
Teachers include critical thinking activities to evaluate the student	4.25	3.80	3.87	4.33

CCA's Media Center is current in providing students access to non-print resources.	4.12	3.56	3.78	4.02
Technology is successfully integrated into the curriculum and culture of CCA.	4.46	4.23	4.07	4.22
Classroom exams accurately assess the students' progress in meeting academic standards.	4.07	3.62	3.85	4.36
The 4x4 schedule allows for more opportunity for cross-curricular instruction between different subjects.	3.70	4.29		
Elective choices at CCA are rich and varied.	4.71	4.60	4.37	4.52
The 4x4 schedule enables all students to achieve their academic goals.	4.28	4.20	4.41	4.67
The 4x4 schedule requires more homework, therefore limiting time for extra curricular activities, such as sports.	3.05	3.07		
The arts are successfully integrated into the culture of CCA.	4.47	4.33	4.54	4.69
The curriculum provides information needed for passing the CAHSEE.	4.48	4.05		
The homework assignments are supportive of the course content.	4.18	3.96	3.96	4.24
The teachers that review tests with students provide enough time to answer questions.	3.96	3.46		
My student's grades in classes are based on a variety of assessments (tests, projects, homework, etc)	2.39	3.09	4.29	4.30
Varied learning strategies of visual, auditory, and written delivery are used to present the lessons.	4.47	3.76		
CCA students have appropriate access to counseling services		4.36	3.43	4.00
CCA students have appropriate access to the College and Career Center		3.45	3.91	4.55
CCA staff responds appropriately to the needs of struggling and at risk students		3.63	3.39	4.09

I believe there is mutual respect between students and teachers		3.73	4.14	4.43
There is good parent/school communication		3.44	4.16	4.31
School discipline is fair and appropriate		4.30	3.89	4.21
All stakeholders have a voice in the decision making process at CCA		3.75	3.43	4.16
Specialized programs at CCA add a valuable element to the school's curriculum.		4.20	4.42	4.78
The curriculum provided at CCA prepares students for life beyond high school		4.05	4.24	4.47
CCA provides a nurturing culture that celebrates difference		3.76	4.36	4.64
The CCA Foundation is a valuable partner to the CCA staff.			4.29	4.47
There are sufficient opportunities for students to participate in extracurricular activities at CCA			4.44	4.74

Findings:

CCA teachers are satisfied with the school overall, and are specifically satisfied with the flexibility that the 4x4 schedule offers students and the Special Education services available at CCA. In 2007, one of the areas of concern was that the 4x4 schedule limits the opportunity for cross-curricular instruction; however, responses in 2010 show that there has been significant positive change towards more cross-curricular instructional opportunities.

There is a small decline in the 2010 survey rating in almost all questions. Part of this change can be contributed to the fact that the participants in 2007 were the first three grade-level classes to attend CCA. These students and teachers felt highly connected and positive about the school and campus. Although that feeling is still present, students and teachers now see the campus as more 'established.'

Survey data from 2010 is also overwhelmingly based on parent response – which makes measurement of perception of classroom-based events difficult. We have created surveys for staff and students to be used in the future to compare with these more community based results. We asked the staff the same questions as our students and parents in 2013, and the staff results followed the same trends as the community survey, although were slightly more favorable across the board. The CCA staff is very proud of the work being done on campus. The only areas where the gap ranged greater than a half point between community perception and staff perception were areas related to student support, and access to services such as the college and career center, tutoring and counseling services.

CHAPTER 2



Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas of follow-up* from the last full self-study and all intervening visits.

1. Significant Developments:

Standardized testing results

- CCA's API score has continued to climb each year since our last full visit.
2009 – 2010 894
2010 – 2011 910
2011 - 2012 917
- High School Graduation rate and CAHSEE pass rate are both at 100%
- Advanced Placement testing school wide pass rate continues to be the highest in the district at 85%. We have also seen a significant increase in the number of students taking AP Tests with 825 sitting for exams and 2004 tests administered.
- SAT and ACT scores are higher than ever at 1818 and 27.4 respectively.
- Students qualifying as Merit Scholars is stable at 2012 – 25, 2013 – 24.

Program Developments

- Quest – a CTE/ROP science research program that allows students to do real research in conjunction with local scientists and UCSD as well as prepare students to work in research labs.
- The Nest – a CTE/ROP small business management program that allows student to run a coffee house style business in partnership with local business folks and SDUHSD food service.
- Robotics – A class built around the development of robotic technology that done in partnership with local scientists and engineers.
- Envision - The Humanities. This (2013) is the inaugural year for the program that collaborates with other Envision creative and performing arts conservatories. The curriculum focuses on developing research, writing, and presentation skills within the disciplines of philosophy, theology, civics and ethics.

Single Course Additions

- Advanced Digital Imaging, Advanced Painting, Advanced Drawing, Advanced Sculpture, Exploring Computer Science, Robotics and Engineering, ROP Game Design, AP Environmental science, Non-Western World History, Creative Design, Gamelan, Samba Corvo, 2 years of producing TEDxYouth

events, World Music offerings via Center for World Music, Cinema Lab, Improv and Sketch Comedy.

Technology changes

- All of our computer labs have been replaced within the last three years with the exception of our language lab and science computers. Our language lab teachers currently use iPads to enrich instruction.
- 3 sets of student response systems have been purchased for classroom use.
- All media center computers have been replaced within the last 2 years.
- 2 class sets of iPads have been purchased within the last year.
- A set of laptops for daily student check out are now available in the media center.
- The district technology plan for replacing outdated teacher computers is being followed and we are replacing them on an as needed basis.
- Audio tech equipment has been recently updated.
- The theater sound system and lighting system has undergone ongoing updates.
- Increased tech support is in place via our TOSAs and expanded staff development opportunities.

Athletics

- New athletic director/assistant principal.
- Financially sound and balanced budget in 2011-2012 for the first time since the school opened.
- New all weather athletic track and field.
- Significant success in league play forcing a relegating in 2011 – 2012 placing CCA in competition with the most successful athletic programs in San Diego County,

Counseling and Student Support

- CCA has experienced counseling reductions down from 4 counselors to 3 counselors and now back up to 3.4 counselors. A decrease in staffing have necessitated more group presentations, more online delivery of information, and a streamlining of our course selection and add/drop procedures.
- College and Career Center has remained open and our student support programs such as Challenge Day, Project Options, and Body Aloud have been augmented by the addition of the PAL's program starting in the 2013-2014 school year.

Personnel Changes

- We have had 5 different Assistant Principals over the past 6 years.
- A new principal is in place starting in the Fall of 2013. The previous principal had served for 6 years.
- SDUHSD hired a new Superintendent 4 years ago who will be retiring at the end of the 2011-2012 school year. Rick Schmitt the Deputy Superintendent has been promoted to Superintendent starting in the Fall of 2013. Mr. Schmitt has served in the district for the past 10 years.
- Over the last 6 years there have been some teacher changes in most every department as CCA has been a new school with a growing student population in a district of declining or flat line enrollment. Currently CCA has only a few temporary contracted teachers on staff, therefore the teaching staff will see less turnover then past years.

School wide Curricular Changes:

- CCA has continued to develop common Expected Learning Outcomes (ELOs) and they are now in place in all subject areas. Common formative and summative assessments are in place in all subject areas as well. Going forward this same work will be done around the Common Core Curriculum.

CCA Foundation:

- CCA Foundation has been reorganized in terms of financial practices and purchasing procedures. A new executive director and bookkeeper have been hired this year to help with reorganizing the foundation.

2. Schoolwide Critical Areas for Follow-up:

1. The school is encouraged to continue efforts across all curricular areas to identify common learning objectives.
2. The English Department is encouraged to formalize the grade specific Common Rubric for writing and share with other departments in order to standardize writing expectations and assessment throughout the school.
3. CCA needs to develop a plan to assess the success of the various programs ('Hot List, Mentor, Liason) that are designed to assist students performing below grade level standards.
4. CCA is encouraged to continue development and implementation of the QUEST program in order to provide a hands-on experience in science and technology.

3. Ongoing Follow-up Process:

The annual Single Plan for Student Achievement is developed by the parents, teachers, and students of the CCA Site Committee under the direction of the CCA Assistant Principal. This plan is updated each year using CCA's most current WASC report as the guiding document. The purpose is to assure that the Single Plan goals are in alignment with the WASC Action Plan goals. This Site Committee meets regularly to review progress towards the goals established in the plan and to discuss financial expenditures that may be needed to support the plan. In addition the plan is regularly reviewed by district leadership as well as approved on an annual basis by the SDUHSD Board of Trustees. The Single Plan goals, as well as the WASC goals, direct the allocation of

resources, appear regularly on meeting agendas and are discussed during staff development work.

The WASC mid-cycle review has been incorporated into our Single Plan for Student Achievement. During late start meetings and full day staff development meetings, CCA staff regularly discusses progress towards all goals including those built around academic achievement, school culture, safety and communication. Academic goals and progress are addressed through a thorough review of academic achievement data including that which is produced by CST, CAHSEE, AP Testing, and department common assessment testing. Intervention strategies and resources are discussed during late start meetings and within department meetings. Counseling makes regular presentations to the staff around interventions, and the effectiveness of specific intervention strategies are measured via surveys, achievement data, D and F lists, counseling reports, and overall grading averages within a classroom or subject. A specific teacher survey has been administered to evaluate which intervention resources are routinely deployed and to gauge their effectiveness. This data will be used to drive a new discussion on which intervention strategies we, as a faculty, will uniformly use, monitor, and evaluate. School culture is a standing agenda item for all of our major meetings, and progress towards strengthening school culture is monitored through parent, student, and staff surveys. Safety is also a regular agenda item for staff development meetings and CCA's Safety Committee and SDUHSD's Safety Committee meet annually to develop and refine our School Safety Plan.

4: Progress, Evidence, Impact on Student Learning for Action Plan Section or Goals:

Action plan Goal #1 *Developing structured and articulated methods to ensure the academic success of all students. Including the establishment of a clear and timely process to identify academically at risk students and provide effective intervention.*

This goal was determined upon the examination of data that indicated a segment of our population was academically at risk. All standardized testing data, as well as teacher/counselor reports and referrals, are considered when determining academically at risk students.

Intervention starts in the classroom. Through developing clear and common ELOs teachers and students have a better understanding of the non-negotiable skills that students are expected to learn. Through the use of common formative assessments, teachers are able to identify and discuss students who are struggling. This process provides opportunities for staff to identify individual students and reteach critical skills before too much time has elapsed. If scaffolding and differentiation of instruction prove not to be effective in the classroom, teachers are expected to proceed to the next level of intervention as defined by CCA's intervention sequence chart. The key is the quick identification in the classroom by the teacher via formative assessment, coupled with the clearly articulated intervention sequence found in the chart. As a result we have observed significant growth in all academic areas; each subject area measured by the CST s, a smaller D and F list, an increased AP pass rate, fewer students in need of remediation, fewer course repeats, and an increase in SAT and ACT scores. Teachers have also shared that SDUHSD and CCA focus on the formative process has increased the academic performance of our students and has lowered the need for academic interventions as compared with our previous focus on summative assessments.

Action Plan Goal #2 *Canyon Crest Academy will develop consistent departmental and curricular practices and policies to ensure that all students have access to a rigorous and challenging academic program.*

This goal was determined after surveying CCA stake holders and discovering a need for more thorough communication and understanding of course selection options.

Through the increase in communication via an expanded counseling website, parent and student information nights, course selection nights, elective fair, Coffee with Kohn, Facebook postings, counseling presentations to staff, college fair, increased activity in the College and Career center, we have better informed our students as to what their academic choices are and what the ramifications of those may be. We have also updated all course descriptions, course profiles, the math sequence chart, the Envision/VPA flow chart, and online syllabi. This has resulted in an increase of students enrolled in AP courses and Honors courses, more acceptances into the elite colleges and universities, higher academic achievement in all subject/grade levels, and an increase in UC/CSU eligible graduates.

The rigor of courses has been addressed through continued efforts to make sure all courses are vertically and horizontally aligned, AP/CSU/UC/ROP approved where appropriate, aligned to standards, assessed thoroughly and authentically.

Action Plan Goal #3 *Develop and implement a comprehensive plan to ensure a safe and secure learning environment for all students and staff.*

This goal was created after receiving feedback from staff, students and parents regarding the safety of Canyon Crest Academy. Safety at Canyon Crest Academy is an ongoing discussion. We have a safety committee that all are welcome to join, we have a safety plan that is refined and approved annually, we review the safety plan with teachers and students, we run all of our required drills and even include law enforcement when possible, we have district level safety meetings, we have safety walk-throughs involving district and site level administration and teachers, we solicit input on a regular basis from the staff as to suggestions on how to make the campus safer. We still have work to do in this area. Times have changed and our school still has physical features that need to be addressed- i.e. no fences, multiple entry points, door locks that need to be modified, etc. While some progress has been made such as increased awareness and better executed drills, there is still work to be done.

Issues involving student safety have been relatively minimal at CCA as demonstrated by the low number of fights and or suspensions/expulsions due to students engaging in dangerous activities. We have never had an official lockdown. We do deal with some drug related issues but again relatively speaking the number of incidents is quite low. While these disciplinary incidents are fairly infrequent, we do take them very seriously- involving teachers, parents, administration, counseling, the READI program, law enforcement and county services in an effort to help the student, as each situation merits.

CCA continues to use a variety of programs to support students in mental health and safety. Challenge Day, Body Aloud, various ASB activities, group counseling sessions, vigilant attention to the SST process, close relations with local law enforcement and county mental health services, intervention sequence chart, and the READI Program, are a few of the services we provide to support students.

Student Discipline has involved ongoing training for all staff members and administration. New teachers are coached through this area during new teacher orientation and faculty luncheons. All staff participates in an annual review of key points

during late starts. Administration works closely with district administration to be sure we are in alignment with the district in both practice and policy. Students have access to the school's discipline policies via our website and are reminded of key points throughout the year via emails, facebook postings, connect ed, and group meetings. We work closely with law enforcement to make sure our practices are in concert with their practices. Local law enforcement is a vital and valued partner in this process.

While the impact on an individual student involved with unsafe activities may influence the greater school community, individual student offense impact on student learning at CCA has been minimal. According to the discipline data, as well as recent feedback from our surveys, people feel relatively safe at CCA and therefore safety has had a lesser impact on learning than in years past. In response to recent events (nationally) all SDUHSD schools have increased concerns around safety and will honor our responsibility to create and maintain a safe and secure learning environment for all students and staff.

Action Plan Goal #4: *CCA will develop a more effective communication system among various stakeholder groups.*

Via survey data and input from various committees, we developed a goal to increase communication among all stakeholders. New resources and a focus to use communication via our expanded website, Facebook, Connect Ed, group email, and counselor presentations, students and parents are able to stay current with calendar updates, school information, and curricular opportunities to stay connected with CCA. Information is also regularly shared and vetted with the CCA Foundation Board which has the additional function of being a parent advisory committee. In addition to increased use of social media, CCA staff receives regular updates from the administration. Plans for a bi-monthly faculty newsletter will materialize for the 2013-14 school year.

5. Critical Areas of follow-up not currently in the action plan:

Academic achievement goals have dominated staff development time for a number of years. Staff development priorities are designed in alignment with SDUHSD goals, site specific goals, and incorporate needs outlined/prioritized by our Single Plan for Student Achievement. CCA has made significant progress in accomplishing identified goals, but fear that our Raven 'culture' needs to be nurtured and a focus. Via staff surveys and extensive school wide discussions it was determined that the staff was feeling an increased sense of isolation from each other and the school as a whole. As a result concrete efforts were taken to build collegiality and collaboration. Significant staff development time was dedicated to a discussion of our school values and to identifying activities that would increase and strengthen the things the staff valued as a school that were not directly tied to academic achievement. The process alone helped renew relationships. Roaming Raven, Culture Club, Sunshine Club, Student Name Board Activity, and ongoing efforts to increase communication via Aeries have all had a significant impact on the school culture. Currently there is a much stronger sense of collegiality and it has manifested itself in significant positive change in staff morale as well as in highly successful collaborative efforts like The Wall. Pageant of the Masters, Moby Dick Marathon, etc. The impact on student learning while not directly measurable is still very apparent. Student excitement, interest, and ultimately participation in such projects as the Moby Dick marathon give students a whole new experience and access to piece of literature in a way far more engaging and memorable then being asked to simply read the book.

CHAPTER 3



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

The Students of Canyon Crest Academy

CCA has developed a reputation for academic excellence within the district. Students that select CCA as their school of choice are aware of the rigorous academic expectations, yet they are academically-motivated enough to meet these challenges. They select the school for a variety of reasons. The 4x4 schedule allows them to pursue their academic goals in greater depth, and a host of specialized programs in the Arts and Sciences appeal to many students as well. Our students are actively involved in campus and club sports, school clubs, internships and scientific research, academic competition teams and the arts.

Our students are leaders, organizers, facilitators, collaborators, dreamers and doers. They have organized, hosted and managed TEDxYouth events for the past two years, and are currently in the planning stages for the 2013 event. These TEDxYouth events include students and guest speakers from the entire Southern California region and beyond. In the spring of 2013, they created and ran a 27-hour live reading of *Moby Dick*, complete with arts and technology components. They also organize and operate the Nest, a student café that is open before school, during each of the four periods, at lunch and for special events. Seniors write and direct their own dance, cinema, theater, and music pieces and run their own art shows. Our students are capable and curious, and they hold themselves to extremely high standards.

The student population is fairly homogeneous, reflecting the make-up of our surrounding communities. The student ethnic population is comprised largely of Caucasian students and students of Asian descent. There is a minimal number of classified EL students, but there are 27 languages other than English being spoken in our students' homes. Our most closely watched sub-groups are our Special Education population and our low SES population. 93.8% of our students' parents have some college education, and college preparation is a primary goal for the overwhelming majority of our students; 96% annually attend a two or four-year college upon graduating from CCA.

Our students have several academic support networks both at home and on campus. Our students, parents and community at large all have lofty expectations for the students' success. In addition to math and world language tutoring daily by teachers, students take advantage of an extensive AP review schedule, especially helpful for students who were enrolled in their AP course during first term. Our families also heavily rely on private tutoring, SAT and other test prep companies to provide extra practice and support for the high stakes SAT, SAT II and ACT exams. Students have access to a full time college and career counselor as well as their academic counselors. The college and career center is stocked with computers, catalogues and information about scholarships, summer extension programs and camps, as well as university and military options post-graduation.

There are also support systems in place for students for social/emotional assistance. Some supports are more formalized, while others are offered as needed. The Intervention Sequence was developed to help teachers and counselors address students' academic and social/emotional needs and to identify students who need extra attention and support. Beginning in 2013-14, teachers will have the opportunity to utilize the Aeries system to document specific interventions taking place in the classroom and

to share these interventions with teachers of that same student. Students have access to programs ranging from district substance abuse support, clubs that promote healthy choices and body image, counseling groups, and individual counseling services. Students also have access to our full time school psychologist as needed. This year, CCA is also initiating a “PALs” program to help the incoming students with the transition from middle school to high school.

Performance Results

CCA students are continuing to set the mark for high achievement in our district and in San Diego County. Our 2011-12 API score of 917 was the highest of all the public schools in San Diego and represents a steady increase of 75 points since 2005. Our graduation rate and CAHSEE pass rate is 100% and has been holding at that rate for the last several years. Our lowest performing subgroups have shown a steady increase in CST scores in all areas as well.

District-wide open access policies have really broadened our AP course offerings. We have seen a very steady increase in the number of AP courses being taken over the last six years. Over 2000 AP tests were administered to CCA students in 2013. Our AP pass rates have also improved over the last six years and are the highest in our district (85%). This is especially notable considering how many more exams are being attempted annually.

All ninth through eleventh grade students have the opportunity to take the PSAT during the school day at CCA. Twenty-four National Merit Scholars were awarded honors in the 2012-13 academic year. Five students from CCA became finalists and were awarded scholarships through the program. CCA students also have the opportunity to take the PLAN test during the school day, with about 26% of eligible students electing to take PLAN during the 2012-13 school year.

While the testing results are overwhelmingly positive, we do have areas in which we have room for improvement. Students consistently score low in our Algebra 1B course and this has been an area of focus over the last few years. There are several factors contributing to these lower scores, and teachers are working district wide to address this deficit. Closing the achievement gap between our special education and general education populations has also been an area of focus within our core academic courses. While we have made gains on these two goals, we still have work to do.

In addition to all the testing data, we have several other ways to measure the success of our programs. Students elect to participate in regional and national competitions in academics, arts and sciences. CCA and CCA students received national recognition from Siemens, Adobe, the Grammy Foundation, National Youth Arts Awards, American Mathematics Competition, International Physics Olympiad, to name a few. Also, students freely elect to take our classes. The 4x4 schedule allows our students the opportunity to take 3 out of the 4 courses each term, yet still satisfy all graduation requirements. However, we still find that students are enrolling in several more courses in each department than necessary to satisfy graduation or college entry requirements, taking advanced courses in science and math, electives in the arts and humanities, and pursuing the most advanced levels of world languages available.

CCA students, as a whole, are exceptionally academically motivated. We have a high percentage of students performing at the Advanced and Proficient levels on most of our CSTs. Our AP pass rate is high (88% during the 2011-12 and 2012-13 school years),

and our students are passing the CAHSEE on their first attempt (99% during the 2012-13 academic year).

Intervention sequences, curricular decisions and individualized student plans have been implemented to help our students in the Far Below/Below Basic categories, and they continue to be an area of focus both in professional development and in department curricular planning and implementation. Students on the “hot list” are identified based on their underperforming CST scores, D/F lists or other academic or social/emotional concerns. Best practices are shared in department meetings and between course-alike groups of teachers. Remediation strategies are shared and discussed in department meetings as well as in smaller groups of teachers. Several teachers offer test corrections or other ways to remediate individual lessons or exams.

In the last year, we have begun to turn our attention to the middle-of-the-road students as well; these are students that don’t necessarily raise red flags because they are passing their courses, consistently completing their work, and are successfully matriculating through the curriculum from year to year. We have begun work to address how to better serve these students and are exploring options to continue to support these students. We have begun to look at how to address the students that are scoring at the Basic level on the CSTs and the students who are passing their courses with “C” averages, and we are looking at how to better support their varied academic needs. These students are a bit of an anomaly at a campus where academic success is such an important aspect of the school culture. We believe these students to be part of a fluid and challenging-to-identify sub-group that needs our attention, help and support so that they, too, may thrive in CCA’s rigorous academic climate.

One of the programs that CCA offers to support struggling students is our “Mentor Program” that was first developed in 2008-2009 to provide further support for students identified as struggling in one or more of the following areas: academics, attendance, behavior, and state testing. The goal of the program is to identify and connect with students who are not already receiving support through other programs. All students who score *Far Below Basic*, *Below Basic*, or *Basic* on the Math and/or ELA CST are automatically added to a “Hot List” at the start of the school year. This list is used as a starting point for counselors and the Mentor Program Coordinator, also currently a counselor, to create the Mentee Invite List. Counselors add to the list throughout the year to include students who are struggling academically, or who have social/emotional, attendance or behavior concerns. Students can also be referred to the Mentor Program by teachers or parents. These students are invited to participate in the program and asked to complete an intake survey to identify areas that they want to improve upon. Goal setting, homework completion, study skills, organization, and time management are the most commonly identified areas in which Mentors support students.

Areas of Focus-Past and Present

Course Alignment/ELOs

Since our last WASC visit, CCA has focused on refining and aligning course curriculum. We have established Expected Learning Outcomes (ELOs) for every course on campus. The district directive was to create district-wide ELOs for only core academic courses, but all classes at CCA have created these common ELOs. The arts, PE, and all elective courses at CCA have established ELOs. This has unified courses taught by multiple teachers and has really served to align our curriculum with campuses across the district.

In addition to the course ELOs, teachers have worked to unify syllabi and course grading policies within departments. The Envision Arts department has also incorporated a literacy strand of standards for reading, writing, and speaking to support English/Language Arts goals.

Assessment: Common and Formative

Assessment, and what to do with the subsequent assessment results, has been a main focus of campus-wide professional development. Common Assessments have been created across departments at CCA, with teachers administering several per term and then meeting to discuss the results, the exam itself, and best practices to address areas where students were less successful. An assessment calendar has been created for each department. Department meetings over the last several years have been primarily focused over aligning curriculum, assessments, and what to do with the assessment results.

Departments focused on formative assessment as well. The common assessments were an integral aspect of the alignment plan, but much time and attention was placed on the intermediary steps as well. Teachers looked at their processes for checking for understanding between major exams, from informal check-ins to more formalized forms of testing, and how they retooled lessons based on the results. Several teachers began to experiment with “clicker” quizzes or even text message quizzes to assess the class’s level of comprehension and to search for areas that may need immediate re-teaching.

Expanded Use of Technology

One of the indirect results of the formative assessment study was a greater integration of web technology with course curriculum. This coincided with the SDUHSD relaxing its stance on social media bans and student-owned devices. The district actively began to encourage teachers to embrace emergent technology, and provided some degree of support and training in their use and the freedom for teachers to explore and share best practices. Several teachers have started Facebook groups for their classes, where students can get help, ask questions, continue discussions and further explore course topics. Every teacher was given an established Blackboard classroom and training was offered on its use. While not all teachers utilize Blackboard, a large percentage does. Some teachers record their lessons, or post supplemental tutorials via YouTube. Some of our teacher leaders have created a large section of “How-to” videos for other staff members to encourage them to use more current web technology to enhance and support their lessons. There is no unified technology requirement for classes, but teachers are given the freedom to explore and are actively encouraged to utilize the tools with which they feel comfortable. The school district provides a teacher on special assignment whose focus is to help teachers better use the technology available to them. Students are encouraged to bring their own laptops, tablets and smartphones to class, and are able to use the school Wi-Fi connections to link their tools to the school internet service.

Developing Areas

Common Core Curriculum

The most pressing work that is currently in progress is the looming shift to Common Core curriculum. Our district has actively begun to make the shift to Common Core, and teachers district-wide were introduced to the new curriculum during the spring of 2013. In the coming years, teachers will be retooling their course curriculum to align with the

Common Core, which will include adding new supplementary materials, reworking assessments and collaborating with other disciplines to enhance subject-area knowledge. Professional development surrounding the introduction of Common Core was provided at the start of the 2013-2014 school year, and CCA teachers are working to develop the new curriculum and its subsequent assessments.

Teachers will work with members of their own departments to take current lessons and retool them to address Common Core standards to start with. Teachers will look to the English Department for assistance in incorporating writing and reading for content understanding within their subject areas.

Intervention Sequence

After our last WASC visit, it was determined that our school should formalize our intervention process. The intervention sequence has been established and used for the last several years. Originally designed to address the “Hot List” kids, it provided multiple tiers of support and recommendations for teachers, counselors, parents and students. The sequence was designed and implemented. Emails and presentations to teachers from the counseling staff occurred yearly to train staff on how to properly follow the sequence and maximize its effectiveness. A survey was conducted in the spring of 2013 to determine the awareness and understanding level of the staff, and it was met with mixed results. For the most part, teachers and staff followed the plan, either knowingly or by common sense, but many were not aware of the specific steps of the sequence, and some teachers indicated that they did not know the school had such an intervention plan. In August 2013, three teachers attended a district-held “Child Find” training, and in September 2013, our counselors and administrative team will be utilizing this information to develop a “Child Find” training aimed at all teachers that will assist teachers in implementing classroom interventions, how to document these classroom interventions, and how to communicate their concerns with other teachers, counselors, and administrators.

In addition to improving training on what the sequence is and how to use it, CCA is working on expanding its reach. Counselors and department chairs are working on refining the intervention sequence to address the needs of more students. The staff is actively working on strategies to address the middle students, those that are not failing, but ultimately are also not necessarily thriving. Discussions are to focus on remediation strategies and how to reach the students who drop/withdraw from classes before receiving a failing grade. These talks are just in their infancy, and no concrete plan has been established yet to include a wider band of students, or to expand options from the current plan, though that is the goal of future work in this area. Simply identifying these students is a bit of a challenge, but the staff is committed to seeking out these middle level students and providing improved support.

One program that CCA is initiating during the 2013-14 school year to address the needs of the middle-student is the “Student Connections Program. This program involves having the CCA faculty (during a Late Start meeting when all staff is together) discuss the value of a healthy student-teacher relationship. The group then reviews the definition of a 'student connection', while considering their influence over students in their care. Teachers study individual student profiles that illustrate different types of learners on campus, while respecting their unique needs. A school-wide list of students (by alpha and grade) is shared and CCA teachers participate in a 'gallery walk' and identify, by placing a check mark, each student that they feel a 'connection' to/with. In addition to check marks, each teacher has one 'star' sticker that they place next to the name of the one child about whom that they are most concerned. After the activity, the administrative

team gathers data and identifies which individual students did not receive a check mark. These students are then divided up amongst the administrative team and interviewed to identify a program or adult on campus to connect to/with. The CCA counselors are provided with the list of 'star' students and determine appropriate interventions. Teachers receive follow up at future Late Start meeting and/or in bi-monthly newsletter.

Expanding Teacher Use of Available Technology

CCA teachers are generally a technology savvy group and have embraced current technology tools, but recent district developments have opened up the classroom to a wide array of underutilized possibilities. Current and future areas of focus include broadening Blackboard capabilities, expanding and improving the usage of social media as a classroom tool, and exploring other technology assisted lesson plans, such as flipping classrooms.

District-wide training is currently underway to expand teacher access and ease with Blackboard. All classes have an established Blackboard “classroom” and trainings have occurred formally over the summer of 2013, as well as informally over the past few years from some CCA’s teacher leaders. Several members of the staff are revered as Blackboard masters and have offered up their time and talents to encourage and assist members of their departments in rolling out their own Blackboard classrooms.

Teachers have embraced Twitter, Facebook, YouTube, Vimeo and other social media sites to expand their classroom reach. The school’s “Acceptable Use” policy outlines appropriate social media behavior, and teachers that use these tools often include a blurb in their syllabi about proper web etiquette for learning environments. Teachers have been educated about keeping an acceptable distance from student information, and how to keep their personal information separate from their classroom information. More plans for professional development include how better to utilize these tools. These strategies are in their beginning stages, and the initial goal is to improve and expand teachers’ repertoire of social media teaching tools.

One teaching tool that is being explored in greater depth is the idea of “flipped” classrooms. Some teachers have attempted flipped lessons and are now serving as model teachers for others to follow suit as appropriate. While this idea is not specifically technology dependent, the methods of content delivery often include video, recorded PowerPoint lessons, as well as other media. Training on these methods is currently done informally by those who have experience in this method, for those who are interested or feel that it might fit with their curriculum. Professional development surrounding the sharing of best practices is planned for the coming year.

Critical Learner Needs

Canyon Crest Academy has always been an introspective site. It is part of the school culture to examine everything from classroom practices, to the evolution of the school culture itself. Our self-study process has been ongoing. The Critical Learner Needs have been vetted by the staff through a careful process. The staff was introduced to the demographic and test score data from the last three years, and through discussions in home and focus groups, as well as the completion of two different surveys, have determined that the areas most important for future development are as follows. These

themes were also echoed in the student and community (parent) surveys administered both in 2012 and 2013.

Intervention Sequence

Plans to educate the staff of its sequence and use need to be formalized. The sequence needs to expand to reach the middle-achieving students. Remediation techniques and strategies need to be further explored and implemented. Interventions for students who choose to drop classes should be explored.

Learner Outcomes- Staff will be able to better support students by following a prescribed series of interventions. Students achieving at the Basic level or with C averages will find stronger supports to engage them and elevate their academic success.

Technology Expansion and Upkeep

Teacher training for 21st century technology skills should be a priority. Upkeep and expansion of available technology plans should be available to teachers and staff. Training and instructional support on curricular technology tools such as Blackboard should become more of a focus. Information and resources should be shared so that teachers may integrate a more technology embedded instructional delivery and interaction with the curriculum.

Learner Outcomes

Students will function in a technology rich academic environment, understand how to navigate and evaluate research and other internet tools.

Common Core Integration

Canyon Crest Academy will embrace the 21st Century teaching and learning practices present in the Common Core Standards and revise/revamp curriculum to address the new components in each subject area. Inquiry and literacy skills will be supported in each subject area. Teachers will begin to retool and hone their new curriculum over the next several years, working together as a staff as well as across the district.

Learner Outcomes

Students will be able to respond to a variety of sources, evaluate their validity, and construct meaning from a wide range of information. They will be able to think critically, synthesize information, and respond thoughtfully to specific and open ended prompts.

Guiding Questions

How do we identify the students “in the middle,” and how can we help to elevate their academic success?

How can we reach the student who withdraws or drops a course? What post-exit procedures are in place to assist this student to be more successful in an area where he/she struggles?

What technological tools/training do the teachers need to fully embrace 21st Century teaching and learning skills?

How can we continue to serve our struggling students and our low-scoring subgroups in order to decrease the achievement gap between our lower performing subgroups and our more advanced students?

Is our intervention sequence effective, is it being used to its fullest potential, and do teachers need to receive more training/awareness of the processes in place?

2013-
2014

CHAPTER 4



Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study, i.e., any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 - B. Standards-based Student Learning: Curriculum
 - C. Standards-based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
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2013-
2014

SDUHSD

Amy Villanova

A.ORGANIZATION



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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)

Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
CCA has Vision, Mission, and Core Values developed by all stakeholder groups.	All three are found on the CCA website
Student and staff achievements and activities are well advertised.	School Facebook page and new Twitter account, CCA website, daily announcements, weekly CCA TV
ESLR's are clearly stated and visible on campus.	ESLR posters in most classrooms, Media Center, Counseling Center and on CCA website
CCA's Site Plan for Student Achievement (SPSA) aligns with the district strategic plan and is reviewed by the Executive Director of Curriculum and Assessment and approved by the School Board.	SPSA, District Strategic Plan, annual submission to the Executive Director of Curriculum

	and SDUHSD Goard approval
Teachers are up to date on current educational resources, technologies, and best practices and also embrace innovation and creativity. Some teachers have begun utilizing the flipped classroom model, all teachers have a website, Blackboard is used campus wide, and the utilization of social networking mediums such as Facebook and cell phones are increasingly used in daily instruction.	<p>The development of Quest, updated curriculum for AP courses</p> <p>Advent and incorporation of flipped course (AP Bio), web 2.0 tools</p> <p>Incorporation of Blackboard and Facebook as teaching tools</p> <p>Plato health online course for all students per graduation</p>
Professional development	18-20 Late Start days built into the school calendar, annual district in-service days, frequent district trainings on new tools such as Blackboard, Common Core trainings to begin in 2013-14
CCA has utilized teacher experts in various technologies to serve as trainers for their peers.	Aeries, Blackboard, Website, Facebook, ipads, traniners on campus available by email and also hold training sessions after school periodically.
The district has a teacher on special assignment for technology	Kevin Fairchild regularly updates staff on technology via weekly emails and meetings and is available for training for the staff when needed.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
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The CCA community operates under our Guiding Principals/ESLRs, and is continuing to reflect on and refine our vision and mission. Representatives from each department on campus participate in regular meetings, which ensure all-school involvement.	Agendas and minutes for Late Start, Site Council, Cabinet, and CCA Foundation meetings Parent, student, and staff surveys
CCA Teachers operate under the belief that students can achieve at high levels.	Expanded enrollment available in Honors and AP courses; STAR, CAHSEE, PSAT, SAT, ACT, AP exam results provide objective data. AP By the Sea coursework Senior CP English Projects (job mentoring/internship)
Students believe they can achieve at high levels.	Student test results, student reflections
Teachers provide clear expectations of high achievement.	Course profiles (on department, counseling and teacher websites)
Staff is continuing to refine ELOs in each department.	District ELO writing workshop handouts
School culture cultivation is being revisited this year.	School Culture Club activities: cookie party, Roving Raven, flash mob, staff “student intervention walkaround” at Late Start meeting, Sunshine Club activities

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
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There are many ways for students and community members to have multiple opportunities to discuss school plans and direction with staff, administration and policy makers.	Monthly Coffee with the Principal meetings, student/parent surveys, Choices Night, CCA website, District website, Student House of Representatives meetings, Individual teacher websites, Foundation meetings, School Site Council Meetings, Athletic Director Player Parent meetings for each program
Back to school night principal's address to communicate schoolwide goals and business.	Back To School Night General Meeting in Sept. and Feb.
Site Council has clearly defined, measurable goals and objectives, which guide decisions.	Single Plan for Student Achievement, testing data, site council minutes
CCA continues to develop academic and arts programs in line with the school boards original intent to develop a high school with an arts and technology focus.	List of courses in the arts, collaborative projects within the arts and academic classes Course profiles online and available in counseling office, College and Career Center, Naviance
Counseling webpage and school profile created in conjunction with district expectation.	Counseling web page
CCA provides various opportunities to keep students, parents, and the community connected. Raven Report on Facebook communicates school activities, announcements and student/staff accolades.	CCA Facebook feed reaches over 1000 users (CCA Raven Report) Choices Night Open House (Back to School night) Student marquee Aeries (all school e-mail - parents have access to grades) Blackboard CCA TV available on Vimeo Community Newspapers ConnectED

District release days are used for department and individual collaboration.	SEMS, BTSA documents, AP syllabi, Envision vision statement, course descriptions, curriculum development meeting notes, common assessments, CAHSEE support class curriculum
Teachers are available beyond classroom hours advertising of staff and student achievements through various platforms.	Tutoring, World Language Help Desk, Silent Mentor Program School website, school facebook page, phone and email blasts to community back to school night, choices night Quest presentation night

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
Staff and administration have re-evaluated ESLRs “Guiding Principles” and have decided the goals are still valid and are relevantly addressed in the curriculum	Department and department chair meetings and agendas, Principal’s Cabinet meeting
CCA is looking towards the Common Core Standards and how our Guiding Principles will support those needs. Our teachers discuss and evaluate teaching practices and resources.	Agendas and minutes from professional development meetings (department, Late Start, and district wide), Common Core and Formative Assessment Teachers on Special Assignment (TOSA) support

Each department has clear and consistent Expected Learning Outcomes (ELOs) that are linked to the state standards for their subject area. These ELOs are aligned to the ESLRs through high expectations in student work (“Quality Producers”), high expectations in student behavior and interactions with peers and adults (“Capable and Responsible Citizens”), promotion of challenging problems (“Creative and Critical Thinkers”), and assignment projects where students demonstrate they are “Collaborative Workers” and “Effective Communicators”.	<p>Course profiles online and available on counseling website</p> <p>Subject Specific ELO’s</p> <p>Teacher websites</p> <p>Course syllabi</p> <p>Classroom lessons and projects</p> <p>student work samples</p>
Site Council has clearly defined, measurable goals and objectives, which guide decisions.	<p>Single Plan for Student Achievement is reviewed, updated, and submitted for SDUHSD board approval each fall</p> <p>Testing data evaluation</p> <p>Site council minutes</p>
Counseling webpage and school profile created in conjunction with school and district expectation.	<p>Counseling website</p> <p>School Profile</p> <p>SARC</p>
Teachers collect student achievement data to drive instruction.	<p>Utilization of Data Director, CAHSEE and CST Data, teacher collaboration time</p>

Conclusions

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

Findings	Supporting Evidence
CCA staff is highly committed to reviewing and revising our goals, based on the needs of the students, families and community.	<p>SEMS, BTSA documents, AP syllabi, Envision vision statement, course descriptions, curriculum development meeting notes, common assessments, CAHSEE support class curriculum</p> <p>Tutoring, World Language Help Desk, Silent Mentor Program</p> <p>Late Start meeting agendas</p>

CCA offers a wide variety of ways to communicate with families regarding schoolwide vision, student achievement, and school events. These tools also allow us to receive feedback to guide reflection and revision.	<p>Choices Night PE Parent Preview Night Regarding Sex ED Raven Report (Facebook page) Open House (Back to School night)</p> <p>Aeries (all school e-mail - parents have access to grades) Blackboard Schoolwide Surveys Envision family and student surveys District release days for department and individual collaboration.</p>
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
CCA continues to update best practices and methods as educational research dictates. Data from critical needs groups, especially Special Education students, drives instructional changes/improvements to curriculum.	<p>Course profiles online Counseling web page Tutoring, World Language Help Desk, Silent Mentor Program Data Director Blackboard teacher webpages Class Facebook pages</p>
All CCA students have open enrollment access, which allows them to take AP and Honors courses without passing an exam or other prerequisite.	District policy

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>CCA has a variety of stakeholder meetings that are held routinely; District Board members are elected on a staggered schedule by the voting community. The Board convenes twice per month.</p> <p>Governing Boards Include site Administration in monthly district Leadership Team Meetings, Cabinet, Department Chairs, School Site Council, regular site Administration Team meetings.</p> <p>Cabinet (representative from variety of special groups on campus, plus administration). The Cabinet meets every other week.</p> <p>Department Chair members are elected to 2 year terms by staff-per district schedule. Department Chair meetings occur once a month.</p> <p>Site Council is composed of elected teachers, administration, parents, and students and meets every other month.</p> <p>Principals and Assistant Principals meet monthly with District Leadership Team to review academic and district level issues</p> <p>Envision program Coordinators meet with the Envision Director to guide, assess, and maintain the Envision program.</p> <p>District strategic plan committee consists of representatives from each site including teachers, counselors, students and parents</p>	<p>Election schedules, procedures, and results</p> <p>Meeting agendas and minutes</p> <p>Weekly meetings, coordinator release days, department release days</p> <p>District Strategic Plan and minutes, reports to department chair committee, department chair minutes</p> <p>District Strategic Plan and minutes, reports to department chair committee, department chair minutes</p>
Teachers have access to board meetings.	<p>E-mail updates from Superintendent's Assistant about upcoming board meetings and agenda</p> <p>Board Meeting Agendas posted on SDUHSD Website</p>
Both the hiring and evaluation process for District and Site Administration is rigorous.	Evaluation schedules and documents

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
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<p>SPSA is updated annually based on student achievement data and must align with the district's strategic plan.</p> <p>SDUHSD Leadership Team and School Board Members visit the school and important school events regularly to provide support schoolwide programs and learner outcomes</p> <p>District Associate Superintendent of Curriculum and Instruction meets bi-monthly with all principal to support the school's growth and development of ELO's, common assessments, and movement towards integration of Common Core Standards.</p> <p>District holds annual in-service training for all teachers, as well as frequent optional trainings throughout the schoolyear.</p>	<p>SPSA, Site Council Meeting minutes</p> <p>Attendance at BTSN, Leadership presence on campus on the first day of school, attendance at important Foundation events, Superintended attendance at special events (ex: TEDx Youth, new Field Dedication, etc.)</p> <p>bi-monthly principal meetings, goal setting sheets.</p> <p>Meeting agendas, weekly technology updates from Technology TOSA, training reminders</p>
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Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Teachers incorporate a wide variety of online tools and resources into daily curriculum in all subject areas.	Use of PLATO (to be replaced in 2013-14 by Edgenuity), Blackboard, Google sites, Aeries parent portal, Pinterest, Facebook, cell phones, classroom clickers, 2 class sets of ipads, etc.
<p>All students and staff must sign an Acceptable Use Policy to access campus provided technology.</p> <p>Teachers who utilize social networking include additional acceptable use policies and discuss appropriate use of social networking as part of classroom instruction.</p>	<p>Signed acceptable use policies</p> <p>AUP located on website, course syllabi, student handbook</p>

Understanding the Role of the Governing Board

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

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.

Findings	Supporting Evidence
Parents participation in the Site Council.	Annual Site Council Elections for parent representatives are held via an easy access online survey tool (surveymonkey.com), meeting agendas and minutes
CCA Parent Foundation with elected officials who volunteer to participate in supporting fundraising for the school.	Monthly Foundation Executive Board Meetings & Monthly Foundation Board Meeting which include site Administration Team, meeting minutes
All parents are welcomed and encouraged to participate in any/all school activities.	Parent representatives in each WASC Focus Group, Coffee with the Principal, School Tours, Challenge Day, Dollars for Scholars events, athletics games, Envision performances, Foundation events, first day of school meet and greet, counselor grade level presentations, Back to School Night, Choices Night, etc., which are all publicized through the school Facebook & new Twitter pages, school website, and regular school to home emails and voice messages.
CCA Parent participation in District level Parent Advisory Committee, which works with district officials and board members to help shape district policy.	District parent advisory meeting agendas

Governing Board's Involvement in Review and Refinement

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

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

Findings	Supporting Evidence
A campus wide school survey is administered annually to parents, students, and teachers.	Survey and results

Envision surveys are administered yearly, and the Envision Director and staff review the results.	Survey began in 2012; survey and results
The School Board requires that CCA Teachers operate under the belief that all students can achieve academic success at high levels.	District Open Access policy allows for expanded enrollment available in Honors and AP courses, school board minutes, district in-service and trainings
Teachers establish clear expectations for high achievement in all classes.	Low D/F rate, student enrollment in AP classes, student participation in PLAN (Pre-ACT), PSAT, SAT, ACT Student achievement on CST, CAHSEE, & AP exam results
Students believe they can achieve at high levels.	Student Driven Master Schedule with students submitting course requests each year. Increased student enrollment in Honors and AP classes. Graduation rate % of seniors who complete UC/CSU a-g requirements (87% of the class of 2013), student college application and admissions rate Low D/F rate, student participation in and high achievement on PLAN (Pre-ACT), PSAT, SAT, ACT Student participation and achievement on CST, CAHSEE, & AP exam results Healthy Kids survey, student surveys, student classroom reflections
Standards, ELO and ESLR based student achievement is the core of the CCA learning culture.	ESLR posters in each room, Course profiles (on department, counseling and teacher websites), shared drive folders for each department with ELO's by subject area, department

	release time, course syllabi, classroom activities, student participation in extracurricular activities including over 150 clubs on campus
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Professional Staff and Governing Board

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

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

Findings	Supporting Evidence
Governing board is made up of administration and faculty members who are elected by the staff.	Policies and procedures for department chair selection, staff representative at bimonthly cabinet, meeting agendas
CCA's BTSA liaison assists new teachers in navigating school processes and systems, including the roles of admin as evaluators and department chairs as a support.	BTSA office on campus, monthly BTSA newsletter, monthly BTSA meetings for year 1 and 2 teachers as well as teachers new to the district, BTSA/Administration collaboration, monthly New Teacher lunches
Teacher and classified staff leaders help shape the decisions made on campus, via their voice in Department and Cabinet meetings.	Meeting minutes and agendas, late start best practice sharing, Teacher Wish Lists and staff involvement in Master Schedule process

Board's Evaluation/Monitoring Procedures

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

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
The CCA Site Council reviews/revises the Single Plan for Student Achievement annually. In addition, it is reviewed by both district and site administrators.	SPSA, Site Council and School Board meeting agendas, minutes
Courses are developed and curriculum is reassessed based on formative/summative test data.	CST and CAHSEE data, AP data, D/F list, grades Course profiles and syllabi

The CCA Foundation solicits donations to supplement district funds for the school in order to support the wealth and depth of programs at CCA (Academics, Athletics, Envision, Quest and technology) and its learning culture.	Foundation treasurer's report, meeting agendas, and minutes
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Complaint and Conflict Resolution Procedures

Indicator: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Findings	Supporting Evidence
CCA administration refers students/parents to teachers for direct conflict resolution, and then become involved should the issue necessitate more support.	School policy
Teachers work with department chairs to raise issues at department chair meetings or cabinet meetings.	Role of department chair, meeting agendas, minutes
San Dieguito Faculty Association (SDFA) building representative on campus to assist with any disputes or issues.	SDFA policy, SDFA newsletter
Administration evaluation survey administered yearly by district to site staff, results are shared with admin team and new goals are set based on the feedback received.	District administration evaluation survey and post survey meetings

Conclusions

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

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

Findings	Supporting Evidence
Overall, staff and community members feel their needs are being addressed.	Survey results

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

Findings	Supporting Evidence
The governing board has policies are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic standards based on data-driven instructional decisions for the school. The Administration team works closely with district leadership to support student achievement and school wide learner outcomes, which are aligned with district goals. Site Administration, department chair leadership teams, and teachers in like subject areas regularly monitors student achievement results	SDUHSD board meetings, district trainings for teachers and site administration, SDFA surveys, formal evaluation process for administration, BTSAs, regular school site council meetings, monthly department chair

and the School Site council and SDUHSD annually reviews/approves the single school wide action plan, which is aligned with site student achievement and school wide learner outcomes. Administration, District Personnel, Staff, Parents, and Students all work collaboratively to play a role in the decision making process of the school.	meetings, bimonthly cabinet meetings, late start Wednesday meetings department release time.
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A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
Staff, students and parents participate in school planning process through active members in the following organizational and governing groups: ASB, Site Council, Foundation, Cabinet and Department Chair meetings, and Envision Student Executive Board.	Meeting agendas and minutes Master Schedule advisory meetings
Collaboration with guest artists, professionals in their artistic field, is embedded into the Envision curriculum during both day classes and Conservatory Cross-curricular collaboration as common practice at CCA.	Conservatory and Day class course profiles, Foundation financial support, guest artist showcase Ex: Pageant of the Ravens, ASL/painting classes activity, Japanese tea garden ceremony, etc.
Envision Survey administered and results used to guide curricular and program improvements 4x4 schedule allows students to take more classes for support or acceleration	Survey results and meeting agendas Common Assessments ELOs Focus Group Meetings Sharing Best Practices "Academic Support" classes for Special Ed students
CLA classes are collaboratively taught with Special Education and general education teachers and are all college preparatory.	District commitment to team taught classes through master schedule process, Classes both in CLA room and out using both special education and general education teachers, curriculum, course profiles, syllabi

<p>All department collaborate with Administration on master scheduling to ensure that lower-level classes have smaller numbers, and that honors and college prep courses are in like periods to ensure for appropriate placement changes for students.</p>	<p>Master schedule, annual drop data, teacher wish lists, master schedule advisory meetings</p>
<p>All course alike teachers collaborate on common instructional materials and strategies, at least 4 common assessments per course, result data analysis, and collaborate on remediation strategies.</p>	<p>Data Director sheets, math department assessment reflection sheets, release day agendas, department shared drive folders, late start agendas and time</p>
<p>Many stakeholders take part in the planning process in regards to the academic program, technology use, master schedule, or administrative items.</p> <p>A committee of staff, parents and students will investigate how to best approach the school improvements following the School Improvement Bond passage.</p> <p>The BTSA summer orientation program and monthly BTSA meetings train teachers new to our district on how to become involved in planning activities within our district, and encourages them to become involved in their schools in ways that go beyond classroom instruction.</p> <p>Teachers use data and assessment tools to drive instruction.</p>	<p>ASB, Site Council, Foundation, Cabinet and Department Chair meetings, and Envision Student Executive Board meeting agendas and minutes</p> <p>District website, Bond Committee collaboration with Administration, weekly construction updates.</p> <p>BTSA schedule and agendas</p> <p>Test score data available to teachers Previous year's student scores are available to teachers on Aeries, use of data director for assessment analysis, and department and subject team analysis of CST cluster data, AP results, CAHSEE, benchmark testing in math</p> <p>Department meeting agendas</p> <p>Late Start collaboration agendas</p>

Community Collaboration	<p>Parent/Student/Staff surveys, Staff (including leadership transition) California Healthy Kid Survey, Student Study Team meetings, 504 and IEP meetings, whole staff late start meetings schedule and agendas, department Chair meetings, student planners, student Clubs, TEDxYouthSD, The Nest, Envision Guest Artist Program, Grammy Signature School Award, Start Smart Safe Driving program put on by CHP.</p> <p>School facebook, and twitter pages, and school and counseling website, school to home communication through regular email and phone calls home</p> <p>Site Council meetings agendas</p> <p>CCA Foundation meetings and events, parent volunteers,</p>
Teacher observations, lesson plans and reflections	Teacher observations, lesson plans and reflections

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
Test data is analyzed and used to guide instruction, and student support services are provided to help struggling students. All teachers in 4 core departments analyze past years' CST cluster data and all departments analyze AP data to improve instruction and assessment. Academic teachers align test questions to state standards and use data director to organize this data in order to discuss trends in student achievement and to guide instruction.	<p>CST Test score data available to teachers - Previous year's student scores are available to teachers on Aeries</p> <p>CAPA results</p> <p>CAHSEE</p> <p>Benchmark testing in math</p> <p>Department meeting agendas</p> <p>Late start collaboration agendas</p> <p>Parent/Student/Staff survey data</p> <p>Data director, CST results, CAHSEE results, common assessment results</p>

	Mentor Program, Student Study Team meetings for struggling students
There is much collaboration within the community: continual communication between staff, student, and support providers (SPED and CLA)	School Site Council meeting minutes, Team taught CLA classes, Academic Support classes, Academic Literacy course "Reading For Success", use of AVID tutors in Academic Support classes and Algebra Readiness, Department tutoring schedules, Teacher tutoring hours, World Language Help Desk, Counseling support, counseling grade level meetings, IEP, 504 and SST meetings, CCA Mentor Program, Challenge Days, TEDxYouth San Diego, Envision "Projects", Teaching a proactive approach towards Academic Independence, Meeting agendas, Department calendar

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: Evaluate the degree to which the allocations of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.

Findings	Supporting Evidence
While District funds are largely pre-designated, district and site plans for student achievement are aligned, therefore district funds are thereby allocated to support the goals of the Single Plan for Student Achievement. . Ultimately, decisions for the use of human, material, physical, and financial resources are made on the basis of what will best support the learning and	SDUHSD Board Meeting Minutes, Business Services updates, Site Council Meeting agendas and minutes, Cabinet agenda and minutes

achievement of students.	
The site has autonomy over Foundation Fund allocation and the Principal and leadership team allocates these funds based on school-wide needs and learner outcomes	District/department/site budgets, Foundation meeting agendas and minutes, cabinet meeting minutes and agendas.

Conclusions

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

Findings	Supporting Evidence
All teachers participate in data analysis on a regular and ongoing basis and adjust curricular and department goals accordingly in order to drive student success.	Department Chair meeting agendas, department time, course-alike subject teams with annual release days, release day agendas, access to a wide variety of data through Aeries and Data Director.

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

Findings	Supporting Evidence
The school has a regular and ongoing process to collect and analyze student achievement data to drive curriculum, instruction, the Single Plan for Student Achievement and budgetary spending. The school leadership team, in collaboration with district and site staff, makes decisions based on student achievement and the schoolwide learner outcomes, ELOs and academic standards. The school leadership team and school site council annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs. It is evident there is a schoolwide need to continually support at risk and struggling students as well as the middle learner, which is addressed in the schoolwide action plan in Chapter V.	Department Chair meeting agendas, department time, course-alike subject teams with annual release days, release day agendas, access to a wide variety of data through Aeries and Data Director D/F lists, grade reports, attendance and truancy rates, SST data, CST, CAHSEE and AP pass rates, student and parent feedback through community surveys.

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Indicators with Prompts

Employment Policies and Practices

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

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

Findings	Supporting Evidence
100% of CCA certificated staff are highly qualified per NCLB requirements. All SDUHSD teachers participate in a thorough evaluation process; temporary and probationary teachers are evaluated annually, tenured teachers are evaluated every other year. All teachers receive 3-5 formal evaluations during their scheduled evaluation year. Site Administration work closely with BTSA support providers to support temporary and probationary teachers through the evaluation process.	HR data, cde.gov staff demographics and credential information, district and site level staff trainings, AP trainings for all AP teachers, AP Course Audit, BTSA program, and number of teachers who teach under Clear Professional Credentials (Chap 1) SDUHSD evaluation practice, evaluation timeline and forms aligned with CA teaching standards
Through the BTSA Program and monthly new teacher luncheons, district personnel, CCA Administration, Department Chairs, Counselors and Special Education deliver trainings to new and current teachers regarding lesson planning, curriculum development, formative assessment student interventions, Counseling services, articulated ways to support students, SST, 504, and IEP processes, etc..	Handouts and PowerPoint presentations, New Teacher Luncheon dates/agendas, monthly BTSA agendas, department chair meetings, subject area release days
CCA Counselors receive training on a variety of topics related to student achievement, college/career preparation and mental health including college admission procedures and requirements, threat assessment, cyber-bullying, tobacco use, self-harm, Section 504, SST and crisis response.	Counseling calendars, binders from trainings, training schedules
Teaching artists are hired based on interview and district screening processes	At Will employee district screening process
All departments conduct collaboration meetings during CCA's late start days.	CCA website, calendar, department collaboration day minutes

All departments meet twice yearly with district colleagues for standards based “best practices.”	Late start/collaboration agendas, Department collaboration minutes SDUHSD calendar
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Qualifications of Staff

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

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

Findings	Supporting Evidence
<p>All new/new to SDUHSD teachers take part in the BTSA program, including a week long induction seminar before the start of the school year and monthly BTSA meetings. All BTSA participating teachers receive a BTSA support provider who serves as a mentor/coach during their first two years with the district.</p> <p>All SDUHSD teachers participate in a thorough evaluation process; temporary and probationary teachers are evaluated annually, tenured teachers are evaluated every other year. All teachers receive 3-5 formal evaluations during their scheduled evaluation year. Site Administration work closely with BTSA support providers to support temporary and probationary teachers through the evaluation process.</p>	<p>District hiring practices, BTSA agendas and requirements.</p> <p>SDUHSD evaluation practice, evaluation timeline and forms aligned with CA teaching standards</p>
All department teachers meet in course-alike subject teams to discuss best practiced, develop common assessments and ELO’s and for student achievement data analysis.	BTSA participant binders, late start agendas, data reflection sheets, ELO charts.
CCA provides/encourages release time for teachers to observe peers.	Department minutes, leave forms, BTSA binders

Maximum Use of Staff Expertise

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

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

Findings	Supporting Evidence
All new hires complete the BTSA training and district training programs.	BTSA policy. District new hire

<p>Department Chairs conduct at least 2 observations with new teachers and provide coaching/feedback.</p> <p>All certificated staff members hold a credential in the subject area they teach.</p> <p>18-20 late start days throughout the school year plus 4 all day in-service days designated for district and site trainings for teachers on common core, best practices, data management and analysis, formative assessment, curriculum development, etc. Additionally, all course-alike groups participate in 3-4 release days annually.</p>	<p>practices</p> <p>Department chair observations forms</p> <p>Individual teachers' AP binders</p> <p>HR data</p> <p>Late start agendas, district meeting agendas, release day agendas, etc.</p>
<p>The school has teachers who specialize in Blackboard, Youtube, TOSA technology liason access, and Data Director, etc. and serve as trainers to other staff members in their designated areas.</p> <p>All AP teachers must attend an AP seminar and complete the AP Audit prior to teaching an AP course.</p>	<p>Weekly Technology update emails, training meetings throughout the year, emails, Youtube tutorials on setting up Facebook, YouTube, Blackboard, Aeries, etc.</p> <p>AP Audit website, AP by the Sea teacher attendance</p>

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
<p>Staff Handbook is revised yearly and is available on the Shared Drive.</p> <p>Site Administration duty sheet is discussed and updated each year and made available to staff.</p> <p>Counseling department discusses and determines division of adjunct duties annually</p> <p>All Staff collaboration in decision making through participation in bimonthly cabinet meetings, department chair meetings, and late start time</p>	<p>Staff handbook</p> <p>Administration responsibilities chart</p> <p>Counseling shared drive, adjunct duties chart</p> <p>Meeting minutes, agendas</p>

Course alike articulation, assessment calendars and common ELOs	Dept chairs have this info/ meeting agendas, schoolwide formative assessment google calendar
Envision Handbook has course syllabi and sample lesson plans for each Envision course taught.	Envision handbook
<p>Department meetings are attended by administration; most departments use shared drive folders share forms and information and the district also has a start page and Google drive to support staff.</p> <p>All departments have created ELO's and at least 4 common assessments for each subject area.</p>	<p>The google drive with documents shared amongst departments, staff and administration, department shared folders</p> <p>ELO charts, common assessments</p>
Late start meetings share district and school information.	Late start schedule posted online
Board meeting agendas are emailed to the staff prior to each meeting and minutes are available.	Staff emails, Board minutes on SDUHSD website.

Internal Communication and Planning

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

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

Findings	Supporting Evidence
CCA is making the transition to "Google" products to link calendars, email, drive, etc.	<p>District level support/organization</p> <p>All staff, all department email lists</p> <p>District level IT support</p>

<p>SST, IEP, 504 meetings are held to help meet the needs of our special needs students.</p> <p>All SST plans, IEP and 504 plans are shared with the staff in a timely manner electronically and counselors/special education team are accessible to support teachers in working with accommodations based on these plans.</p>	<p>Sped and Counseling meetings/documents</p> <p>Emails, signed 504/IEP receipt forms, meeting agendas</p>
<p>Intervention sequence readily available (teachers, counseling, administration) and staff consult with Assistant Principals and Counseling regularly regarding struggling and at risk students</p>	<p>Shared drive documents, emails, formal and informal meetings</p>
<p>Math teachers meet, email, and reference test reflection sheet after each common assessment.</p>	<p>Math teacher test reflection sheet on share drive</p>
<p>The school has a network of communication through numerous form of online information to include, but not limited to: all staff emails, school website, shared drive folders, staff handbook, school facebook and twitter pages, late start meetings, bimonthly staff newsletter (new for 2013)</p>	<p>Google drive to share information and collaborate, folders for each department in all staff folder, misc. resources in all staff folder, facebook, twitter, website, etc..</p>
<p>The Administration team has an open door policy for all staff when issues arise for discussion.</p>	<p>Late Start meetings, formal and informal meetings on an as-need basis, admin and counseling team (along with any other school or district team members) can share information.</p>
<p>The school has SDFA representative is accessible on campus to handle any contract grievances.</p>	<p>SDFA representative Chris Black, emails to members, SDFA newsletter, announcements at late start meetings.</p>
<p>The district communications to the entire staff and school community regarding important information.</p>	<p>District wide phone calls, email to share emergency information regarding school operations.</p> <p>The email system has groups listed by department and entire staff to send information</p> <p>Aeries has parent emails and ability to send mass information to a class</p> <p>District Facebook page,</p>

	Superintendent Twitter account
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Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
Departments have aligned curriculum and planned aligned assessments. Staff routinely meets to go over data and address curricular needs.	Dept. meeting time specific to curriculum/assessment
Staff meetings in departments and as a whole staff annually to share/celebrate best practices.	Late start agendas
Staff uses release time to visit other classrooms for course alike instructional practices, as well as to see master teachers work through their curriculum.	Sub requests
Teachers help plan general staff meetings to include the sharing of best practices, student “hot list walk-around” activity.	Late start agendas
All departments have created ELO’s, 4 common formative assessments and many like subject groups on campus have created common midterms and finals, aligned curriculum and pacing, and uniform policies relating to grades.	ELOs, assessments, course syllabi

STAR data was analyzed through Data Director every year, and reports on grades versus STAR results are analyzed. Late start days are used to review STAR data and compare student achievement.	STAR data, Data Director
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Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>Students may only access district online courses for remediation purposes. This option is utilized by only a small number of students. CCA staff incorporate online resources into academic instruction on a daily basis.</p> <p>Teachers leaders assist the staff in a wide variety of technology tools not limited to but including blackboard, Youtube, Facebook, Google forms, cell phones, etc.</p>	<p>The district created a TOSA, Kevin Fairchild, in the field of technology. He sends weekly emails of training and new resources.</p> <p>Meeting agendas, use of PLATO and Edgenuity</p>
The district is committed to providing appropriate technology resources for teachers to access.	iPad in the classroom presentation, Technology TOSA weekly tech updates and technology page and blog
The school has been proactive in staying current with technology in the classrooms.	<p>Our site has numerous on site experts in various resources. They have also created a library of pod casts and shared instructions on the Google drive.</p> <p>New and updated computers in classrooms</p> <p>Site licenses for online videos (Safari Montage) and online research articles (JSTOR.org)</p>

Evaluation of Existing Processes

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

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

Findings	Supporting Evidence
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School leaders and school Site Council review and revise the Single Plan for Student Achievement annually, as well as Vision and Mission Statements.	SPSA, Vision, and Mission Statements on school website, Site Council meeting agendas and minutes
District and Site administration work with teachers to focus instruction on areas of need.	Test Data, release time, department time, meeting agendas
Department Chairs work collaboratively with staff on formative assessments.	Late start meetings, district/focus group meetings Meeting agendas, data collection, schedule of common assessments

Conclusions

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

Findings	Supporting Evidence
The school leadership and staff spend a great deal of time evaluating the effectiveness of promoting student learning but a clearly articulated overview of procedures is needed for reviewing the existing processes annually.	Department chair reports via email at least twice a year, API scores, data analysis using a wide variety of data and tools, late start time.

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

Findings	Supporting Evidence
CCA has a highly qualified staff that engages in regular and meaningful professional development in order to be best equipped to support the academic, social, and emotional needs of our student. All teachers participate in a meaningful and extensive evaluation process and share best practices in order to be best equipped to meet the needs of the 21 st century learning.	SDUHSD Eval process, HR data, BTSA induction program, monthly new teacher lunches, Administration accessibility, site and district meetings, agendas and minutes, staff trainers, AP teacher participation in course audit and trainings

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

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

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
All staff members participate in a wide variety of professional development opportunities throughout the school year during the 18-20 late start Wednesday meetings built into the school year calendar, department and course alike release days and district trainings.	Site Calendar, meeting agendas, district in-service trainings, district TOSA availability and support
New teachers complete a two year BTSA training program and are paired with a support provider.	Teachers complete BTSA binders. Mentors' observation notes
Data collection and analysis of assessments in all departments guide instruction.	Online grade access (Aeries), testing results, data queries provided by administration
Departments analyze standardized test data to better meet student needs. Struggling students are designated through a Hot List based on low CST scores, D/F list and social and emotional needs and then recommended for an appropriate intervention based on their individual need.	CST score reports broken down into subgroups, school wide and district-wide. Copies of score reports are provided for teachers to compare through Data Director Mentor Program, SST, 504 and IEP meetings, Challenge Days, counselor availability, Academic Support classes, Reading for Success Class and Algebra Readiness class.

Supervision and Evaluation

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

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

Findings	Supporting Evidence
All staff members participate in a wide variety of professional development opportunities throughout the school year during the 18-20 late start Wednesday meetings built into the school year calendar, department and course alike release days and district trainings.	Site Calendar, meeting agendas, district in-service trainings, district TOSA availability and support

All SDUHSD teachers participate in a thorough evaluation process; temporary and probationary teachers are evaluated annually, tenured teachers are evaluated every other year. All teachers receive 3-5 formal evaluations during their scheduled evaluation year. Site Administration work closely with BTSA support providers to support temporary and probationary teachers through the evaluation process.	SDUHSD evaluation practice, evaluation timeline and forms aligned with CA teaching standards, Teacher evaluation documents, Alternate evaluation option for experienced teachers, annual classified and administrator evaluations
All AP teachers attend AP conferences and complete the AP Course Audit process prior to teaching the course.	Registration forms and teacher certification, AP Audit website
All staff members sign in to Late Start meetings for accountability.	Late Start sign in sheets
Departments and Admin work closely together with new staff and existing staff to share best practices and observe classroom teaching. The science department created a series of common formative assessments to be able to compare ELO proficiency in key area topics.	Observation of experienced teachers by new teachers., Department chair classroom observations, Formative assessment data, inservice discussion, Release days/Late Start time dedicated to creation of common assessments
All new/new to SDUHSD teachers take part in the BTSA program, including a week long induction seminar before the start of the school year and monthly BTSA meetings. All BTSA participating teachers receive a BTSA support provider who serves as a mentor/coach during their first two years with the district.	District hiring practices, BTSA agendas and requirements.

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

Findings	Supporting Evidence
While the site does not have any online instructional staff, all teachers incorporate technology into their curriculum on a regular basis.	Weekly emails from technology TOSA, regarding technology updates and other related items.
The district created a TOSA position for technology. They share new ideas and provide support on district technology issues. In addition during in-service days, teachers share models of how they are incorporating technology into their classrooms.	Teacher leader presentations on various technologies during all staff and department late start time

Measurable Effect of Professional Development

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

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

Findings	Supporting Evidence
Teacher collaboration around formative assessments, ELOs and common assessment followed by student performance data analysis over the past three years has had a measurable impact on students performance both in the classroom as well as on standardized tests.	AP pass rate, number of students taking AP courses and exams, grades, D/F list, Aeries.
Teacher discussions related to CST Cluster strand data and sharing of best practices in a collegial, open forum in order to inform and guide instruction has lead to increased student success on CST exams as is evident by CST data and a consistent growth in the school's API.	CST reflection sheets, CST cluster reports by teacher, school API, CST data

Conclusions

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

Findings	Supporting Evidence
CCA staff, in conjunction with the leadership team involve themselves in meaningful, frequent, data driven analysis of the instructional program as well as other means of student support and engage in professional development that focuses on identified student learning needs.	Evaluation process for all staff members, frequency of professional development time, BTSA program and supports for new teachers, meeting agendas and minutes, use of district TOSAs, department release time, AP pass rate, number of students taking AP courses and exams, grades, D/F list, Aeries, CST reflection sheets, CST cluster reports by teacher, school API, CST data

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

Findings	Supporting Evidence
The school's leadership team, counseling, special education teachers, and staff are involved in ongoing data-driven analysis and decision making in order to provide students with rigorous classroom experience, promote student academic achievement. This data analysis also takes place for struggling and at-risk students and guides the development of and placement in special programs to support these students including the CCA Mentor Program, SST meetings, 504 and IEP meetings, Challenge Days, ASB student recognition lunches and referral to the PALs program.	CST cluster strand reports, D/F list, student grades, Hot List, Data Director Reports, Aeries queries, Mentor Program staff and student participation, Challenge Day student and staff participation, SST logs, 504 and IEP meetings and participation, success of the new PALs program, ASB student recognition lunch participation.

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions

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

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

Findings	Supporting Evidence
Teachers and school leadership are highly involved in the management of site resources. Department Chairs, in collaboration with teachers, manage department budgets. Teachers are able to request additional resources from the Parent Foundation, and the school cabinet, which approves of spending from the Principal's discretionary fund donated to the school by the CCA parent Foundation. CCA administration follows a policy of openness in regards to financial management.	Department chairs serve as intermediary between staff and admin, cabinet agendas, Meeting minutes
Department chairs meet monthly with site administration to discuss how they will chose to allocate department resources based on department needs and student learning outcomes.	Department chair meets w/ admin to relay dept. needs
Significant additional funding is provided by the Parent Foundation to support the schoolwide learner outcomes as well as special student programs, and resources required to address the 21 st century learner.	Foundation financial reports. Physical evidence: Envision program, classroom computers, athletic program, black box theatre, photocopying expenses, Safari

	system, smart boards, books for library and English classes (10 th grade readers, guest instructors for classes in the arts, etc.
Physical education students and athletic teams are provided with high quality and safe facilities. With some Prop AA Bond monies allocated towards facilities improvement.	Regularly maintained gym, weight room, dance room, trainer and training facilities, large fields, tennis courts, basketball courts, track and field equipment, baseball/softball fields, locker and team rooms, Bond committee, school safety committee
Special Education department assists students and staff with sufficient and effective resources to support students in accomplishing the academic standards and the ESLRs.	Audio books provided to students with specific accommodations
Teachers are actively available to students and volunteer to assist in support programs such as tutoring centers.	Saturday AP Review Sessions, after school tutoring, math tutoring center
Aeries/Data Director have helped identify students who may need more support since it is easily accessed and used by teachers to support students.	Support classes for students (Reading for Success and Algebra Readiness) Easy access to records for teachers, allowing them to determine resources that students may be in need of for additional support (M drive)
The PLATO online platform has also been instituted in year-one PE / Dance. This allows students to meet their Health Science requirement within the confines of their ninth grade year-one PE / Dance class. Students are responsible for completing their health coursework at home and taking proctored tests in the computer lab with their teacher.	PLATO records

Practices

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

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

Findings	Supporting Evidence
The ASB Finance Office follows the rules and regulations set forth in the Associated Student Body Accounting Manual and Desk Reference published by the Fiscal Crisis and Management Assistance Team, including regulations regarding general business practices, internal controls, accounting and financial management, cash receipt, allowable expenses, and cash disbursement and management. The ASB Finance Office is subject to annual audit and oversight by the Principal and Finance Department of the District Office.	All accounting and cash management records are retained by the ASB Bookkeeper for a minimum of four years.
The CCA Foundation budget is voted on at a regular board meeting. The CCAF produces monthly financial statements, which are reviewed by a CPA.	CCAF Board agendas and minutes, QuickBooks, reviewed Financial Statements
Envision budget meetings occur in the spring to determine the budget for the next school year. Fundraising goals are realistically established and all Envision teachers have a voice in the process.	Envision Budget

Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

Findings	Supporting Evidence
CCA benefits from being a new school with relatively new and technology rich facilities. Staff and student parking lots have been upgraded with Solar panels, which power the school. All facilities are state-of-the-art.	Wireless network throughout campus Projectors in every classroom, Safari montage system available in classrooms, computer labs on campus, iPads in some classrooms, clicker systems in some classrooms, networked calculators in one math classroom, classrooms have two doors that are both lockable

Facilities improvements and enhancements will take place following passage of the General Obligation Bond, which was approved by voters in the November 2012 election. CCA Administration, teachers and coaches will work in conjunction with the district bond team to determine how bond monies allocated to CCA will best be spent in order to continue to provide our students with a rigorous, enriching 21 st century learning environment.	District plant funds and planning, Physical site/buildings, Plans for improvement (bond), Bond Committee
Significant additional funding is provided by the Parent Foundation and Site Council for additional student programs, needed resources in all areas of the school, and additional equipment used to teach the most current and advanced technology in the arts.	Foundation financial reports, site council minutes. Physical evidence: Envision program, classroom computers, athletic program, black box theatre, photocopying expenses, Safari system, smart boards, books for library and English classes (10 th grade readers, guest instructors for classes in the arts, etc.
There is a growing student and community interest in the robotics program.	Robotics Lab, competition in local, national and international events
Updated training/workout surfaces, ability for more activities and training programs.	Regularly maintained gym, weight room, dance room, trainer and training facilities, large fields, tennis courts, basketball courts, track and field equipment, baseball/softball fields, locker and team rooms Construction of track and sport's fields as per Prop AA bond approval
Student and community interest in ROP Business Management course has led to new facilities usage through The Nest, a student run café on campus..	NEST Cafe

Instructional Materials and Equipment

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

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

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

Findings	Supporting Evidence
<p>Technology replacement plan is reviewed annually.</p> <p>Math department has adequate supplies of textbooks and teacher tablet laptops. We could use more class sets of scientific calculators to address fairness as there is inequity in student's personal calculators. We have received mixed messages about district support available for our tablet laptops and many dollars were spent on our ebeam systems which have not at all been used.</p>	<p>Teachers manage student checkout and check in of textbooks</p> <p>The AP provides a document on Fall/ Spring Procedure</p> <p>Year-end teacher check out sheets</p>
<p>Significant additional funding is provided by the Parent Foundation and Site Council for additional student programs, needed resources in all areas of the school, and additional equipment used to teach the most current and advanced technology in the arts.</p>	<p>Foundation financial reports, site council minutes. Physical evidence: Envision program, classroom computers, athletic program, black box theatre, photocopying expenses, Safari system, smart boards, books for library and English classes (10th grade readers, guest instructors for classes in the arts, etc.</p>
<p>Departments manage budgets for supplies and materials. Textbooks are authorized and funded at the District level.</p>	<p>Department Budgets</p> <p>Lesley Rhodes at the District Office oversees these requests</p>
<p>In previous years when funding was available, Site Council was able to fund resources that supported the goals of the site and its constituents.</p>	<p>Site Council meeting agendas and minutes</p>
<p>PLATO online platform has also been instituted in year-one PE / Dance.</p>	<p>This allows students to meet their Health Science requirement within the confines of their ninth grade year-one PE / Dance class. Students are responsible for completing their health coursework at home and taking proctored tests in the computer lab with their teacher.</p>

Students have access to new CAD software and robotics programming software and materials.	36 new computers, solid work software, Tetrax robotics kits.
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Well-Qualified Staff

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

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
<p>All SDUHSD teachers participate in a thorough evaluation process; temporary and probationary teachers are evaluated annually, tenured teachers are evaluated every other year. All teachers receive 3-5 formal evaluations during their scheduled evaluation year. Site Administration work closely with BTSA support providers to support temporary and probationary teachers through the evaluation process.</p> <p>ROP training</p>	<p>SDUHSD evaluation practice, evaluation timeline and forms aligned with CA teaching standards, Teacher evaluation documents, Alternate evaluation option for experienced teachers, annual classified and administrator evaluations</p> <p>All ROP teachers participate in trainings and bi-annual business meetings with district ROP representative and local businesses</p>
<p>Opportunities to assess other teachers' techniques and curriculum, and email and information supporting staff development opportunities are shared.</p>	<p>Release days with sub coverage to watch other teachers within the District teach like-minded curriculum Teachers on Special Assignment (Technology and Common assessment Data Specialist), teacher created YouTube videos, staff technology survey</p>
<p>Teachers attend district training meetings and report back to others within their department.</p> <p>One math teacher trains teachers across the nation through Texas Instruments.</p>	<p>Release time</p>

SDUHSD is committed to hiring the highest quality teachers. Our District retains quality teachers by offering one of the best salary and benefits packages in San Diego County. SDUHSD Faculty Association works within an environment of professional respect with the District in teacher contract negotiations. Budget cuts have seen us lose valued staff members like a Library/Media teacher, dedicated textbook personnel, custodians, classified staff. We still feel the loss from these cuts. However, The SDUHSD is proud of its commitment to hiring and nurturing of a well-qualified teaching staff that provides an outstanding education to our students.	District website, HR, Edjoin
Teachers new to the district/the profession participate in BTSA.	BTSA program attendance
CCA faculty members are growing in their professional practice as they adapt new teaching methods from their peers, share ideas for not only common assessments, but also for day-to-day in-class activities. Working together we are able to bring even higher-quality instruction to our students, ultimately improving academic performance and leveraging the expertise of our peers for mutual professional development via the PLC model.	s Late Start (some meetings dedicated specifically to common assessments, best practices, Department meetings, emails between teachers regarding best teaching practices
The SDUHSD supports PLC work in many ways. The Executive Director of Curriculum and Instruction at the District office oversees PLC activity as a part of his work. In the spring of 2012 any interested teacher could participate in a half-day workshop on effective assessment design and another on ELOs. Beginning in the 2012-2013 school year, the District added 2 Teachers on Special Assignment to support the formative assessment process and the data analysis and collaborative conversations that follow.	Teachers are able to take as much release time as needed to develop and refine their ELOs and Common Assessments, District Dept. Chair meetings.
Teachers who wish to attend other professional development events such as conferences, particularly AP conferences or SDAIE training, or training on the upcoming Common Core, may request funding to do so from the site principal.	AP by the Sea, STEM to STEAM (science and the arts conference at UCSD), ACTFL (World Language Conference),

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
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While the state of CA has suspended allocations for new textbook adoptions, SDUHSD and the site have found creative ways both to replace textbooks as necessary, including purchasing ebooks, and has shifted towards online supplemental resources available to all district staff.	District meeting agendas, textbook requisition, Technology TOSA weekly emails, blog and website, teacher collaboration time both site and district-wide
SDUHSD communicates with site administration and all district staff the district's plan regarding student achievement and site SPSA and student achievement goals are aligned with district long-term and short-term plans.	District and site meetings and agendas, common core trainings and articulated goals, sharing of best practices, site council meetings, regular review of the SPSA

Conclusions

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

Findings	Supporting Evidence
<p>The Board of Trustees recognizes the need to continually reexamine district programs and practices to determine their effectiveness in serving all students. Review and evaluation procedures shall provide a mechanism for ensuring accountability to parents/guardians and the community. To enable the Board to fulfill these responsibilities, the Superintendent or designee shall identify and/or develop appropriate measures to evaluate student achievement, parent/guardian involvement and the Board regarding progress toward the district's Strategic Plan and the implementation of comprehensive plans.</p> <p>Ongoing district processes, such as the Board's evaluation of the Superintendent, policy reviews, curriculum adoption, budget adoption and staff development program, shall also be used to review and evaluate district progress towards achieving the vision.</p> <p>Opportunities for feedback from students, parents/guardians, staff and community members shall be made available as part of the district's review and evaluation process. Evaluation results may be used as a basis for implementing programmatic changes.</p> <p>WASC/CDE Self-Study review</p>	SDUHSD website Board Policy 107

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

Findings	Supporting Evidence
Campus-wide resources (human, material, physical, and financial) resources are utilized effectively and appropriately support students in accomplishing the academic standards and the schoolwide learner outcomes. These resources will continue to grow through appropriate use of monies allocated to the site through Prop AA; site personnel will work in conjunction with district personnel on site needs based on the school's desire to continually provide students with a rigorous, enriching 21 st century learning experience. Site resources are also allocated appropriately to support struggling and at-risk students as is evident by the schools commitment to the Mentor Program and Challenge Days.	School Safety Committee, Bond Committee, department chairs, meeting agendas and minutes, school site council, Foundation meetings and agendas, district TOSA communication, Mentor Program, Hot List, SST meetings

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

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

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

1. Budget and financial information is transparent and documents are posted on Shared Drive with access for all staff.
2. CCA administration works collaboratively with many stakeholder groups to guide campus decision-making; these groups include department chairs, Envision Coordinators, Cabinet, and School Site Council.
3. Teacher and Administration evaluation is regular, thorough and meaningful and new teachers have access to a wide variety of additional supports through the BTSA Induction Program, monthly new teacher lunches and the evaluation process.
4. Teacher leadership is cultivated in each department to take on a variety of projects and tasks for the good of the school.
5. CCA is re-evaluating the Safety Plan in response to teacher, parent, and student concerns.

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

1. CCA needs to continue to develop a method of evaluating best practices, and gather more alumni feedback. Establish an alumni survey, and add to senior “exit survey” to examine how prepared students feel to take next steps for college and career.
2. CCA Teachers would like increased articulation opportunities with their counterparts at San Dieguito Academy, also a 4x4 school, regarding curriculum and pacing.
3. CCA teachers would like continued training data analysis of assessment results and utilization of these results to guide instruction.
4. Continue to examine campus safety issues, such as classrooms, which are especially accessible due to central hallways.
5. CCA staff would like to continue recognition for staff members who devote their time to train other teachers; and continued support through funding and time to allow teachers access to professional development. This will be addressed through an expansion of the teacher expert model where campus teachers become trainers for other staff in areas of expertise.

2013-
2014

Amy Villanova

B. CURRICULUM



Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)

Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
Research on latest trends in the instruction and evaluation of grammar has influenced CCA assessments.	Grammar formative assessments
District has two designated personnel to offer Webinars, online discussions and Skype tutorials on new technology to apply in the classroom.	Attendance records
Site specific teachers offer tutorials and YouTube lessons on how to implement new technology into curriculum. Within the English department there is individual	Teacher reports

<p>teacher research on grammar, heterogeneous groupings and teaching strategies.</p> <p>AP teachers attend AP conferences</p> <p>English department representative attends CATE conference and shares information with department.</p>	
<p>CCA recently developed another course for ROP to match recent trends in horticulture - Environmental Horticulture will be piloted next fall.</p> <p>AP audit--course revision based on current trends established and communicated by the College Board.</p>	Counseling
Teachers participate in conferences and workshops.	<p>Course revision and participation AP workshop certification, CMEA conference, CTE conferences</p> <p>Teachers on Special Assignment (Technology and Common assessment Data Specialist)</p> <p>Teacher sub records for school business days. Teacher report during department meetings and discussion of curriculum adjustment. Meeting minutes. Syllabi. PowerPoints</p>
Staff meetings educate teachers about current educational trends such as “flipping” the classroom.	Late Start agendas. PowerPoint presentation. Actual “flipped” lessons on YouTube.
Teachers share current teaching strategies and ideas through email.	Teacher communications and emails.
Math department revises pacing charts, formative assessments, and teaching strategies based upon feedback from students, prior assessments, and STAR test results.	Pacing guides
Math teachers utilize the Test Reflection sheet stored on the shared drive to recall what changes need to be made within the curriculum each term.	Test reflection sheet on Shared Drive

Incorporation of Technology Projects	CP Gov't Bill Project CP U.S. Cross Curricular Cereal box project / CP World Digital Storybook / AP U.S. National Ascendancy Group Project, and lesson plans/PowerPoints
Collaborative Learning is widely used on campus.	Lesson plans, PowerPoints, assignments
English department uses latest research to modify collaborative learning lessons. Late start meetings present current research trends and ideas for curriculum improvement. Teachers share best practice ideas from current print (flipping the classroom, mastery learning, STAR test results).	Articles shared via email and new practices presented at staff late start meetings
Collaborate with industry professionals to keep curriculum current and relevant.	ROP - Guest speakers and advisory meetings
Art department collaborates with industry professionals to adjust curriculum to align with current professional trends and requirements.	Teacher report

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

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

Findings	Supporting Evidence
Academic standards for all departments are outlined in our Expected Learning Outcomes (ELOs).	ELOs in department Shared Drive
Language Arts Standards correlated with ELOs and are being transitioned to new California CORE standards.	Standards listed on ELO charts in department shared drive
All departments have common rubrics and common assessments that they review regularly.	Assessments on shared drive and release days

Academic outcomes in all departments align with CDE standards.	ELOs
CTE outcomes align with CTE standards in ROP classes.	CTE competencies
All academic departments follow the California State Standards, AP standards for Calculus & Statistics.	Textbooks, pacing guides, and exams linked to state standards and ELOs.
26 Envision courses are UC approved.	Envision course profiles
Math and science departments created Essential Learning Objectives/Outcomes (ELOs) based upon content that is necessary to be successful in the next level courses and based upon the most tested state standards on the STAR tests.	Course Syllabi: will show CCA's high academic standards, which seek to create an environment of rigor and of self-directed learning.
All math and science classes (except Algebra Readiness and Research Methods) are UC "a-g" approved.	Course profiles
Course textbooks are aligned with state prescribed and district standards.	Textbooks
Many Social Studies activities/lessons are based on standards-based TCI (Teacher's Curriculum Institute).	An example activity-Meeting of the Minds where students assume the role of Ancient Enlightenment Philosophers
AP courses follow College Board guidelines.	AP course syllabi

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program?*

Findings	Supporting Evidence
Teachers use Blackboard to provide students with online discussions, research materials, readings, assignments, course information, lectures, videos.	Blackboard classes
Algebra Readiness students completed a 6th grade benchmark exam using PLATO at the start of the course which immediately gave each student practice & remediation aligned to CA state standards based upon the results of this assessment.	PLATO outlines

PLATO – development of online health course curriculum that lines up with CDE PE Standards.	PLATO health course syllabi
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Congruence

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

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>QUEST, Science at Canyon Crest Academy</p> <p>QUEST is a program designed to provide students who are motivated by curiosity and are capable of independent learning with an authentic science experience. Students are engaged in all aspects of science and have the opportunity to observe and conduct original scientific research. Students read scientific journal articles, develop hypotheses, collect and analyze data and eventually present their findings. QUEST provides students with the opportunity to meet and work with scientists from varied disciplines, obtaining skills and guidance which will assist them in planning their educational and professional future. QUEST fully launched in the 2009-2010 school year with Research Methods, our Tier 1 course. This course served as the foundation course for the QUEST program at CCA. In this course, students gain knowledge and techniques that will prepare them for a career in science. Students will be provided with the necessary strategies and techniques to read and evaluate research studies. They will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Students will understand, design, and conduct preliminary analyses of research investigations related to applied topics. This course meets graduation practical art/CTE requirement.</p> <p>CCA added Tier 2, Applied Sciences to the 2010-2011 school year. In this course students apply knowledge and techniques to conduct their own research. In this project-based course, students are required to use the information that they have learned in previous science and math classes to solve and investigate "real world" problems. They will also learn new material while conducting background research to solve problems and design experiments. Students network with experts who can provide more information and insight towards their projects, go on field trips, write technical reports, and make formal technical presentations. Students will complete an original research project as a culminating event. Students will have the opportunity to enter research competitions, including but not limited to Science Fair. Enrollment is open for students in grades 10th-12th who have completed Tier 1 Research Methods and/or Chemistry. This course is designed for students with an interest in pursuing a career in science.</p> <p>In 2012-2013 QUEST piloted a new course, Tier 2, Research Internship. In this internship course, students work independently under the supervision of a professional science mentor and instructor. Students will complete an original research project off campus. Students will have the opportunity to</p>	<p>ELOs in department shared drive.</p>

<p>enter research competitions, including but not limited to Science Fair. This course is designed for students with an interest in pursuing a career in science. Students are required to have a professional science mentor for enrollment.</p> <p>Connected to the QUEST program CCA also offers specialized ROP courses in Engineering. This program was originally sponsored by Project Lead the Way, Inc., a national program designed to increase the quantity and quality of engineers and engineering technologists graduating from high school. During the 2007-2008 school year, however, CCA adopted ROP Engineering courses to replace this program. As part of this ROP Engineering program, CCA students will be introduced to the scope, rigor and discipline of the engineering profession with a heavy emphasis on robotics. These engineering courses incorporate math, science and engineering concepts into a computer based, hands-on curriculum. Success of this program led to the CCA Robotics teams regularly placing highly in the annual international robotics competition in Atlanta, Georgia. Expected Learning Outcomes (ELO) are aligned with CDE Standards.</p>	
Language Arts Standards correlated with ELOs.	Standards listed on ELO charts in department shared drive
ESLRs, CDE standards, and ELOs are aligned.	ESLRs, ELOs and Common Assessments
Each lesson taught in academic classes support or directly align with a CA state standard and/or Essential Learning Outcomes/Objective (ELOs) and a CCA Expected School-wide Learner Outcome.	Teacher syllabus, website agendas, assessments
Development of Common Learning Objectives (CLOs).	Course and Grade Specific CLOs on Shared Drive
ROP course curriculum is mapped towards core curriculum standards.	ROP Five-Column Curriculum Map
Daily fitness activities are directed towards meeting a variety of physical activity standards.	CA Physical Fitness Testing (fitnessgram)

Student Work — Engagement in Learning

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

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the school-wide learner outcomes.*

Findings	Supporting Evidence
Departments meet regularly to discuss, evaluate, and modify Common Formative Assessments.	Department calendar
There is a Grade-level grammar focus.	“Grade by Grade Grammar Breakdown” document on English department shared drive and Grammar formative assessments
Evaluations of student work align with ESLRs and CDE standards.	Portfolio reviews, senior recital feedback, student art shows, senior thesis performances, jury rubrics, individual verbal critiques, classroom formative assessments
Daily formative assessments (exit passes, warm ups, homework quizzes, etc) are directly related to state standards and lessons taught in math classes.	Sample student work
Integration of student examples of assignments and rubrics.	College Board Nationwide Student Responses Previous student work Rubrics posted on Blackboard
Teachers evaluate student work according to rubrics	Assessments (quiz, test), laboratory reports, STAR test results
Students evaluate their own work/self assessments	Student Laboratory Score Guide
Students demonstrate their competences in Robotics and Engineering.	Achievements in Robotics competitions
Students demonstrate their competences in management, marketing and accounting	NEST student-managed coffeehouse on campus
Students demonstrate skills learned in core and elective classes	Internships

Accessibility of All Students to Curriculum

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

Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what*

extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?

Findings	Supporting Evidence
Teachers use a context-rich environment to reach special needs students.	Notes on teacher websites, audiovisual projectors, Blackboard
All students have open access to AP and other course offerings. Students with IEPs are in enrolled in general education, and ELstudents are enrolled non-SDAIE classes.	Aeries Data See counseling office and Special Education department Counseling department report Course profiles and recommended prerequisites
General Education teachers work closely with Special Education, counselors, and Admin. Special education students are enrolled in mainstream classes and held to the same standards as non-special education students.	IEP documents, 504 documentation, support classes, team teaching, SPED support classes Case managers Diverse student population in the classroom, ex. CLA, SPED, ELL Additional support for students in need Master schedule Sample lesson plans & math materials that have been revised
Envision Course Progression is sequential.	Course Progression flowcharts
Departments understand the requirements and expectations amongst discipline and grade level.	Course syllabi reflect CCA's high academic standards, which seek to create an environment of rigor and of self-directed learning
Many departments break down the discipline into subject groups to discuss course alignment to ensure all students are receiving the same content and are accessed in a similar manner. Same subject math teachers regularly meet and communicate in order to improve instruction, revise math materials, and ways to remediate student misunderstandings.	Meeting notes Course syllabi
Math departments have progressively increased the rigor of content being taught and tested as compared to that being taught at other high schools within SDUHSD.	Sample lesson plans, tests, materials being used in math classes.
Math department uses a variety of techniques to allow special education students to access the curriculum.	Video tutorials Hands on demonstrations of math concepts

	Visual organizers Online tutorial help
Science classes are offered at a variety of levels.	Graduation requirement classes, college preparatory classes, advanced placement classes
PE department supports individualized exercise plans for students with special needs.	Collaboration between PE and SPED/CLA
ROP classes offer students alternate environments for success.	ROP: Stagehand Tech, Digital Composition, Recording Arts, Photo Imaging, Computer Game Design, Business Management, Digital Media Production

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
English is a common core course for all grade levels.	Counseling
Open enrollment for all classes, including Honors and AP courses	Course syllabi
Entry level courses are offered in all Envision disciplines.	Course profiles on counseling website
All math classes except Algebra Readiness are UC “a-g” approves courses.	Course profiles students meet w/counselors to ensure that they are on track for graduation and UC a-g
Social Science Open Enrollment.	Elective Fair, Scheduling process

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
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ROP Business & Environmental Horticulture collaboration	Teacher report/lesson plans.
Humanties/Conservatory project pilot	Teacher report/lesson plans.
Envision classes participate in arts interdisciplinary and cross-curricular collaboration with academic classes.	<p>Concert programs, videos of Pageant of the Masters, Sculpture/Japanese tea ceremony, photos, and videos of ASL collaborations, digital book with World History and Digital Imaging, illustrations of poems and short stories, MDM, TEDx, AP Bio and Adv. Painting cell division/DNA projects, Dance & Robotics video online, CCA-TV,</p> <p>Conservatory "Projects," senior citizen biographies and art show, Firebird dance/orchestra show, Cinema documentary of Dracula dance show, Digital Imaging posters promoting Envision events, yearly choral and orchestral masterworks performances</p>
Development of new Envision Humanities discipline.	Humanities Conservatory vision statement, Humanities course profile
ELO's are aligned between like courses in departments, and course progressions are aligned for graduated courses in Envision, Mathematics, Sciences	<p>Course progression charts, syllabi, inservice notes, shared documents in teacher drives</p> <p>Syllabi, meeting notes from release days</p>
Cross curricular activities between courses.	Japanese Tea Ceremony with Sculpture, Head shots with Photography class and Theater, MOBY DICK, Pop Culture and Pop Art, Science and Painting classes with Lifetech Art show, The WALL Envision collaboration, Play- all Envision collaboration
CLA, Special Ed. and Home Hospital courses are team-taught.	Confidential emails and teacher report

Technology allows teachers to integrate outsourced curriculum into lessons	Safari Montage videos, Youtube.com, Kahn Academy
QUEST utilizes guest techers and lecturers.	Teacher report

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Counselors regularly review graduation status and credits	Transcript and graduation status audits Graduation rates Counseling Calendar
All department members meet regularly to assess effectiveness of Common Formative Assessments	Department calendar and information on department Shared drive
Course-alike teachers meet regularly to share curriculum ideas, course planning, evaluation strategies, and curriculum adjustment.	Department meetings and Late-Start collaboration
Syllabi are aligned are reviewed annually.	Meeting agendas, course syllabi
Feedback from Envision students and families is solicited and analyzed. Teachers/departments review curriculum, and solicit feedback from parents and students incorporated into revised curriculum.	Envision Self Study online survey Academic end of class surveys
Annual ROP advisory meetings are held with industry representatives.	ROP advisory board minutes
Teachers regularly meet and collaborate on changes that need to be made to course pacing, curriculum, testing, and vertical alignment between courses.	Teacher notes from meetings. Emails between teachers Test reflection sheets

Math teachers regularly reflect on daily formative assessments and common chapter/unit assessments to alter pacing and instruction to meet the needs of the students.	Updated pacing guides in math 1st & 2nd term common assessments
Summative assessment for CP world history All Social Science assessments are standards-based.	Review common assessment data
ROP curriculum supports the standards and competencies within the industry. Pilot courses are in the process of being accepted for UC Courses are evaluated for alternative classifications other than UC Coursework is valid to students advancing to college and real world professions.	ROP Certificate with competencies completed Advanced Drawing, Advanced Sculpture, Advanced Dance levels, Horticulture course for ROP rather than UC to better serve the intention of the course feedback given from returning students
Courses are eliminated based on student enrollment/interest and validity/relevance	Drama production, current events, musical theater, honors advanced drama, art for new media were eliminated

Policies — Rigorous, Relevant, Coherent Curriculum

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

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
Teachers collaborate to develop curriculum that supports course progression.	days and formalized project curriculums
Current projects and curriculum are re-evaluated at the end of each semester.	Students surveys and evaluations/ teacher reflections
Beginning collaborations with other school's arts departments to align curriculum within the district.	District arts meeting notes, exchanged syllabi (does need more time and funding to make a concrete system)

Elective fair to show courses offered and to advise students	On School calendar
Courses are presented to students in current art classes to show advanced level offerings and alternative arts courses	Showcase powerpoints stored in school's share drive
Curriculum and projects are based on California and UC course requirements and standards so that course work is acceptable	Syllabi and meeting notes (due for re-evaluation)
College requirements have altered what concepts are taught in come math classes and which classes are offered each year.	Graphing project added to Algebra 2 curriculum.
Math teachers regularly meet and collaborate on changes that needs to be made to course pacing, curriculum, testing, and vertical alignment between courses. Math teachers utilize district adopted computer programs to enhance the curriculum being taught.	Math XL for school use in Math Analysis with Trigonometry & CP Statistics.
Math teachers regularly reflect on daily formative assessments and common chapter/unit assessments to alter pacing and instruction to meet the needs of the students.	Meeting notes, assessments
Open Enrollment in all social science electives.	enrollment procedure
Social Science teachers maintain current websites with course profiles and expectations	Various department teacher websites
Courses offered are based on student selection	Master Calendar, enrollment data

Additional Online Instruction Prompt: Determine the effectiveness of the school for outsourced curriculum to maintain curricular integrity, reliability, and security.

Findings	Supporting Evidence
Guest Artists come in to enhance curriculum and bring in professional and working artist experience-students are exposed to real world techniques and are able to create viable and professional projects.	Student evaluations and art work/shows, teacher feedback,
Collaborate with industry professionals to keep curriculum current and relevant.	ROP - Guest speakers, advisory meetings

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
CCA staff articulate with local colleges and universities, communicating on a regular basis.	Monthly head counselor meetings with middle schools Yearly articulation meetings IEP transition meetings MCC reps are on campus College rep visits CSU/UC conferences
Career and Counseling is beginning to communicate with CCA alumni for feedback regarding their level of preparedness for college and career.	Alumni/grad survey
Instrumental Music communicates regularly with feeder schools to promote course awareness and preparedness.	School visits, field trips, shared concerts
Universities have shown curiosity about Envision and communicate Conservatory student success in their programs.	College representative solicitations, observations, and interviews with students on campus
District math chairs meet quarterly to review content alignment between middle schools & high schools.	District department chair meeting notes and agendas.
Choices Night for middle school/junior high students to pick which high school they would like to attend.	School calendar on website
Middle school students and families are encouraged to visit campus throughout the year.	CCA student-led campus tours
Survey of graduated students to determine preparedness for post-high school graduation.	Naviance
CCA often Collaborates with current college programs CCA students share their programs with middle schools.	Acting classes have UCSD students as guest artists as well as professors from local colleges. Envision Instrumental and Vocal students participate in artistic collaborations with SDSU and Mira Costa, and take courses at Mira Costa for college credit. CCA theater students go to local middle schools and shared out experiences.

Conclusions

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

Findings	Supporting Evidence
This criterion is being met to a very high degree, with frequent follow-ups with alumni. Prior students are often asked to come discuss their college experience with current students. Alumni are no college graduates, entering their career fields and reporting their success back to CCA students and staff.	Maintaining ties with graduates via Facebook, email, school visits.

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

Findings	Supporting Evidence
Teachers are able to adjust the curriculum based on the ever changing needs of the students and relevance of materials.	Revised syllabi
Teachers work side by side with working artists and professionals that are masters in their fields	CCA's Guest Artist program and Conservatory
Colleges have noted where students need to enhance portfolios and teachers have used this to revise curriculum (ie adding more figure drawing and observational drawing).	Teacher and student involvement in National Portfolio Day and college visits with notes and assessments
Syllabi are aligned between different courses to reinforce critical learner needs.	Syllabi and actual student projects (articulation between different courses)

B2. Curriculum Criterion

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options?*

Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
Senior Project for all college prep English 12 courses	Classwork, lesson plans
AP English Courses prepare students for college level work, and allow students the opportunity to receive college credit.	AP testing data
ROP classes provide real-world training	CCA-TV, EAT Records, Nest
Conservatory students work as pre-professionals and paid professionals.	Students in EVA Conservatory are required to set up shows, sell artwork, and create business contracts for artwork
Students are exposed to real world applications and scenarios.	Students take part in internship programs with working professionals
Teachers make curriculum align with current world knowledge and needs	Imaging class is real word project base- skills learned are applicable in multiple arts careers, acting classes prepare monologues for auditions
Portfolio building, and pre-professional practices are taught and incorporated in all levels from beginning to advanced because they will be expected to use aesthetic valuing in all careers, not just the arts.	End of course critiques, evaluations, and portfolios, and bodies of work are retained in class for this final review
Open access allows students to select which math courses they take each year. For example, department offers an honors curriculum and a college prep curriculum to meet the needs of all students. Students who wish to pursue an AP math class have the opportunity to choose from AP Calculus and/or AP Statistics. Math Analysis with Trigonometry courses have altered the curriculum and pacing guides to ensure students have the skills and content knowledge necessary for college entrance.	Master Schedule
Social Science department chair hold spring advisory meetings RE course selection.	Announcements/fliers
Electives such as Envision and Social Science participate in Choices Night and invites stakeholders to consider available options.	Choices Night program; school calendar
Each student has access to a counselor and College and Career center the resources they provide.	College and Career Center
Courses prepare students for college application and essays.	College Application Seminar class, AP

	Language definition essay
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Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals.*

Findings	Supporting Evidence
Open enrollment for Honors and AP courses.	Student schedules
Teachers in all departments regularly meet with parents and students to discuss student progress and supports in place. In additions, teachers partner with SPED and counseling to develop and monitor students' learning plans and goals. Teachers provide differentiated learning to address the wide range learning styles and critical learner needs	SSTs, email, phone calls, meetings IEP/504 meetings and notes Teacher emails, schoolwide meeting focused on identifying particular students and tactics (shared notes), shared documents and lesson plans in Shared Drive
Students on the D/F list are provided with additional and personalized support from staff.	CCA's mentor program
Teacher use each other as resources to address specific students and successful tactics.	BTSA program and support staff
Parents and students have access to Aeries to monitor progress.	student and parent access logs to Aeries
Students and parents meet with counselors to develop a 4-year plan and select courses.	Counseling website
CCA maintains open communication between parents, teachers, and students.	Email, teacher websites
PE/Health: students collaborate w/teachers to create their individualized fitness programs for lifelong fitness.	See PE/ Health course description and Lesson Plans

Monitoring/Changing Student Plans

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

Prompt: Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).

Findings	Supporting Evidence
All English teachers meet in course-alike groups to evaluate, discuss, and modify common formative assessments	English department calendar
Individual student-teacher conferencing to discuss appropriate level placement.	Counselor schedules
Students, parents, and staff meet to discuss learning plans periodically to re-evaluate current needs and standings. Special education and 504 students meet at least once a year to review IEP and 504 plans to make sure that these are appropriate for their new classes.	IEP/504 and intervention meetings and notes Level changes, mentor program, Aeries
Counselors hold schoolwide, grade level presentations regarding course selection.	Calendar Course selection presentations and forms
Math teachers make recommendations for student placement in the next level math course based upon student progress and success in current math classes.	Testing data
Constant and consistent assessments common to all subject-alike teachers.	Shared Drive common assessments, assessment calendar
There is a high level of communication between counselors and teachers.	Emails Mentor Program Intervention Sequence

Post High School Transitions

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

Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.

Findings	Supporting Evidence
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Created new pilot class College Application Seminar for Fall of 2012 to address student and parent requests to assist seniors in the college application process and college preparedness. Assignments created to facilitate the transition from senior year. Topics of study include school selection process, application guidance, essay crafting, scholarship opportunities, financial planning, financial aid, roommate selection, traveling abroad and discussions with current college students about their college experiences.	Spring admissions based on student enrollment. Student/parent feedback. Future class enrollment Financial Planning documents Application spreadsheets with due dates, requirements pertinent information.
AP Language and Literature classes at the 11th and 12th grade levels respectively prepare students for college level reading, analysis, and writing.	Pass rates and AP scores
Internship programs help students transition and explore possible career options are encouraged and are also required for select classes	The focus on real world applications and career choices Students are encouraged and are also required to intern for select classes
College Preparatory Senior Project requires students to reflect and explore upon future careers. Fifteen hours of research in one's field, a research paper and professional presentation help encourage students to look beyond high school.	Research paper, presentations
Contacts with Guest Artists expose students to career options. In additions, many students are able to find employment and/or internship opportunities with CCA's Guest Artists.	Collaborative projects and installations Students have been hired and have sold work
Analysis with Trigonometry courses have altered the curriculum and pacing guides to ensure students have the skills and content knowledge necessary for college entrance. Social Science courses are College Board certified, and AP courses/ A-G compliant.	College board audits, course profiles
QUEST internships and courses provide students with post high school skills. Social Science communicates with CCA alumni RE preparedness for "real world."	Former-student visits and emails
ROP is a pre-professional program in which students learn up to date industry skills.	Students in internships; course pacing guide; field trips; guest speakers. Naviance survey Entry level jobs obtained within the industry

Conclusions

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

Findings	Supporting Evidence
Students are highly exposed to a great number of real world and professional applications in the arts field, however, due to reduced funding, we are no longer able to support this to the degree in which we would like.	Guest artists, shows outside of campus, awards and recognitions

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

Findings	Supporting Evidence
Learners' needs are highly supported, from struggling students to high performing students.	Mentor program involvement for D/F students, Conservatory program to address needs of advanced curriculum needs
Learners' needs are highly supported in advanced classes and Conservatory, however this could be stronger with more support in day classes to enhance their post high school options.	Various guest artists are implemented and utilized

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation.

Indicators with Prompts

Real World Applications — Curriculum

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

Prompt: *Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
Students choose research topics on current issues and access materials online and in the media center to report on their findings	English 10 CP I-Search paper, English 12 CP Senior project
ROP Business class - students write business plans, and track trends in entrepreneurial ventures.	Business plans and pitches

ROP Business and College Seminar create resumes, cover letters; they target job placement; they perform mock interviews and follow up.	Student evidence
World language give students the opportunity to put the language into relevant, real-world context.	field trips, culture days, use of technology to connect to the community, exploring culture outside of the classroom, French and Spanish film festivals, typing skills in target language, Facebook, youtube videos, vlogs, real word applications
Math teachers try to add real world situation problems in all math courses to show how content is related to the real world applications. Diversity of math courses offered, college-prep & honors/AP courses, offer students many opportunities to challenge themselves.	<p>Calculus students write business letters & solve calculus based problems in a business based environment.</p> <p>Calculus students use the content/skills taught in class to find the volumes of three-dimensional shapes.</p> <p>Statistics classes do real world data analysis & data collection and give presentations on their findings.</p> <p>Algebra 2 students complete a “fast cars” project when learning about exponential growth & decay. Students compare the real life costs of two cars and compare the data & graphs.</p> <p>Business math students find apartments & jobs based upon college graduate vs. non-college graduate. They create budgets based on projected living expenses.</p>
Social Science communicates regularly with CCA alumni RE real world preparedness	Student emails, CCA facebook page
Projects are designed to give students real-world experiences and information develop empathy and sensitivity.	Sociology Minimum Wage Project; Economics budget project; Government bill project

Yearly Evaluation of ROP Curriculum	Advisory Board Meeting
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Meeting Graduation Requirements

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

Prompt: *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
Special Ed support classrooms, following accommodations for IEP, mentor program, academic literacy class.	Counseling office, STAR score, pass rate of CAHSEE
Students are able to achieve and conquer standards at a high success rate.	Practice based projects (formative assessments) and summative assessments shown in portfolio reviews, shows, and written critiques
Students have a high success rate in their post high school experiences (educational and professional)	Feedback with alumni via classroom visits, Facebook, emails
Remedial math, science, english classes offered to help prepare students for graduation level classes.	Prealgebra, earth and space, academic literacy on the course offerings
Algebra Readiness is an intervention math course for students who come into CCA struggling (based on grades & CST scores) in math. Students in Algebra Readiness receive small group instruction, pull out intervention with a special education liaison, and using Plato to remediate concepts that the students struggled on.	Algebra Readiness course materials, PLATO
Math course warm ups help students review & prepare for CST tests and the CAHSEE. These warm ups also remediate current content topics that students have missed.	Warmups, student work
CCA schoolwide intervention sequence is presented at least once a year at a late start meeting and is posted on the Shared Drive.	Intervention Sequence, Late Start meeting agendas and intervention Sequence training slides
Math teachers look each fall at the prior year's CST data & have conversations about what modifications should be made in each course.	CST data, meeting notes
Various teachers and departments offer tutoring, and many teacher websites contain tutorial resources.	Teacher websites

Conclusions

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

Findings	Supporting Evidence
This is addressed at a high level of involvement.	High test scores, 2011-2012 API score of 917, students frequently accepted to Ivy League schools

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

Findings	Supporting Evidence
ROP, internship and work experience classes address students focused on a technical career.	Courses offered and curriculum documents and syllabi

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

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

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength
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1. All departments have made great strides in the area of Common Formative Assessments. All teachers have demonstrated "buy-in," participating enthusiastically in course modifications to facilitate a sense of collegiality and common purpose. Teachers meet regularly to assess and modify Common Formative Assessments.
2. Teachers feel empowered to develop new areas of curriculum (College Applications seminar, Humanities Project) to give students more choices in order to individualize their experience at CCA. New classes are piloted and offered depending on the interests and needs of the students.
3. Departments continue to develop collegiality among members, leading to the most imaginative and fun working environment.
4. All departments work collaboratively as we discuss and implement teaching strategies, pacing guides, common exams, sharing data on students, common rubrics on grading but also leave room for personal and individual style and philosophies.
5. All departments post curriculum and supports on their websites.
6. CCA's strong ROP and real world experience classes help students looking for an alternative career path.
7. Envision classes cross collaborate on a regular basis to enhance academic learning.
8. Envision Conservatory programs offer preprofessional and college level curriculum and expectations- Fine Art, Music, Theater, Cinema, Dance, and now Humanities.
9. Departments review and assess curriculum on a regular basis to ensure that students are getting a comparable experience in classes taught by different teachers.
10. Classes are designed along a course progression and upper and lower level classes support each other and review best practices.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth
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1. English department needs to outreach regularly to community colleges and universities regarding expectations in reading and writing.
2. The English department would like to survey graduates on their preparedness and success in college--perhaps a google form. This is in preliminary stages- surveys have gone out.
3. There is a need for improved computer access for classes.
4. Social studies could benefit from a "middle ground" class for students not wanting a college prep or AP class level class.
5. Some AP classes on the 4x4 schedule are challenging to work with limited time.
6. There is a need to create an implementation plan for the common core standards in math and ELA and the next generation science standards.
7. Funding inhibits the progression of technology in the classroom. We are able to have iPads, etc. in some classes but are not able to offer them schoolwide.
8. There is a need to create a complete ROP pathway in entrepreneurship.
9. IN environmental horticulture, cooking, and business
10. Improve connections with feeder school (middle/jr high) to support curriculum.
11. More conversation needs to happen about curriculum used in feeder schools, etc. This would help us support our programs and course development.

2013-
2014

Amy Villanova

C. INSTRUCTION



C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

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

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Students have the opportunity to access and evaluate previous students' work for the English Senior Project.	Sample student papers on website, sample senior speeches
Students engage in multi-draft writing assignments that allow for peer review.	Peer review guidelines and handouts Lesson plans Sample of student work
Students evaluate "anchor papers" based on the AP 9-point rubric for specific writing prompts.	Student sample papers from AP exams. Lesson plans
Students engage in assessing their formal writing against the CCA essay rubric and practice self-reflection opportunities to engage in independent research.	Essay rubric, prompt for self-reflection, and written student responses
Students have open access to Honors & AP courses.	Master schedule
Special education students are mainstreamed in many courses.	Special education students' schedules Master schedule
Lesson plans are centered on content standards and Essential Learning Outcomes (ELOs).	Classroom observations Lesson plans Sample of student work

	Course pacing guides
	District adopted textbooks
CCA offers extended learning opportunities for all participating students.	Math competitions Math team meetings/trainings Robotics team SMART team Academic team Pulse magazine Speech & debate team Quest Catalyst Club lists through ASB Peer tutoring in French Envision Conservatory TedX Science Olympiad School Record label (EAT records)
Students are actively engaged in their classes.	Course observations
Teachers collaborate on ways to support all students achieve the ESLRs and academic standards.	ELOs (Essential Learning Outcomes) Liason model Meeting agendas
Students participate in cross curricular & cross cultural projects.	Lesson plans

	<p>Japanese team</p> <p>Samples of student work</p> <p>Envision Conservatory projects</p> <p>French-History project</p>
Struggling and middle range students are given opportunities to achieve standards and pass assessments.	<p>Teachers are available before school, at lunch, and/or after school for tutoring</p> <p>Lesson plans</p> <p>Team taught Algebra Readiness & Algebra 1 math classes</p> <p>Liason model</p> <p>AVID tutors in Algebra Readiness & Special Education Success Courses</p> <p>Mastery model in Science</p> <p>MathXL in Math Analysis & Stats classes</p> <p>World Language help desk</p> <p>Plato online program to target areas of weakness & remediate concepts for Algebra Readiness students</p> <p>Using formative assessments to guide re-teaching opportunities.</p> <p>Mentor program</p> <p>Peer tutoring in French</p> <p>Some clubs offer tutoring programs (club lists)</p>

<p>All students are required to take part in group projects and individual projects as seen through...</p> <ul style="list-style-type: none"> *Statistics classes create & conduct surveys and reports on their findings. *Algebra II graphing project *Honors Geometry tessellation project *Honors Geometry Volume/Surface Area take home authentic assessment *Calculus students write business letters which solve real life problems using calculus. *Calculus students find volumes of objects in real life using calculus. 	<p>Statistics class lesson plans</p> <p>Statistics class student work samples</p> <p>Desmos graphing projects for Algebra II</p> <p>Honors Geometry student work</p>
<p>Students use the concepts learned in their classes and apply their knowledge to tests outside of school for college preparation.</p>	<p>PSAT</p> <p>PLAN</p> <p>SAT</p> <p>SAT-2</p> <p>ACT</p> <p>STAR tests</p> <p>AP Exams</p> <p>CAHSEE</p> <p>EAP</p>
<p>Students are challenged to be responsible and engaged citizens. This is seen in the following ways:</p> <ul style="list-style-type: none"> • Math department group activities force students to work collaboratively and rely on each other. • Discussions of scientific ethics in courses • Language classes study current events & relevant topics & present projects • Mock elections run by ASB • Special education transition programs prepare students for college & job placement • Project of Change in Digital composition • Ethics & digital citizenship in Photography • Students & staff sign acceptable use policies each year • Field trips & assemblies • Internships & mentor agreement forms within the 	<p>Lesson plans</p> <p>Group activity worksheets</p> <p>Sample of student work</p> <p>Workability</p> <p>IEP documents</p> <p>Japanese field trips</p> <p>Master Schedule</p> <p>TedX program</p>

<p>English Senior Projects</p> <ul style="list-style-type: none"> Students have the opportunity to take internship or work experience as a class. 	
<p>Students are responsible and engaged citizens.</p>	<p>Ecology Club</p> <p>Club outreach</p> <p>TedX</p> <p>Envision Student Executive Board</p> <p>Pulse magazine</p> <p>Catalyst</p> <p>Robotics team outreach</p> <p>Envision art outreach program</p> <p>Peer tutoring in French</p> <p>CCA TV</p> <p>ASB</p> <p>Challenge Day</p>
<p>Academic subject teachers collaborate with special education teachers on assignments and modifications/accommodations.</p>	<p>IEP/504 meetings</p> <p>Modified assignments & assessments</p> <p>Teacher collaboration meetings</p> <p>Team taught classes with general education and special education teachers</p> <p>Liason model</p>
<p>There is a large amount of communication between teachers, support providers, parents, and students.</p>	<p>Emails</p> <p>Phone logs</p> <p>IEP meeting and teacher/support provider</p>

	<p>conferences</p> <p>Special education academic success classes</p> <p>Facebook</p> <p>EdConnect voicemail & email</p> <p>Teacher websites</p> <p>Blackboard</p> <p>Aeries Parent Portal</p> <p>CCA TV</p> <p>ASB Marquee</p> <p>Daily bulletin</p> <p>Parent/Teacher/Student Conferences</p> <p>Campus Tours</p> <p>Koffee with Kohn</p> <p>Choices Night</p> <p>Back to school night</p> <p>CCA Foundation meetings & events</p> <p>Counseling presentations</p> <p>Challenge Day</p> <p>College & Career Center college visits & presentations</p> <p>READI program</p> <p>Naviance</p>
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	Incoming student registration nights
<p>CCA teachers use a variety of teaching strategies and resources including lesson plans in which they incorporate the following:</p> <ul style="list-style-type: none"> • Lectures: to present needed information • Small group work: allowing student to share ideas in an intimate setting • Large group discussions/debates • One-on-one conferences with students • Computer/calculator labs/activities • Projects • Pair-share • Self reflection • Integration of technology • Coaching style in teaching • District-adopted textbook programs • Flip-teaching videos • Dialogues • Presentations by students 	<p>Lesson plans</p> <p>Student work samples</p> <p>Classroom observations</p> <p>Late start best practices sharing meetings</p>
<p>Many teachers spend time each day having students reflect on their learning by grading their homework assignments, answering their peers' questions during the class period, correcting problems that they completed individually during the class period, and reviewing for exams the day prior to the exam.</p>	<p>Teachers available for tutoring before school, during lunch, and/ or after school.</p> <p>Lesson plans</p> <p>Classroom observations</p> <p>Samples of student work</p> <p>Academic success classes</p> <p>Peer tutoring</p>
<p>Most courses have shown increased mastery of content standards.</p>	<p>CST Data</p> <p>Department homework/classwork assignments</p> <p>Department tests/quizzes</p> <p>Common formative assessments</p> <p>AP Exam results</p> <p>CAHSEE results</p>

AP Calculus AB & BC students pass the AP exam with a score of 3 or higher significantly above national average.	AP Exam Data
Increased number of AP Statistics students passed the AP exam with a score of 3 or higher. This number is significantly above the national average.	AP Exam Data
CCA has had an increased enrollment in advanced level courses over the past 3 years.	Master Schedule Aeries CST Data
All departments evaluate CST scores collaboratively.	CST Data Meeting agendas
Students have challenging opportunities to participate in independent scientific research.	QUEST Science Fair Clubs: Inquiry and Eco-Club, Health Club, Science Olympiad, Robotics
Majority of Special Education students are enrolled in the general education academic classes (including AP classes) and participate in the same activities as all the other students.	Master schedule Special Education student schedules Liaison support
PE/Health students demonstrate overall ability to meet the FitnessGram standards at the conclusion of the course.	High FitnessGram Passing Rates by 9 th graders
PE/Health students demonstrate overall knowledge to meet the Health standards through the online Plato course.	High passing rates by 9 th graders
Students demonstrate an understanding of the Computer Science and Programming Curriculum.	AP Computer Science pass rate on tests

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
1 st year PE students take their Health component through Plato. Students have a test taking timeline that they have to follow in order to pass the Health component.	Plato records

Student Understanding of Performance Levels

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

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
Students read and evaluate anchor papers.	Anchor papers
Teachers establish essential questions prior to beginning a literature unit.	Lesson plans Quick writes Anticipation guides
Students receive communication regarding unit, semester, and assessment calendars via teacher's websites.	Unit calendars Assessment calendars for each quarter.
Teachers post assignment dates and lesson objectives on their white boards and/or at the top of their lessons each day.	Classroom observations Classroom lesson plans
AP courses are based on college board standards.	Blackboard Syllabi College board audits Teacher websites Lesson Plans
Lessons are centered around content standards.	ELO's for each content area Classroom observations Lesson Plans Teacher websites Science Mastery Syllabus
Students are provided with pacing guides for their Plato health course, unit test given at predetermined intervals.	Course syllabus and teacher tracking Plato records
Students are provided with pacing guides for AP courses	Teacher Website Syllabi
AP Language courses give diagnostic assessments.	Assessments

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
English Senior project allows students to engage in student directed learning and research.	Online sample papers Speeches Rubrics
Students have the opportunity to ask pertinent questions about the college application process.	Skype session with Chapman University admissions counselor Student created interview questions College & Career Center presentations Lesson Plans for College Apps Seminar Class College Fair Naviance
English Seminar unit allows students to work in groups, engaging in student directed learning, discussion, research, and presentations.	Research papers PowerPoint presentations Student created films Lesson plans Seminar Unit calendar Project description
Independent Reading Program allows students to self-select outside reading books and accompanying projects.	Samples of posters Essays Speech rubric
Students can access digital copies of lessons and notes via the web to practice extra problems.	Podcasts in target language Blackboard

	Teacher websites
Students can watch tutorials, lectures, and flipped lesson videos posted online.	Remind 101 Google voice Sending texts between student/teacher Blackboard You tube Internet research projects Copies of notes keys posted online. Videos posted online Safari Montage Kahn Academy videos Teacher websites
Algebra Readiness class uses Plato to remediate concepts that students struggled on based upon the results of a 6th Grade Benchmark Exam.	Plato record of student work List of Plato topics students received remediation on.
Math teachers post comments on Aeries about what areas students who did poorly on assessments struggled on so parents/tutors can help with at home remediation.	Aeries logs
Some math teachers utilize math programs such as TI-Nspire and Geometer's Sketchpad to present new concepts in visual ways and to have students explore math concepts independently to reach their own conclusions.	TI-Nspire activities Geometer's Sketchpad activities
Algebra 2 students used a graphing website to complete a graphing project & submit electronically.	Teacher submitted project
MathXL program has video tutorials that teach students concepts & how to solve problems that are causing them to struggle.	Project assignment MathXL website
Most course district adopted textbooks have online links for tutorials & quizzes for each section of the book.	District adopted textbooks Teacher websites
Students in a variety of courses have the option of checking out a physical textbook or using the online	Textbook check out sheets

textbook.	Teacher websites
Teachers effectively differentiate instruction through the use of technology and utilize assessments to create new environments for student learning.	Blackboard Government Bill Project Website creation Teacher websites Podcasts You Tube Videos Plato Kahn Academy videos Clickers Use of personal electronic devices during class instruction
Struggling students are given opportunities to achieve standards.	Science Mastery Tutorial time Liason model Peer tutoring Mentor program
Science department has multiple learning activities with high percentage of lab time.	Science classroom observations Laboratory lesson plans
Special Educators assist students in accessing Blackboard, integrative software, and other web based programs to support their individual learning styles and access to the curriculum.	Work samples Success class daily contract IEP documents
Special Education students are supported with technology/multi-media (i.e. audio books, laptops, google docs, Dragon Speak, Inspiration, speech-to-text and text-to-speech software, etc.) that allow them to access the general education curriculum.	IEP documents Computers in success classes Psycho-educational report
Student-teacher interaction and demonstration within Weight Training class.	Student designed weight training programs to meet their needs

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

Findings	Supporting Evidence
NA	

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference

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

Findings	Supporting Evidence
Students know the recommended pre-requisite grades in classes in order to move on to a higher level class.	Course profiles Teacher syllabi Counseling presentations & meetings Counseling website
Some teachers have students do test/quiz reflections where students have to resolve the problems they missed and write down what they missed on the problem.	End of chapter evaluations : needs, wants, likes of students Student reflections: goals, study strategies, etc. in order to be successful.
Some teachers have students complete an end of course survey/reflection and alter their instruction for the next term/year.	Sample course surveys & reflections
Teachers regularly meet with students and promote standards and ELO's in different ways.	Student interviews Posting of Standards Visibility of Expected Learning Outcomes, (ELO's). Individual Student conferences Common formative

	assessments IEP meetings Class observations
Students are aware of individual standard scores for CST and know what the goal is for them to improve their scores for the year.	CST posters (special education) CST data Annual IEP documents CST student reflection sheets
Daily success class contracts to help students to monitor their daily and weekly academic and goal progress.	Success class contracts IEP documents
In Special Education Academic Success classes, weekly and bi-weekly grade checks are given to assist students in monitoring progress (grades) in general education curriculum.	Email logs Success class contracts IEP documents
Students have IEP goal progress updates.	IEP documents Email logs
There are ITP (Individual Transition Plan) interviews for annual IEPs.	Transition portfolios Liaison model Naviance student logs
Communication and collaboration with general education teachers (i.e. daily, weekly and at IEP meetings) on student progress.	Emails Liaison model IEP documents

Conclusions

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

Findings	Supporting Evidence
Teachers utilize a variety of instructional techniques to meet the needs of all students.	Technology being used in classes Direct instruction Small group learning

	<p>environments</p> <p>Small group projects & presentations</p> <p>Science labs</p> <p>Socratic method</p> <p>Individual projects and reports</p> <p>Flipped classrooms</p> <p>Special Education Liason model</p> <p>Peer tutoring</p> <p>One-on-one student conferences</p> <p>Science mastery assignments</p> <p>Self reflection activities</p>
Students are challenged in their classes.	<p>Classroom observations</p> <p>Sample lesson plans</p> <p>Samples of student work</p> <p>Course projects & presentations</p>
Students have a wide variety of opportunities to extend their content knowledge and apply what they have learned in their classes.	<p>Club lists through ASB</p> <p>QUEST</p> <p>Academic team</p> <p>Math team</p> <p>Science Olympiad</p> <p>Course projects & presentations</p> <p>Research papers conducted in English & Social Science</p>

	<p>courses</p> <p>Statistics survey projects</p> <p>Science fairs</p>
Courses are standards based and daily instruction relates to the California content standards, schoolwide ELOs, and/or AP content standards.	<p>Sample lesson plans</p> <p>Classroom observations</p> <p>Course syllabi</p> <p>Teacher websites</p> <p>Sample student work</p> <p>District adopted textbooks</p>
Teachers effectively communicate course and content objectives and requirements with students and parents.	<p>Teacher websites</p> <p>Blackboard</p> <p>Aeries parent portal</p> <p>Course syllabi</p> <p>Course profiles posted on the counseling website</p>

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

Findings	Supporting Evidence
IEP goal progress documented in IEP and communicated to parents and students.	<p>IEP documents</p> <p>Self evaluation.</p> <p>Online placement tests to determine the appropriate level of SPED needs</p>
Communication and collaboration between special education teachers & general education teachers (i.e. daily, weekly and at IEP meetings) on student progress.	<p>IEP documents</p> <p>Email logs</p> <p>Liaison model</p> <p>Success class contracts</p>

	Data Director Hot List Intervention sequence SST, IEP, 504 meetings Mentor program
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C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Math teachers utilize a variety of multimedia tools to deliver curriculum.	Blackboard video tutorials & quizzes Kahn Academy videos LCD projectors Tablet laptops YouTube videos PowerPoint Vimeo Geometer's Sketchpad Desmos TI-Nspire & TI-84+ Activities Google Drive TedX Videos
Science teachers utilize a variety of multimedia tools	Blackboard video tutorials &

to deliver curriculum.	quizzes Classroom response systems LCD projectors PowerPoint Lab pros Science classroom computers Webquests and Online Tutorials YouTube Videos Flipped classroom Safari Montage
Social Science teachers utilize a variety of multimedia tools to deliver curriculum.	Prezi presentations Facebook Blackboard video tutorials Document cameras LCD projectors TedX videos Safari Montage Classroom response systems PowerPoint Government Bill Project Websites
World Languages teachers utilize a variety of multimedia tools to deliver curriculum.	Facebook Blackboard video tutorials, listening activities, quizzes Computer lab

	<p>Smart phones</p> <p>Podcasts in target language</p> <p>Remind 101</p> <p>Google Voice</p> <p>Online textbook activities</p> <p>Document cameras</p> <p>LCD projectors</p> <p>Target language videos (realia)</p> <p>i-Pads</p> <p>Quizlet</p> <p>Google Forms</p>
English teachers utilize a variety of multimedia tools to deliver curriculum.	<p>Prezi presentations</p> <p>Facebook</p> <p>Blackboard video tutorials</p> <p>Google drive</p> <p>Document cameras</p> <p>LCD projectors</p> <p>TedX videos</p> <p>Safari Montage</p> <p>Films</p> <p>Documentaries</p> <p>YouTube Videos</p> <p>PowerPoint</p>
Envision teachers utilize a variety of multimedia tools to deliver curriculum.	In-Design

	<p>LAN School</p> <p>Document cameras</p> <p>LCD projectors</p>
ROP/CTE teachers utilize a variety of multimedia tools to deliver curriculum.	<p>Document cameras</p> <p>LCD projectors</p> <p>Blackboard video tutorials</p> <p>Google drive</p> <p>Drop Box</p> <p>You Tube</p>
PE teachers utilize a variety of multimedia tools to deliver curriculum.	<p>Exercise videos in Personal Fitness</p> <p>Music in the weight room</p>
Special Education teachers utilize a variety of multimedia tools to deliver curriculum.	<p>Motorola Xooms</p> <p>LCD Projectors</p> <p>Document cameras</p>
Teachers maintain personal websites and Blackboard courses.	<p>Teacher websites</p> <p>Blackboard</p> <p>MathXL website</p>
Projects require students to combine and utilize audio and visual technologies	<p>Student projects</p> <p>Lesson plans</p> <p>Project descriptions</p>
Math teachers use tablet laptops to write out class notes, present visuals for lessons, and have students solve & explain problems to the class.	<p>Classroom observations</p> <p>Sample lessons</p>
Math classes utilize calculators, where appropriate. Algebra 1 & Geometry classes mainly use scientific calculators, Algebra 2 and higher level classes use graphing calculators or online graphing utilities.	<p>Classroom observations</p> <p>Sample lessons</p>
Curriculum available online in ROP/CTE course for Game Design & Computer Science	<p>Teacher websites</p>

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Health teachers use the available tools provided by Plato.	Teacher tracking student activity

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
Teachers meet with students on an individual basis to discuss their writing and to set future goals.	Individual essay meetings “Writing Appointments”
Teachers meet with students on an individual basis to discuss independent reading progress	Discussions with individual students about reading goals during SSR
Teachers meet with seminar groups to discuss their books and their analysis of them	Lesson plans Seminar calendar
All Envision classes engage students in project based learning and student centered curriculums.	Diversity supported by individual mentorship is evident in on-line galleries Student produced work.
World language classes engage students in project based learning	Artist research & presentations Merienda cultural project Culture day in French
Teachers work to support flexible student centered curriculum & a student centered classroom	Oral presentations Flipped classroom Japanese exchange students Student run discussions Familiar activities in target language Project of Change Student led project preparation

	<p>Current events</p> <p>Robotics competitions</p> <p>QUEST</p> <p>Envision projects & productions</p> <p>ASB event planning presentations</p>
Teachers ask questions each period to guide students through their understanding of new concepts.	Classroom observations
Teachers are available on a daily basis, before school, during lunch, and/or after school for students to receive extra help.	<p>Course Syllabi</p> <p>Website</p> <p>World Language Help Desk</p> <p>Tutoring schedules</p>
Geometry teachers give students explorations to discover new Geometry theorems & relationships.	<p>Teacher lesson plans</p> <p>Activity worksheets</p>
Teachers rotate around the classroom during instruction to check on individual & group progress on problem solving sessions.	<p>Classroom visits</p> <p>Student interviews</p> <p>Samples of student work</p>
Teachers facilitate group work by prompting groups when they are struggling and ask questions to groups that are excelling.	<p>Classroom lesson plans</p> <p>Classroom observations</p>
Teachers keep grades updated on a nearly daily basis on Aeries so students & parents always know where the student is struggling in a class.	Aeries records
Teachers use Aeries to communicate with parents.	<p>Aeries records</p> <p>Math department emails with updates about class averages, student progress, and feedback on content areas that students need more practice on</p> <p>Aeries emails</p>
Teachers write comments in Aeries for students who struggled on assessments.	Aeries records

Social Science teachers meet individually with students and break down assignments into small pieces. Teachers provide positive encouragement and office hours outside of class time.	Government Bill Project Websites Economics Budget and Career Projects Teacher Office Hours
Teachers provide students with feedback and resources to improve content understanding.	Science Mastery Tutorial time Teacher websites Grading rubrics Student-teacher meetings
Special Education teachers collaborate with General Education teachers and support students in the academic classes as well as pull them out to reinforce curriculum.	Emails Liason model IEP documents IEP meetings
Special Education students receive support in the Academic Success classes to access the General Education curriculum.	Academic Success classes
Students are aware of individual standard scores for CST and know what the goal is for them to improve their scores for the year.	CST data CST posters in Special Education classrooms CST student reflection sheets
Daily Academic Success class contracts to help students to monitor their daily and weekly academic and goal progress.	Academic Success class contracts
In Special education classes, students turn in weekly and bi-weekly grade checks to assist them in monitoring progress (grades) in general education curriculum.	Email logs Success class contracts Teacher logs
IEP goal progress updates.	Annual IEP documents Email logs
ITP (Individual Transition Plan) interviews for annual IEPs.	Annual & Tri-annual IEP documents Naviance student logs Transition portfolios

ROP / CTE class use multiple learning activities to enhance learning.	Projects Activities Events Contests
Student encouraged to design their own fitness/workout program in specialized PE classes.	Work out logs

Examination of Student Work

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

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students put together English research paper projects.	I Search Paper English Senior Research Paper Synthesis Prompt Creation
Students actively annotate and make conclusions from various literary texts.	Lesson plan Annotations Literary analysis paper French IV literary studies Student presentations
Envision students build and develop portfolios that demonstrate the skills from introductory lessons through intermediate and up to advanced mastery. Students apply knowledge and skills to produce work that can be applied in industry standard settings.	Student Portfolios On-line galleries Common assessments Written reflections Art shows

	<p>Live performances and school festivals</p> <p>FOTA</p> <p>EVA</p> <p>Projects</p> <p>MiniCine</p> <p>Community Public Gallery Shows</p> <p>Contests</p>
World language students create webpages, portfolios & interactive notebooks to show mastery across courses.	<p>Sample student work</p> <p>Webpages</p> <p>Portfolio</p> <p>Interactive notebook</p> <p>E-portfolio on student webpage</p>
Many math teachers assign spiral homework so students can review and remediate concepts that gave them trouble.	<p>Teacher websites</p> <p>Samples of student assignments</p>
Course concepts frequently build upon prior content knowledge in order to understand current material being taught.	<p>Sample lesson plans</p> <p>Classroom observations</p>
Teacher websites have links to video tutorials and math websites for students to view in order to get extra help on concepts.	<p>Teacher websites</p> <p>Blackboard</p>
Geometry teachers use discovery activities where students rely on prior content knowledge in order to figure out the new theorem or relationship being taught.	<p>Sample student work</p> <p>Sample lesson plans</p>
Students use the concepts learned in their classes and apply their knowledge to tests outside of school for college preparation.	<p>PSAT</p> <p>PLAN</p> <p>SAT</p>

	<p>SAT-2</p> <p>ACT</p> <p>AP Exams</p> <p>EAP</p>
Teachers utilize projects to provide students opportunities to investigate content of their choosing as well as create their own knowledge.	<p>Desmos Algebra 2 graphing project</p> <p>World language projects</p> <p>Calculus projects</p> <p>Statistics survey project</p> <p>Independent reading projects</p> <p>QUEST</p> <p>Envision projects</p> <p>CTE/ROP</p> <p>Social science research projects</p> <p>English senior projects</p> <p>10th grade English research paper</p>
Various learning approaches/styles addressed in science classes such as visual technology, hands-on learning during science labs, audio/verbal presentations, use of the Internet to access outside information.	<p>Science department lesson plans</p> <p>Science department student surveys</p> <p>Science department samples of student work.</p>
Laboratory reports offer opportunities to investigate real-life applications for information learned in science classes.	<p>Sample of science lab reports</p> <p>Science department lessons and lab plans</p> <p>Lab books</p>
Special Education students are required to keep daily/weekly agendas to apply time management skills to	Annual IEP documents (goal

make progress in their classes.	updates) Success class contracts Teacher logs
Special Education students apply organizational skills (i.e. binder checks, agenda, etc) to make progress in general education curriculum.	Success class contracts Aeries grade reports Email logs
Special Education students advocate (some with teacher support) for their accommodations and needs for success in their general education classes.	Email logs Annual IEP documents
Daily success class contracts to help students to monitor their daily and weekly academic and goal progress.	Success class contracts Teacher logs
Weekly and bi-weekly grade checks to assist students in monitoring progress (grades) in general education curriculum.	“Everything” binders Teacher logs Aeries grade reports Email logs
IEP goal progress updates.	Naviance student logs Annual IEP documents
ITP (Individual Transition Plan) interviews for annual IEPs.	Transition portfolios Naviance student logs Annual & Triennial IEP documents/reports

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Health teachers use the available tools provided by Plato.	Teacher tracking student activity

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

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.*

Findings	Supporting Evidence
Students work in English seminar groups to research, compose papers, and present findings.	Seminar research papers Multimedia presentations
Students in remedial literacy class put together a portfolio of their writing progression.	Portfolio of writing projects
Envision Conservatory students participate in “Projects” yearly that necessitates they work with other artists from other disciplines to create a piece of work/performance related to a theme that is released only 24 hours prior to the due day/time.	Projects Performances Visual Art Video Reflections
Envision curriculum engages student in group based, open ended projects.	Student work Reflections Critiques Syllabus expectations
Math students complete group discovery activities and projects. Group these into 1 prompt & make these the evidence.	Geometry students complete discovery activities to investigate the properties of quadrilaterals (chapter 6) in small groups or with partners. AP Calculus classes work on group projects and presentations after the AP exam in May. AP Statistics classes and College Prep statistics classes conduct group surveys and write group reports based upon the survey results. Sample student work Sample lesson plans Classroom observations

	Sample Statistics surveys
Teachers have students solve problems in small groups or with partners.	Sample lesson plans Classroom observations
Students are able to create and perform self-directed research projects that require analysis and conclusions from data in science classes.	Samples of AP Chemistry and Physics independent research projects. Student presentations and reports from their “field experience”. Student sample work QUEST projects
ROP/CTE curriculum engages student in group based, open ended projects.	Sample student work Lesson plans

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students work to create a visual argument using film.	AP visual argument projects
Students use online databases to complete research projects.	Research papers Projects Presentations Bibliographies Citation machines
Students create multimedia presentations to share and analyze various content specific material.	Logical Fallacy Prezis PowerPoint presentations Student generated videos in Spanish & AP Biology Project of Change
Student work requires they utilize various software and	Photographs of work

technology oriented hardware.	Portfolios (digital arts/photo/music) Audio Tech Robotics Game Design Video Film EVA texture mapping software
Students are required to look up lesson notes and assignments in classes.	Teacher websites Blackboard
Math students use calculators, when appropriate, to solve problems, check solutions, & complete projects.	Samples of student work. Lesson plans Math tests Algebra II graphing project uses the online graphing calculator Desmos to apply, create, and refine their skills in graphing equations in a new setting. This program provides instant feedback and allows students to explore graphs.
Statistics students have to use current online data to determine what they are going to survey CCA students about in order to get their sample data. Students then have to compare their findings to the online findings.	Sample student projects
Student work reflects materials and resources beyond the classroom.	Teacher websites contain specialized links to additional learning opportunities online.
Laboratories use computers for collection of data and/or reporting in science classes.	Lab reports Data collection with LabPros
Special Education students are supported with technology/multi-media (i.e. audio books, laptops, google docs, Dragon Speak, Inspiration, speech-to-text and text-	IEP documents

to-speech software, etc.) that allow them to access the general education curriculum.	
Special Education students have access to computers in the academic success classes to assist in accessing general education curriculum.	Classroom observations
Xoom tablets are additional resources for students to access the internet, use apps for learning, supportive resources, etc.	Xoom in classrooms and in speech/language and counseling groups.

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

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students have access to various online resources to supplement classroom texts.	Teacher websites Non-fiction texts via links to pertinent websites Documentary/films Media center online databases
Envision Arts courses require students to read and report on current issues through the use of magazines and on-line articles.	On-line assignment submission
Envision Arts students are required to engage and submit daily responses based on current on-line portfolios, articles and resources (selected by teachers).	Sketch books On-line submissions
Some math teachers post video tutorials on their websites to introduce new topics and remediate concepts.	Teacher websites Blackboard
AP & CP Statistics survey projects require students to use topics that are relevant to their lives and to research these topics as part of the project.	Sample student work Teacher lesson plans

Social Science teachers utilize web based resources.	American Psychological Association Blackboard Teaching Curricular Institute (TCI)- History Alive!
Students work to improve skills in gathering and presenting information and use of appropriate tools in data collection in science classes.	Student lab reports Lesson plans
Xoom tablets are additional resources for students to access the internet, use apps for learning, supportive resources, etc.	Xoom in classrooms and in speech/language and counseling groups.
Special Education students are supported with technology/multi-media (i.e. audio books, laptops, google docs, Dragon Speak, Inspiration, speech-to-text and text-to-speech software, etc.) that allow them to access the general education curriculum.	Classroom observations IEP documents
Special Education students have access to computers in the success classes to assist in accessing general education curriculum.	Classroom observations
Workability uses technology to support students in assessing real-world goals, writing resumes, job preparation skills, etc.	Individual Transition Plan(ITP) goals Naviance online portfolios Workability logs Email logs
Students have the opportunity to participate in off-site learning (career based).	Internship class Work Experience class

Real World Experiences

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

Prompt: *How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.*

Findings	Supporting Evidence
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CP English students participate in community internships	Senior Project
Envision Arts classes integrate Guest Artists to bring real world experiences and insights to the classroom via lectures, demos and projects.	Guest Artist Schedule Classroom observations
Students have the opportunity to seek out and participate in internships within industries that are directly related to their interests and the curriculum.	Internship class
Envision courses encourage students to participate in community based shows and corporate events.	Lifetech Senior Citizen Home Art in the Pines Chalk La Strata
Clubs related to Envision Arts develop and manage on-going events.	EAT Record Label
Science students engage in extra research opportunities.	Sample of student work Science fairs Science Olympiad Inquiry club Ecology Club QUEST
Students have laboratory opportunities outside of class that give them access real-life experiences in research.	Internship lists Student work reflects access to teacher's website information.
Special education students receive work experience training - career interest surveys, resume writing, job interview workshops.	Student internships Workability (Special Education) Naviance online portfolios
Some Special education students participate in an on-campus community college orientation (i.e. MiraCosta college) that includes campus tour, placement tests, and introduction to the Department of Student Services for Disabilities.	Transition binders ITP goals Field trip log Placement test results

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

Findings	Supporting Evidence
NA	

Conclusions

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

Findings	Supporting Evidence
Teachers utilize a wide variety of multimedia and technology resources to provide students with real world experiences of the content taught in classroom.	Prezi presentations Facebook Blackboard video tutorials, listening activities, quizzes Kahn Academy Google drive Classroom response systems LAN School Online textbook activities Document cameras LCD projectors Target language videos (realia) Tablet laptops i-Pads In-Design TedX videos Safari Montage

	<p>YouTube videos</p> <p>PowerPoint</p> <p>Vimeo</p> <p>Geometer's Sketchpad</p> <p>Desmos</p> <p>TI-Nspire & TI-84+ Activities</p> <p>Lab pros</p> <p>Podcasts in target language</p> <p>Remind 101</p> <p>Google Voice</p> <p>Google Forms</p> <p>Google Drive</p> <p>Government Bill Project Websites</p>
Teachers challenge students to make connections between concepts & apply the content they have learning using a variety of teaching strategies.	<p>Small group discover activities</p> <p>Group work</p> <p>Course projects & presentations</p> <p>Course research papers</p> <p>Science labs</p> <p>Science Olympiad</p> <p>Academic team</p> <p>QUEST</p> <p>Envision projects & productions</p>

Students have the opportunity to apply their skills & knowledge outside of the school site.	Internship program Work Experience Class QUEST Envision program outreach
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Struggling students and students with special needs are supported by 24 hours access to course materials.	Teacher websites Blackboard Video tutorials Copies of class notes
Teachers differentiate instruction to meet the needs of all learners.	Classroom observations Sample lesson plans Flipped classroom Teacher websites & Blackboard with video tutorials Use of technology in classrooms
Teachers are available before school, during lunch, and/or after school to reteach concepts, help students with remediation, and tutor students who are struggling.	Teacher websites Blackboard Tutoring schedules posted online.

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

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

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

1. CCA staff members collaborate on a regular basis to improve instruction and support students.
2.) CCA offers a wide variety of courses and extra-curricular activities to connect concepts & skills learned in courses to the real world.
2. CCA teachers use a wide variety of teaching strategies and technologies to engage and challenge students on a daily basis. This includes small group discovery activities, hands on projects, research papers, and guest artists.
3. Instruction is standards based as is demonstrated by a high API, high state test scores, high CAHSEE pass rate, and high AP exam pass rate.
4. CCA staff members are readily available and have a large number of resources available to assist all students including special education & struggling students. These resources include the special education liaison model, the mentor program, academic success classes for special education students, and tutoring sessions held by various teachers as is posted on teachers' websites & course syllabi.

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

1. CCA staff members need additional resources and training to maintain technology rich instruction and facilities.
2. CCA staff members need additional resources & training to help design and implement remediation activities to re-teach concepts that are misunderstood by students.
3. Students who withdraw or drop a class need options for alternate academic classes or remediation programs so that they don't have unscheduled class periods throughout the day. These students do not currently receive support in order to make them successful the next time that they enroll in the course that they had dropped.
4. Development and implementation of a formal school-wide on-going process of identifying and supporting struggling and/or disconnected students.
5. Courses are in need of updated textbooks and supplemental materials to support student learning and the transition to the Common Core Standards.

Amy Villanova

D. ASSESSMENT AND ACCOUNTABILITY



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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

D1 & D2. Assessment and Accountability Criteria

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community.

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Indicators with Prompts

Professionally Acceptable Assessment Process

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

Prompt: Evaluate the effectiveness of the assessment processes.

Findings	Supporting Evidence
Aeries system is accessible and used to report data to all stakeholders. Twenty-four hour access to grades and assessment data for parents and students to view.	Aeries portal
Data Director is used to collect, analyze and report student academic progress.	Data Director Reports and Assessments
Classrooms and finished products are available for stakeholders to view.	-Open classroom viewing days. -Performances which include all day students -Aeries -Rubrics
Common assessments are used across subject areas both formative and summative.	Copies of subject area assessments
Common writing formative assessments are used to collect student performance data and analyze and identify students writing strength/weaknesses.	Development of common grading rubric; two common assessment essays generated, analyzed with other instructors and discussed with students and reported to parents via Aeries portal;

Math teachers administer formative assessments throughout each unit of study. The unit culminates with a unit exam. Each quarter culminates with a final exam. These assessments employ free response questions and multiple-choice questions. Exam results are posted on Aeries for students and parents to access.	Teacher grade books on Aeries.
Math teachers collectively keep records of their common assessment results on our "Test Reflection Sheets" available for all math teachers to access on the CCA Shared Drive. This allows math teachers to share class results, class trends, ideas for changes to the assessments, and ideas for remediation, and ideas for changes to instruction for next term. Math teachers also change the assessments for the next term/year based upon the feedback written on the "Test Reflection Sheets."	Math Department Test Reflection Sheets on the shared drive.
Course-alike math teachers administer at least four common formative assessments throughout the duration of the course. These assessment questions are directly linked to the Expected Learning Outcomes and California State Standards for that course. Most of these common assessments are multiple-choice and are administered through Data Director. This allows teachers to disaggregate data by student, by test question, and by standard.	Data Director
Math teachers use assessment results to guide collaboration with our Special Education staff, guide future instruction, guide future homework assignments, and future remediation strategies.	Expected Learning Outcomes for each math course.
Aside from formative assessments of chapter quizzes, tests, midterm and final, AP Calculus and AP/CP Statistics teachers use projects as means to assess students' knowledge. These projects require students to employ all of the concepts taught throughout the semester and apply them in creating and solving very challenging math problems. These problems are real life application problems where they give students an opportunity to see how math is applied in the real world. Some projects require students to build models and calculate the volumes of their models using calculus.	Student completion of review warm up problems. Student completion of review homework problems. Three projects in AP Calculus AB Four projects in AP Calculus BC
All formal assessments throughout the semester include both free response and multiple-choice questions to get students more familiar with the style of the AP test. The final in all of these AP classes are a mock AP exam to get students become more familiar with the actual AP test in May. Students are well prepared for the AP test in these courses each year.	Aeries gradebook Projects in AP Statistics Pass rates for 2011-2012 and 2013-2014
*Special Education students are assessed at the minimum of once every three years in the areas of (but not limited to) academic, language/speech, motor/psycho-motor, social emotional, intellectual, health/development, career vocational, memory in order to assess current present	Math Teacher emails to Special Education Teachers.' Psycho-educational report *IEP evaluation plans

levels of achievement. *Alternative Special Education assessments based on individual needs could include assistive technology(AT), physical therapy(PT), and occupational therapy(OT).	*Speech reports *AT, OT, PT reports *Annual IEP documents
Mastery Quizzes are used in Biology and Chemistry.	Copies of Mastery Quizzes in Biology and Chemistry
Social Science teachers use test data in their collaboration.	CST scores, common course assessments, CST spreadsheet
English AP and Social Science AP (test preparation-similar to math above).	91% AP English Lang pass rate 94% AP World pass rate 91% AP Psych
Counselors use effective processes to collect, analyze and report student performance data, such as GPA, test scores, and college acceptance data to parents and other stakeholders.	Naviance college data CCA School Profile updated annually (website) Grade level student and parent information nights BTSN and Choices Night presentations
CCA students participate in national standardized assessments and results are shared with stakeholders.	PSAT, PLAN, AP, EAP, SAT, ACT scores

Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
Creation of Essential Learning Outcomes for all subject areas-district and are site based.	Copy of ELO's
Teachers meet in subject and grade specific teams to discuss performance levels as they relate to their academic growth and grades.	Common Assessment Essays, graded among teacher teams
Staff meetings to compare formative assessment data.	Late Start Meeting Agendas
There are common syllabi and similar grade categories for each subject area.	Copies of Syllabi
Social Science department shares common policies.	Examples of formative assessments grading rubrics, syllabi
Remediation is offered in unit exams for students not meeting proficiency (70%) in Envision, Social Science.	10 th grade college prep world history Tests (retake, separate test, same content) Playing tests in music
Envision Students are graded based upon individual growth	Video Observation, Rubrics that outline

throughout the semester, as evidenced by improved technique and understanding. Technique is broken down in specific terminology, with each level having a core set of skills that must be met before progressing onto the next level.	technical information
Course-alike math teachers work together to establish consistent performance levels. These performance levels, and subsequent assignment of grades, are listed on teacher syllabi.	Teacher Syllabi, as posted on teacher websites.
Summative unit exams, and cumulative final exams are directly linked to student's Expected Learning Outcomes (as written collaboratively by our course-alike teachers) and the California State standards and AP guidelines specific to each course.	Expected Learning Outcomes for each math course.
Course-alike math teachers work together to administer common formative assessments, common unit assessments and discuss how partial credit will be assigned on each question. Often, course-alike math teachers work together when grading exams so they can be sure to be consistent with assignment of points to students.	Student assessments (formative and summative)
CST reflection activity given before CST testing, allowing students to reflect and set goals for their next test attempt	CST reflection activity
Quarterly and annual goal progress for IEPs is reported on in meetings and via email to parents and students.	Annual IEP documents CST Scores Data Director
There are weekly student grade checks in success classes.	Email logs Success class contracts
Students have alternative opportunities to remediate in areas to improve achievement.	Level changes Repeat coursework Independent Study Online Learning/PLATO model Off campus coursework policy District summer school for 11th & 12th credit deficient, ELL and ESY for students with IEP

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers. Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

Findings	Supporting Evidence
Academic integrity and issues of plagiarism are verbally discussed by instructors and explanation of proper citation formats presented: Required Turnitin.com instructions provided; meet with peers to discuss application and interpretation of rubric grading criteria; review of PSAT/SAT/PLAN requirements for English.	TurnItIn.com program used by English department for all major essay and writing assignments; English grading rubric; AP scores; PSAT/SAT exams and student data
Special Education has developed a campaign for the STAR testing in order to promote more accurate data and this showed improvement in overall special education student's scores over the past 3 years.	STAR scores
CST and CAHSEE data is used in development of IEP goals, students' present levels, and determining the level of support needed for individual students.	CST & CAHSEE data Supplemental testing material IEP documents SST meeting notes
Analysis of CST data to determine specific academic areas of need for student improvement and create interventions in the success classes via supplemental testing materials.	CCA plagiarism and acceptable use policy, TurnItIn.com

Appropriate Assessment Strategies

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

Prompt: *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Teachers meet regularly to evaluate formative assessment validity and progress by students on the assessments.	Late start meetings
Teachers give formative assessments on multiple occasions to assess student knowledge and provide feedback in a timely manner.	Aeries Gradebook
The formative assessments consist of a variety of question types such as multiple choice, performance based, short answer, one on one conversations, calculations, Socratic seminar, etc.	Samples of Assessments, departmental Rubrics,
To ensure security teachers use multiple forms of the assessment, store exams in secure locations, privacy screens between students.	C100, STAR testing procedures, High School Exit Exam, non-disclosure forms signed by all staff
Academic Honesty policy is in place to ensure students	Academic honesty policy and class syllabi

are submitting their own work.	policies, TurnItIn. com
English, Mathematics, and Social Science have common assessments and policies.	Common English Assessment Social science rubrics, tests, quizzes, projects, debates, essays students work samples, World history CD project, World history group readings, APUSH cereal box project, AP released exams, AP released essays- DBQ, FRQ government - Make a Bill project economics tax rap, reading quizzes, peer review, WHAP essay corrections, office hours, numbered exams, multiple exam forms, periodic new test
Students are assessed by multiple assessments throughout the academic year.	CAHSEE, STAR, AP, EAP, PSAT PLAN data, Test dates on school calendar
Special Education staff members collaborate closely with the general education teachers to ensure that students have the best environment in order to demonstrate their knowledge of the subject while still maintaining the integrity of the assessment.	Special Education Liaisons

Demonstration of Student Achievement Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the school-wide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the school-wide learner outcomes.*

Findings	Supporting Evidence
Teachers have reviewed California state standards to confirm academic elements being covered by grade level; students produce authentic writing that reflects the key areas of organization; being on topic; development and language and styles.	Chart linking instruction to California State standards;
Visual and Performing Arts teachers use informal and formal assessments, such as products (projects), quizzes, online scavenger hunts, worksheets and handouts, verbal critiques and discussions, one-on-one work and portfolio building.	CCA Rubric linked to state and national normed writing standards
Special Education Department uses a wide variety of tools to assess student achievement including transition binders, classroom work samples, online programs to allow for additional support and monitoring of progress. when necessary	Online programs (writing), CLA transition binders
In science there are a number of different strategies for demonstrating content knowledge and skills such as labs, posters, essays, create animations, PowerPoint	Physics instrument project, AP Biology course assessments.

presentations, create device to demonstrate conceptual knowledge.	
Social Science uses a variety of assessments.	AP European History WWI war guilt trial, world history CD project, FRQs, test, quizzes, CPUSH American hero research paper, jeopardy review for exams, study guides, Quarter student analysis or surveys, CP world propaganda poster project, French Revolution story book
All 12th students have the opportunity to create a portfolio to provide a fuller picture of themselves for college applications.	Naviance data beyond GPA and test scores letters of recommendation. senior conference, creation of "brag packet", r�sum�

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the school-wide learner outcomes.*

Findings	Supporting Evidence
Special Education works in conjunction with workability and the Naviance program to work on transition goals in their IEP.	Naviance data

Curriculum Embedded Assessments

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

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
Social Science Department collaborates regularly to develop Standards base curriculum / assessments.	Individual Student achievement on common Assessments High CST Scores
English and Math curriculum ELOs are linked to standards, and individualized instruction is provided as needed for students who need extra support.	Test clarifications, tutoring
Teachers utilize teaching strategies which incorporate best practices and SDAIE techniques.	pre-teaching vocabulary realia (real objects and materials) manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps) visuals (study-prints, textbook-illustrations, overhead-projected prints, reproductions of paintings, and documents) graphic organizers (matrices, Venn

	<p>diagrams, and webs)</p> <p>planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences)</p>
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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the school-wide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards and the school-wide learner outcomes?*

Findings	Supporting Evidence
STAR test activity allows for student reflection before taking the STAR test the next time.	STAR activity
Student self-assessment and peer reviews are used as a source of feedback and learning about student progress toward achievement of academic standards.	Peer Review Essay Handouts; self assessment rubrics
STAR program holds students directly accountable for their performance by providing them reachable goals and active input.	STAR program
With the use of formative assessments, students' summative assessments score higher.	Chemistry data collection.
Increases in the science STAR test scores for biology, chemistry, physics and earth science.	End of quarter Course Surveys & Data Director
Social Science uses both formal and informal surveys.	Progress Reports, AERIES, Report Cards, Returned Graded Work, Assessment Revision, Remediation offered through Blackboard and Office Hours
Teachers offer opportunities to students to review old tests and reflect on their work.	Teacher/student conferences (formal and informal)
Naviance Surveys are administered.	Naviance: Grade-level survey, Course Selection Survey, Senior Survey

Modification of the Teaching/Learning Process

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

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

Findings	Supporting Evidence
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CCA participates in interdepartmental collaboration on best practices, and shares successful methods and strategies.	Staff-development calendar Late Start Meetings to discuss teaching strategies.
Common Assessments Development work (creation, implementation, assessment, revision) results in internal discussions about the effectiveness/validity of the writing assignment and best practices for instruction.	Release Day Meetings/Exchange of Student Essays Late Start agendas
Teachers reflect on past trends to see where to focus instruction for the next opportunity	Data Director analysis
Mastery Assignments are used. Social Science Common Assessments are used. AP Assessments are aligned with AP standards.	Data Director, Late Start Collaboration, Course Specific Release Days, Aeries
CCA uses data to adjust curriculum, coursework and course offerings, master Schedule adjustments to support student needs.	Eliminated year long algebra and Intro Algebra discontinued, implemented Algebra Readiness, Algebra 1B, discontinued life science, modified biology, reviewed outcomes of Academic Literacy and modified to become Reading Success class Pilot courses based on student requests/needs math sequence impact on CAHSEE pass, grades and CST scores
There is an annual review of IEP goals	IEP quarterly goal progress reports

Monitoring of Student Growth

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

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards and school-wide learner outcomes.*

Findings	Supporting Evidence
Departmental Common Assessments are used.	Data Director, Late Start Collaboration, Course Specific Release Days, Aeries
Each science class performs formative assessments on a regular basis, usually once a week. Such as Blackboard quizzes and in class quizzes.	Quizzes
There is a School-wide Intervention Sequence.	All Staff Shared Drive: Intervention Sequence, Late Start Meeting Agendas
Student Study Team meetings are held bi-monthly and include an administrator, counselor, education specialist, teacher(s), parents and students as an integral part of the school's goal of allowing all student's to succeed. By	SST log SST files

collaborating with counseling and special education students are recognized as at risk and plans are put in place to support each student.	
Special Ed uses testing results from specialists (psych/speech) to help adjust the program as needed for each student as well as classroom performance through collaboration.	Liaison model, reports
Grade reporting periods occur every 5 weeks.	Counselor follow up with students with D/F/I grades
There are bi-annual Transcript/Graduation Status Audits.	Counseling notes

Conclusions

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

Findings	Supporting Evidence
Initial Assessments for special education have greatly decreased allowing more students to stay in the general education setting while providing general accommodations that can assist the students.	SST meetings % decrease in initials
In the science department we meet regularly to discuss student progress using formative assessments as well as summative assessments (final exam). We also examine STAR scores to improve upon instruction for the following year.	STAR data
Success of the Special Education subgroup on state testing and in academic classes has been high.	CST data

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

Findings	Supporting Evidence
CCA's ability in monitoring student progress is developing. We have a multi-tiered system in place to monitor all students academic growth and identify at risk students.	Intervention Sequence SST All Staff participating in the "Name Board" activity
We have instant access to a wealth of data and student information via aeries and Data Director, teachers use this information to a varying degree.	Aeries Data Director

D3 & D4. Assessment and Accountability Criteria

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the school-wide learner outcomes.

The assessment of student achievement in relation to the academic standards and the school-wide learner outcomes drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Assessment and Monitoring Process

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

Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, and parents.

Findings	Supporting Evidence
District Appointment of Teacher on Special Assignment for guidance/implementation of Common Assessments; Acquisition and implementation of Data Director/Aeries. Allows for/assists quality control and productivity.	DO: Guen Butler (Teacher on Special Assignment, Data Director, Aeries)
Staff-Admin: Course offerings allow flexibility in student schedules to reflect needs-based course selection.	Staff-Admin: APs
Staff-Teachers: Common Assessments Development work (creation, implementation, assessment, revision) results in dynamic assessments based on students needs for specific cohort.	Staff-Teachers: department Share-Drive, assessments, anchor documents
Special Education Liaison Period allows daily assessment monitoring when necessary.	Liaison period
Students with IEPs are monitored via quarterly goal progress.	IEP docs
Social Science Implementation of SB48.	Course Syllabi and Implementation Guide
Social Science District Offered Course Training on Assessment. Social Science Teacher-Choice Awards	CCA Social Science Representative(s)
CCA staff monitors attendance records to improve students' ability to achieve academic standards.	Student grades, Aeries database, standardized test scores, extracurricular activities, Progress reports, report cards, Aeries access log SART and SARB, attendance contracts
CCA uses a combination of data to monitor student progress toward graduation and college requirements and to advise students on post-high school planning.	CAHSEE scores Aeries database Naviance program
Students are assessed by multiple assessments	CAHSEE, STAR, AP, EAP, PSAT PLAN

throughout the academic year. Grade reports and test scores posted online for parents and students to view.	data and pass rate, Aeries Database, Test dates on school calendar
Students who are not meeting standards have a support system.	Individual tutoring from teachers by appointment Academic Lit/Reading Success course and math sequence Opportunities to remediate Special Education caseloads, Special Education support classes
The science teachers collaborate to revise formative assessments to monitor student progress. These formative assessments are then entered into Aeries for Parents and Students to review. Formative assessments are reviewed in class with the students in a timely fashion to allow for remediation.	Aeries Reports, Formative Assessments
Students participate in several assessments (STAR CAHSEE AP SAT ACT PLAN PSAT departmental Common Assessments).	Students: Aeries
Parents are actively involved in monitoring their students' work through Aeries portal.	.99% parent participation in Aeries portal Frequent communication between parents, students and staff
Presentations are given to Parent Foundation.	Foundation support of school needs and activities
Incoming parents and students participate in Choices Night, registration and course selection nights.	Event announcements and agendas
The Parent Advisory Board meets at the district level.	Board minutes and agendas

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
NA	

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the school-wide learner outcomes.

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

Findings	Supporting Evidence

CCA is effective with stakeholder communication and provides a variety of ways to access to information.	CCA Website & Facebook Page Aeries portal Office Hours Parent Meetings Back to School Nights Choices Night Coffee with Kohn EdConnect software Naviance School Profile with GPA distribution and mean college entrance test scores posted
Stakeholders are informed of results via Aeries and content standards are reviewed with English students/parents via grade level writing rubrics, and after test reviews of prompts.	Aeries Rubrics
Common Formative Assessments informs English department conversations in writing instruction as all teachers must provide instruction in writing. Training and evaluation of results provides focus for all English teachers in the instruction of persuasive writing, a primary criteria for the SAT, AP exams, college writing tasks, and within the state standards. Results posted online via Aeries (all stakeholders have access).	
SST and parent involvement in the meetings as well as teacher input	SST logs and documents
Parents and students have access to Aeries for timely updates on meeting the standards.	Aeries
Teachers use Aeries, Data Director and Blackboard to analyze and share progress.	Aeries, Data Director, Blackboard Usage
Teachers provide students with a variety of feedback.	Teacher student conferences, class average info so students can compare their work to that of their peers
Parents are updated quarterly and annually on student IEP goal progress.	IEP meeting agendas and documents

Modifications Based on Assessment Results

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

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
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<p>At every level, assessment results inform changes/revisions/updates to process:</p> <p>Implementation of data collection tools allows for constant monitoring (macro= grades, micro= skill specific) of achievement.</p> <p>Late start time/Professional Development time allocated to Common Assessments Development work by department (creation, implementation, assessment, revision).</p> <p>Release Days for teachers to conduct analyses of assessments.</p> <p>Based on student achievement data, teachers have identified best instructional practices and share successful strategies for teaching writing.</p>	<p>DD, Aeries</p> <p>Google Drive</p> <p>Department Share Drive</p> <p>Student Writing Samples</p>
<p>Course-alike teachers administer four common assessments and common final exams in each course. Each of these assessments is linked to the Expected Learning Outcomes and California State Standards and AP guidelines for that course. Course-alike teachers meet after test administration to discuss trends in data, ideas for improving the exam, improving the instruction, and ideas for both short-term and long-term remediation.</p>	<p>Teacher-created ELO's by course.</p> <p>Teacher-created common assessments by course.</p> <p>Teacher meetings to discuss assessment results.</p>
<p>Implementation of common assessments, data analysis, and collaboration within the department has led to improvements in student performance.</p>	<p>Course changes in light of assessment data.</p> <p>Student performance on all math CST subtests has improved over the last three years.</p> <p>D/F rates in Algebra1, Geometry, and Algebra 2 have (accurate data not available at the time of this writing).</p> <p>AP Pass rates for 2011-2012: Calc AB: 100% Calc BC: 100%</p>
<p>Assessment of grades, CAHSEE and STAR exam scores are used to identify struggling students.</p>	<p>Counseling Shared Drive - DFI reports, spreadsheets of course selection meetings</p> <p>Aeries database</p>
<p>Aeries is used to run reports on low-performing students, so the (Math) department can evaluate low-level classes, their curricula and the resources provided.</p>	<p>Master schedule</p> <p>Aeries class rosters</p> <p>Business Math, and the credits can be counted toward math or elective requirements.</p>

The master schedule is organized to offer greater support to low-level classes.	Modification of AP course syllabi (year-to-year); modification of computer-based curricular component (Blackboard.com). Change in quality of student portfolios (year-to-year) Teacher websites IEPs, special-education teachers' records Alg Readiness, Alg 1B, Earth/Space These classes are usually team-taught to offer an excellent student to teacher ratio (e.g., Algebra has a low student-to-teacher ratio of 20 to 1 or better, whereas geometry classes are 38 to 1.
Departments have increased conversations around instruction based upon assessment results.	Meeting Agendas
There have been numerous opportunities for professional development offered by the district office on assessment strategies. As a site we have spent a number of hours learning the process of analyzing formative assessment data to inform instruction. This is led by Michael Grove (Executive Director of Curriculum and Instruction), and Guen Butler, Teacher on Special Assignment for Assessment.	Meeting Agendas Fairchild and Butler
By examining the Spring Term 2010 -2011 STAR data the Chemistry course sequence has been reorganized to focus on core concepts.	Meeting agendas
Counselors use multiple measures to identify student needs and to assist them.	Use of DFI list each grading period, CST and CAHSEE scores, SART letters to: identify 'hot list' of students who need further support offer options for remediation and opportunities to adjust class schedules to meet CAHSEE, graduation and college eligibility refer for interventions, SST, 504 and IEP, Mentor and READI programs
Envision utilizes peer mentors during class time and also is able to modify skills for a variety of levels.	Dancers are often paired up according to differing abilities and work on dance projects that improve technical and artistic ability.

Conclusions

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

Findings	Supporting Evidence
4x4 schedule allows teachers to make curricular changes mid year.	Course pacing/instructional practices

Percent of dept. meeting time has increased as this becomes the district priority.	Meeting agendas
Release days are utilized specifically to address common assessments and analyze student work/needs.	Dept meeting agendas
Focus of all English common and Professional Development time is the Common Assessments Development process (creation, implementation, assessment, revision).	Release day agendas

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

Findings	Supporting Evidence
CCA is able to address identified critical learner needs based on the response to assessment data and analysis with mixed results.	99% graduation rate, API data, college acceptance data
CCA is making professional development plans based on assessments and student data.	TOSA for assessment (District Level) Department release day agendas focused on assessment creation and results
CCA is looking at ways to build support into the master schedule to support the small subgroup of students who are not on target.	Department chair meeting agenda PALs program plans for next year Lower level math and science class sizes are limited to allow more teacher/student interaction-advanced and AP classes are very large as a result Reading Success course has been modified to address current learner needs
We are working towards a more integrated approach to adapting instruction based on assessment results and student needs.	Common Assessments Department Chair meetings

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

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

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. Course ELOs are aligned
2. Common Formative Assessments in all Departments
3. Common Summative Assessments linked to ELOs
4. State test scores are improving, fewer numbers of students are taking lower level tests, AP pass rate is above the state average
5. Access to a wealth of data by all stakeholders
6. Learning to test, testing to learn
7. Strive to analyze and be responsive to available data-time built in to meetings to discuss and improve practices based on student needs
8. 4x4 allows for access to remediation opportunities

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. CCA continues to address struggling students and non-statistically significant sub-groups - non-IEP struggling or at risk, LEP or REP for the increased use and refining of intervention sequence and to implement in the classroom, including remediation and teaching for mastery.
2. Staff would like to see increased professional development on how to analyze the data (not the technical aspect, but about comprehending what the data is telling us) and making changes to instruction based on that analysis as well as assuring that a variety of assessments (project based, written, oral) are offered as appropriate.
3. Improvements need to be made in data collection on the effectiveness of the intervention sequence, mentor program, and other student support services.
4. CCA needs to work more to identify students with course retakes. and determine which supports most effectively get them successfully through the course.
5. Implementation of the PALS program will begin this year.

Amy Villanova

E. SCHOOL CULTURE & STUDENT SUPPORT



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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

E1. School Culture Criterion

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

Indicators with Prompts

Regular Parent Involvement

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

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

Findings	Supporting Evidence
CCA welcomes parent involvement through a variety of technological resources, committees, volunteer opportunities, meetings and school activities.	<p>Aeries Parent Portal provides parents with information regarding the classes their student is enrolled in at CCA, including the students' academic progress, grades, attendance, homework assignments, tests, and quizzes</p> <p>CCA hosts 2 Back to School nights (one per term) in which parents are invited to meet their students' teachers, learn about course expectations, requirements, and curriculum</p> <p>CCA parents participate in Site Council meetings</p> <p>CCA has a large number of parent volunteers who assist with school events throughout the year</p> <p>"Coffee with Kohn" invites parents and community members to meet with the principal and tour CCA's campus. These meetings take place once per month (see the schedule on the CCA website)</p> <p>CCA parents participate in WASC Focus Group meetings</p> <p>CCA parents are invited to participate in NCCSE professional development</p> <p>Parents are invited to attend and participate in all IEP/504/SST meetings</p>

	<p>Campus Tours are available to members of the community throughout the year- (see schedule on CCA website)</p> <p>Parents participate in School Board meetings</p> <p>Parents attend the annual “Choosing Your High School” Night</p> <p>CCA Parents participate in the Grad Nite Committee</p> <p>CCA uses social media like Facebook and the CCA Raven Report to keep parents and the community informed.</p> <p>The Counseling Department sends out a bi-monthly Counseling, College and Career Center Newsletter to all parents via Naviance.</p> <p>Students produced publications like Pulse magazine and CCA-TV also provide information and current school events to the parents through online content.</p> <p>School events, activities and honors are submitted to the local media for coverage.</p> <p>The CCA Foundation holds meetings with lead parents and CCA staff in different school disciplines to discuss funding, upcoming events, and parent volunteer opportunities.</p> <p>The CCA Foundation has parent volunteers and paid staff on-campus to facilitate events, programs, and parent-initiated support for the school programs.</p> <p>CCA is a campus where parents are encouraged to visit classes and meet with teachers when pre-arranged with staff members. Some Envision teachers host open house days where parents can come in and watch their students create art in the classroom.</p> <p>The CCA Foundation and the Envision arts teachers host an annual Festival of the Arts to promote the learning/teaching process in the arts classes at CCA and to help fund program, including supplies and guest artist fees.</p> <p>CCA parents serve as Adult Facilitators for Challenge Day.</p> <p>Counseling Department offers monthly Connecting Parents to the College and Career Center Q & A session</p> <p>Counseling Department offers grade-level specific evening presentations to parents in which relevant information for that grade level and post-high school preparation is shared.</p> <p>Parents are participants in SST, 504 and IEP meetings, as well as in</p>
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	course selection meetings and senior conferences with their student's counselor
All teachers have a website and/or Blackboard to communicate course standards, curriculum, and assignments.	Teacher website, Blackboard
Aeries grades are updated regularly in order to communicate a student's academic progress. E-mail reminders are sent home to notify parents and students of upcoming tests and quizzes.	Aeries, E-mails
Through electronic communication, web-based software translates information to non-English speaking parents.	Facebook, CCA web page/ District Web page, and Google

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

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

Findings	Supporting Evidence
CCA initiates and supports a variety of events/partnerships/programs between the school and community.	<p>Teaching artists instruct students as part of the Envision Program</p> <p>FOTA (Festival of The Arts)</p> <p>District-approved Guest Speakers present in classes throughout the school year</p> <p>Internships and Work Experience</p> <p>Donation of materials from the community for science curriculum</p> <p>Mira Costa courses are offered on CCA's campus</p> <p>Regional Occupational Program courses are offered</p> <p>Challenge Day program brings together a group of students, staff, and community members from all different walks of life, and helps them break down their walls to create a more unified community. In the past two years, over 600 CCA students have participated in Challenge Day.</p> <p>There is a CCAF (Foundation) liaison for all programs (Envision, Academics, ASB- Associated Student Body, Athletics, Quest, counseling)</p> <p>Workability program prepares students with IEPs for post high school careers</p>

	<p>Vista Hill Mental Health outpatient services for some special education students with mental health needs</p> <p>CCA students are involved in community projects locally and globally (TEDxYouth, Interact, PB & J homeless outreach)</p> <p>Students mentor elementary and middle school students as part of the Study Buddy Program</p> <p>CCA Blood Drive</p> <p>CCA Music Moves</p> <p>College Visits Body Aloud!</p> <p>GSA Gay Straight Alliance</p> <p>CCA faculty, staff and students organize and host the annual TEDxYouth@SanDiego event each fall, bringing in nationally and internationally known speakers, as well as students from throughout the county. Major corporations partner with CCA to sponsor the event. The TEDxYouth event is live streamed, and the individual speaker presentations are uploaded as TEDx Talks on-line.</p> <p>Members of the business and industry community participated in the CCA Career Fair, which was open to all students throughout the school.</p> <p>CCA ROP programs have industry advisory committees who advise and provide expert input on professional practices and classroom curriculum. ROP teachers meet officially with the advisory committee once a year, but also work with committee members throughout the year as needed on special projects, industry standards, field trips, and as a resource for guest speakers.</p> <p>Envision Theater collaborates with San Diego Puppetry Guild to produce school shows and instruct day classes.</p> <p>Choir performance at Proscenium with San Diego Master Chorale (adult choir)</p> <p>Community events (canned food drive, ASB toy drive for RADY Children's Hospital, blanket drive for homeless, swap meet for Goodwill)</p> <p>Interact Rotary Club Basketball with Harlem Ambassadors (Boys and Girls club support)</p> <p>Raven Wishes Night (teacher/parent social)</p> <p>Robotics club</p>
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	<p>Grammy Award (Foundation For Education)</p> <p>Envision students engage in local, state, and national art festivals and competitions, for instance Envision Cinema participates in the SDCOE iVIE program, the San Diego Film Festival, the LA Film Festival, and the National Film Festival for Talented Youth. (add other Envision discipline specific examples here)</p> <p>Senior Project which is a required component of the English 12 curriculum requires that students pursue a internship or professional experience in a field of interest for 15 hours.</p> <p>The Nest is our student-run cafe which is a part of the ROP business program. As part of the curriculum, local merchants and businesses share expertise and offer internships to students in the class, as well as students making business decisions related to product, sales and marketing, inventory, etc.</p> <p>TEDx Youth is the incredibly successful annual event bringing 400 youths and community leaders from all over San Diego county to the campus for a day of education, inspiration. The speakers and presenters are members of the professional community that draw from diverse fields such as science, music, art, industry, marketing.</p> <p>Prior to the TEDx event itself, mentors work with the TED team on marketing, video production, fund-raising (sponsorship acquisition), event planning and all of the necessary skills to make a successful event</p> <p>READI Program</p> <p>Internship/Work Experience</p> <p>Over 70 college admissions reps visit and present to students on campus each year</p> <p>SDUHSD College Fair</p>
The school is highly effective in the use of community resources to support students.	<p>Science, Chemical Society - Madame Curie</p> <p>Guest Speakers/ artists in Conservatory classes In Social Sakers/Topics include: Japanese Internment, Holocaust survivor, meditation expert, White Man's Burden.</p> <p>Social Studies teachers have guest speakers (lawyers) on Constitution Day sponsored by the ACLU.</p> <p>CCA teachers participated in No Place For Hate Week with community guest speakers, i.e. Holocaust survivor, Japanese Internment speaker.</p>

	<p>SLATE (diversity) club participated in workshops hosted by the Anti Defamation League.</p> <p>The English department uses professionals and community leaders across several projects to our students, and provide work experience, professional training, mentorships, and networking.</p> <p>Counselors work collaboratively with neighboring districts and mental health facilities when students are placed in in-patient and out-patient treatment programs.</p>
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Parent/Community and Student Achievement

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

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

Findings	Supporting Evidence
CCA uses a variety of methods to disseminate information, communicate student achievement of the academic standards/schoolwide learner outcomes, and keep the parents and community informed of curricular/co-curricular programs.	<p>CCA Website is updated daily</p> <p>Counseling, Departmental, and individual teacher websites updated regularly</p> <p>The Raven Report</p> <p>Course profiles on CCA website</p> <p>Timely and consistent phone and email correspondence between teachers, administrators, and counselors and CCA parents</p> <p><i>Aeries Parent Portal</i> disseminates the most up-to-date information regarding school assignments and events, as well as students' grades</p> <p>CCA employs the <i>Connect Ed</i> technological tool which allows important messages to be sent out to parents and students by telephone and email</p> <p>CCA Newsletter is updated every month</p> <p>Individual Education Program (IEP) goal updates</p> <p>Counseling, College & Career Center newsletters are updated bi-monthly, sent via Naviance and posted on the CCA website</p>

	<p>Letters are sent home to parents of students who have not passed the CAHSEE</p> <p>District translation service is available to all CCA families</p> <p>Several nights a year are dedicated to parent education about policies and class offerings- Choices Night, Back to School Night, Grade Level Specific Supports</p> <p>Pulse Magazine</p> <p>Foundation Letter (with updates on back-API/SAT scores) Coffee with Kohn</p> <p>Foundation Facebook</p> <p>Counseling department offers grade level specific student and parent presentations in which graduation requirements, college entrance requirements, and post high school planning are explained</p> <p>Daily Bulletin Online</p> <p>CCA TV</p> <p>API Ice cream (students promote success)</p> <p>Raven Wishes Night</p> <p>California Standards Test (CST) available in Aeries for students, parents, and staff</p> <p>STAR letters the week before CST testing are distributed and discussed in classrooms</p>
CCA uses online resources to reach out to parents about requirements and standards-based curriculum	Teachers use websites, online grading programs, frequent communication (Blackboard, Aeries, email) to establish clear parameters and expectations for each individual class
Students reflect on previous year's STAR scores as a school wide activity.	Reflection Sheet
Aeries communicates STAR and CAHSEE test scores as well as students' transcripts and current grades.	Aeries
Course profiles	Departments organize class descriptions for all classes offered on campus which are maintained and updated through the counseling website
High effectiveness	<p>Regular newspaper</p> <p>Online Facebook</p>

	Raven's Report
	Daily News Online
	Weekly News Video Online

Conclusions

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

Findings	Supporting Evidence
Criterion is continuously addressed	Online dating on webpages shows continuous changes and updates.

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

Findings	Supporting Evidence
Admin site team meetings meet to discuss individual needs on regular basis.	Meeting notes

E2. School Culture Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
CCA takes steps to ensure a safe and orderly environment for learning.	<p>Safety Committee addresses issues as they arise</p> <p>Changed the fire drill protocol to make it more safe</p> <p>Administrator led safety walk</p> <p>Assistant Principals</p> <p>Threat Assessments</p> <p>Healthy Kids Survey</p> <p>Lockdown Drill Procedure Review</p> <p>Safety Walkthrough 2/1/13 with administration, teachers, district officials, police and fire departments</p>

	<p>Relationship with local law enforcement</p> <p>Counselors have an “Open-door” policy for students in crisis</p>
Students sign an Acceptable Use Policy as a part of registration that outlines proper internet usage guidelines.	Acceptable Use Policies
Firewalls are set-up in the Internet itself to prohibit access to unsafe or inappropriate materials.	Firewalls set up by the district technology staff
Students sign an electronics contract for appropriate use of the internet while on campus.	Electronics Contract
Regularly scheduled lockdown, fire, and earthquake drills in order to inform students and staff of the safety procedures. Administrators informally and formally collect feedback regarding the effectiveness of each drill.	Drill schedules, staff handbook, emergency folder, and e-mails.
Several clubs on campus are focused on creating a safe environment for all students and awareness of global concerns related to safe schooling.	SLATE Club, Gay-Straight Alliance, Be the Change, LINK Club, Amnesty International
Campus security regularly circulates and monitors the school site.	Campus supervisors

High Expectations/Concern for Students

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

Prompt: *Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
Safety Committee consists of parents and staff members.	Meeting agendas and safety committee meeting minutes
CCA students and staff engage in mutually respectful activities.	<p>Staff members attend and participate in students’ extra curricular events</p> <p>Teachers act as club advisers and coaches</p>

	Students and staff collaborate on a variety of committees
Individual differences are addressed via multiple on-campus clubs aimed at raising awareness and increasing cross-cultural understanding.	CCA Club list - Be The Change Club, Body Aloud, Chillin' with Tefillin, Gay-Straight Alliance, Interfaith Coalition, Model United Nations, People of Persia, Studio Asia, Trash Mob, Women in Science, SLATE, PALS Peer Assisted Leadership (2013-14 school year)
CCA hosts Challenge Day.	Challenge Day registration/participation
Envision constantly works on positive teaching practices among teachers and teaching artists.	Envision Department Meetings, In-service meetings for all Envision, Department chair Observations
Math teachers are present before school, after school, and during lunch to support student learning.	Tutoring hours as posted on teacher websites and syllabi
Collaboration with special education teachers, counselors, and admin to ensure that accommodations are met.	E-mail, IEP/504/SST Meetings
Communication between teachers, counselors, students and parents to ensure that students are placed appropriately in the correct level classes.	E-mail, Aeries, phone calls Parents and students sign Course Selection Contracts and have the opportunity to discuss course choices individually with their counselor (Course Selection spreadsheet)
Same subject math teachers collaborate to ensure that common assessments are given, standards are being covered, and to remediate student misconceptions.	Late start meetings, e-mails, assessment reflection sheets
Teachers revise curriculum to expect a higher standard of understanding and performance so that students will continue to the next course successfully. Math courses challenge students with additional content outside of the state standards to best meet the needs of the students.	Assessments, pacing guide, course syllabus
CCA staff respects differences by hosting numerous extra-curricular clubs and events that support diversity/learning.	SLATE club, No Place For Hate week, GSA, Liberty in North Korea club, Amnesty International Club

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
CCA students and staff engage in mutually respectful activities.	Staff attend arts events, staff attend sporting events, students are encouraged to join a number of committees

There is an open door policy among students and staff	Teachers and counselors have office hours but consistently offer help before school, during lunch and after school
Teachers are able to work and collaborate within department and school wide	Collaborative projects such as social studies and art projects, i.e. Psychology and drawing and design
School-wide trust building activities for staff.	<p>In-Service days, Sunshine Club (staff club to develop staff culture), Staff Picnic, Roaming Raven (a shared "Flat Stanley" Raven to show what staff members are doing)</p> <p>Challenge Day</p> <p>Campus tours</p> <p>Campus Envision productions</p> <p>Embedded in curriculum (Pulse Magazine, Catalyst Science Magazine, Conservatory audition process (interview process), AP Advanced Placement 2D Portfolio (college application process), Envision Senior Thesis, Creative Writing Conference and free workshop, ASB events and application for leadership positions (executive council), CCA TV, Digital Composition class, yearbook, The Nest (OSHA standards), Harlem Ambassadors Basketball Game, Vendini ticket services (on line electronic tickets for shows), TEDxYouth sponsorship/mentoring experiences, English class Senior Project/internships, Work Experience class, Robotics Club, Envision Cinema host two student-run film festivals/year</p> <p>Policy and academic honesty are outlined in course syllabi</p> <p>Open door policy in Counseling office</p> <p>Integrated PE/ Health course offered to all freshmen promotes social development and awareness of a healthy, productive lifestyle</p> <p>Confidentiality with counselors and school psychologist</p> <p>Counselors have an open-door policy</p>
Sharing common assessments data	Consistency in curricula and assessments Data Director, testing results, rubric sharing
CCA students and staff provide ways to keep the school clean and safe.	Clean campus environment

Conclusions

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

Findings	Supporting Evidence
Trust is high among students, faculty and staff	Collaborations between staff members

	<p>Staff led in-service</p> <p>Meetings that garner staff input for schoolwide decision making (Cabinet, Department Head)</p> <p>Student led collaborations and projects</p>
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Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Teachers feel empowered to try new teaching methods to address the needs of all students	<p>Flipped classrooms</p> <p>Teacher "How-to's" for increased technology use in class</p>
Students feel empowered to create projects, collaborations and special areas of study, using adults on campus as mentors and facilitators	<p>Conservatory "Projects"</p> <p>Quest research projects</p> <p>TEDxYouth</p> <p>Variety of clubs on campus</p>
Teachers ask their colleagues for support with class content, with challenging students	<p>SST meetings</p> <p>Department meeting-best practices discussions</p>

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

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

Findings	Supporting Evidence
Staff works collaboratively to develop specific and effective intervention strategies to address concerns with individual students and sub-groups.	<p>Intervention Sequence</p> <p>504 Accommodation Plans are reviewed annually</p> <p>Mentor Program</p> <p>Attendance, Post-READI, and Post-suspension meetings with Assistant Principals and counselors</p> <p>Home Hospital Instruction is offered to students who have illnesses that prevent them from attending school</p> <p>Yearly health screenings for vision and hearing PE Fitness Test required</p> <p>Referral process for special education assessments</p> <p>Psychoeducational reports</p>
Students have access to counselors.	Sign in sheets for Counseling and College & Career Center
School-wide Intervention Sequences are utilized for struggling and at-risk students.	Intervention sequences created by the counseling department
Bi-monthly Student Study Team comprised of administrator, Special Education representative, counselor, teacher(s), parents and student held for students with academic and/or social emotional needs as recognized by staff and/or parents.	SST logs, files, calendar
CCA works closely with ERMS to provide IEP students and families with additional social-emotional support.	IEP Case manager notes/documents
CCA provides a number of resources and events for post high school preparation and readiness.	<p>College/Career Center <i>Naviance</i></p> <p>College/Application Workshops Grade specific presentations</p> <p>College Rep. visits</p> <p>College Fair</p> <p>Practical Art/CTE/ROP classes</p>

	<p>Students with IEPs have access to Workability to promote transition to the work environment.</p> <p>Students with IEPs have an Individualized Transition Plan that supports post-secondary outcomes.</p> <p>Individual counseling meetings regarding post-high school planning, the college application process, and course selection</p> <p>Grade-level specific Counseling presentations offered to both students and parents</p>
CCA provides a variety of support services to all students.	<p>Mentoring program</p> <p>Support classes for students who have an IEP</p> <p>Intervention Sequence</p> <p>Student Study Team (SST) process Peer Assisted Listeners (2013)</p> <p>College/Career Center facility and Career Center Coordinator available to assist all students</p> <p>Naviance data-base system that allows students to electronically manage and transmit college related materials In addition, the program enables school personnel to gather data regarding student success</p> <p>Counselors conduct meetings with families upon request of students, teachers, and/or parents- see counselor logs on Aeries</p> <p>Counselors meet with students individually to devise their schedules (registration)- see signed course selection contracts.</p> <p>READI drug education/recovery program</p> <p>CLA Program</p>
Naviance (an online career information delivery system that	Student-created plans in Naviance, usage data

helps students compare, connect and choose from a vast network of work and education options) is available to all students from the start of 9th grade.	
504 Accommodation Plans are developed for students whose medical conditions substantially impact life activities.	504 Accommodation Plan roster, plans and meeting notes
Counselors meet with at-risk students and their families to address concerns pertaining to credit deficiency, low standardized test scores (below and far below basic), CAHSEE scores (California High School Exit Exam) and other academic and/or social/emotional concerns.	Counselor notes (SST, 504, Individual Education Plan meeting notes) Aeries Counseling log Counseling Dept Shared Drive

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
CCA students have adequate access to Counseling Department.	Daily counseling walk-in periods - before and after school and at lunch open door policy for urgent concerns, call slips
The English Department offered a course for seniors called College Application Seminar entirely devoted to negotiating the transition to college and the application process.	Course includes a robust online presence facilitated by Blackboard and internet resources
Students have high availability to online services for academic, counseling, college preparation support.	Counseling website Naviance PLATO health class (online health credit aligned with freshmen PE requirement) Blackboard

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
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Teachers provide personalized approaches to learning and differentiate curriculum and assessments to meet the needs of their students. Before-and-after-school tutoring in math/science/foreign language is available to all students, as well as AP study halls for social studies. In Special Ed, programs like CLA are improving student outcomes by offering support from teachers in mainstreamed classrooms.	API score is highest in San Diego County of comprehensive high schools, significant increase in scores from our “at-risk”, below proficiency students.
Counselors assist students with social/emotional issues, safety, class scheduling conflicts, job opportunities, college preparation, college admission/ application processes; they facilitate SST and 504 meetings; encourage parent involvement in the support of at-risk students, as well as the support of outside mental health professionals.	<p>Counseling Notes, SST notes, Career Prep Classes, Academic Results, Career Counselor, Senior project results</p> <p>Counselors, APs and the School Psychologists perform threat assessments as needed</p> <p>Referrals to the READI Program</p> <p>Support Groups</p>

Strategies Used for Student Growth/Development

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

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
CCA staff is constantly in communication with staff and school leadership about approaches to learning and instruction	District wide new Teacher Training and Meetings, Late start All Staff Meetings, Department Meetings, 9th grade orientation night, grade-level specific counseling presentations, Choices Night
School staff have processes and procedures for interventions that address retention and redirection.	<p>Attendance</p> <p>Contracts/SART/SARB</p> <p>Hot List</p> <p>DFI Reports</p> <p>Bi-Monthly Student Study Team Data</p> <p>Late Start Activities</p>

	Mentor Program IEP process & Case Management
Most students with IEP's or in the CLA program are mainstreamed in general classes. They also have an academic support class to help students be more successful in the rigorous general education classes at CCA.	Class rosters and students' schedules
General education teachers are active members of SST and 504 teams and provide annual feedback for meetings.	Teacher feedback forms
General education teachers regularly attend IEP meetings and are in constant communication with students' case managers.	IEP documents Email
API Scores have increased even with class size increase.	Mastery Quizzes, Book Quizzes, Online Tests, inquiry based questions, tutor hours, online calendars and notes.

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

Findings	Supporting Evidence
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Students are finding academic success.	<p>Low D/F rates</p> <p>High CAHSEE pass rates</p> <p>High number of students taking advanced, honors, and Advanced Placement classes.</p> <p>High number of students taking the Advanced Placement tests.</p> <p>High Advanced Placement pass rates</p> <p>Freshman course selection presentation in the fall</p> <p>Course selection presentations for other grade levels</p> <p>Senior presentation on college application</p> <p>Student - Staff Mentor programs, ability of staff to create relationships</p>
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Support Services and Learning

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

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
SST teams are in place to support students who are struggling in the classroom.	<p>Post-it Wall Activity for struggling studies to identify effective intervention techniques used by past instructors</p> <p>Mentoring program(s)</p> <p>"Student name board"</p> <p>Data director report</p> <p>Challenge Day</p>

School leadership and staff have allocated Late Start time to discuss strategies that will serve at-risk and struggling students.	Collaborative best practices of common classes Annual Intervention Sequence training for staff
Common learning objectives and standard based learning	Individual teachers offer remediation for students not meeting standard. Collaborative best practices of common classes
CCA has many strategies in order to help under-performing or struggling students.	SST 504s, IEPs Mentor program Teacher office hours for tutoring Counselor Support Blackboard

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

Findings	Supporting Evidence
There are multiple computer labs on campus (Media Center/World Languages Lab/Counseling and Career Center) to assist students and provide computer access for those who need it.	Library Computers, Computers in classroom, WiFi throughout campus - regardless of class or grade level.

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
Students have opportunities to remediate grades and to meet graduation and college requirements.	Independent Study Online option Repeating coursework on the 4x4 Off campus coursework policy Summer school available for 11th and 12th grade students
Students have access to all curriculum.	Open access policy Student-driven Master Schedule Honors & AP Enrollment Support class enrollment Graduation rate
4x4 schedule allows students to repeat or accelerate coursework to meet or exceed the high school graduation requirement.	4x4 schedule allows students to repeat or accelerate coursework to meet or exceed the high school graduation requirement
Online classes, private academies, or other alternative classes provided outside the school has allowed more students to take advantage of envision courses during the day, thus providing them more “buy-in” to school culture and advancement.	Envision Enrollmen Online/ Outside Courses Grade transfers
Schoolwide master schedule is being adjusted (annually/bi-annually) based on trends and findings from previous years.	Adjusted master schedule at the beginning of each semester

Co-Curricular Activities

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

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

Findings	Supporting Evidence
All academic course work is standard based and focused on meeting the schoolwide learning outcomes.	ESLRs API STAR AP CAHSEE SAT/ACT Course catalogue

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

Findings	Supporting Evidence
CCA students have access to multiple school wide and department centered social events	ASB Club, School Dances, Envision Conservatories, Field trips, Club Out of Country Field Trips, Senior Projects, ASB activities, Challenge day, Club day, Clubs, Athletic teams, Academic teams
Students have opportunities to be involved in multiple school events.	ASB, Envision, Athletics - all help students become socialized with others in the school in a non-academic environment. Challenge Day, 24 hour reading of Moby Dick, School Clubs

Student Involvement in Curricular/Co-Curricular Activities

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

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

Findings	Supporting Evidence
Inquiry based data gathering of the efficacy student thought involvement.	Keep track of number of students.
No consistent method to show support of student success in groups, athletics, and organization.	

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Conservatory students take college coursework online in partnership with Mira Costa College.	Mira Costa Community College, San Diego State University, University of California at San Diego and other college coursework completion
Pulse, the CCA publication, has a print and online version available to the public that showcases CCA events, ASB calendars, news and noteworthy accomplishments of CCA students and clubs.	Publications and calendars
Students are involved in club and service projects sponsored by teachers	Politics club, philosophy club, Be the change club, SLATE, geography club, ComedySportz, Model United Nations
Students are enrolled in college coursework offered at CCA in conjunction with San Diego State University.	Students are enrolled in college coursework offered at CCA in conjunction with San Diego State University
CCA students have opportunities to pursue off campus coursework.	Mira Costa Community College, San Diego State University, University of California at San Diego and other college coursework completion

Student Perceptions

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

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

Findings	Supporting Evidence
Student surveys and reflections	Healthy Kids Survey Naviance Senior Exit Survey Mentor Program Surveys Safety/Connectedness STAR survey Envision survey Teacher classroom surveys Monthly House of Reps meetings
Students are used to help in process of growth.	Associated Student Body Envision Student Executive Board Council reps are student-based Student-driven master schedule

Conclusions

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

Findings	Supporting Evidence
Consistent teacher polling to find students that are willing to get involved. Facebook page and online documentation posted.	Survey data to help plan curriculum AP stats projects, but results are not posted for all to see.

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

Findings	Supporting Evidence
Lack of full information prevents full ability to address full critical learner needs.	Survey data used by the school site council annually to develop the single plan for student achievement Mentor data was used to revise the mentor program Sharing data with all stakeholders

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

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

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. CCA uses multiple modes of accessibility: Facebook, email, websites, daily bulletin, Naviance email, voicemail, Pulse, newsletters.
2. CCA fosters partnerships shown through: CCA Foundation, SST, and Aeries.
3. Campus safety- Fire Department is nearby.
4. There is a great deal of trust shown through student tours, open campus, student-led events like TedXyouth.
5. There are a multitude of ways for students to become involved shown through club involvement, sports, Conservatory
6. Students and staff participate in a wide variety of activities.
7. CCA is a high performing high school shown through CST, Advance Placement, API scores.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

1. We need to improve - courses to help struggling students (incoming both 9th and higher levels).
2. Work to provide more social/emotional support for students. CCA needs to offer more group support (counseling groups). Work to reduce student stress levels.
3. Improve the wording, advertising, use, and promotion of the ESLRs.
4. Remediation support class for struggling students/campus wide support center. Failing students have been defaulted to becoming TA's or dropping the course rather than getting much needed help to do well in a class (provide online study hall as an alternative) or audit.
5. Develop a collegial parent/teacher/administration partnership to promote positive relationships. Create a more diverse parent involvement: minority, lower socioeconomic groups.
6. Make Back to School Night more effective for parents and teachers (late start coffee/donut "mingle" w/parents).
7. We are working toward better communication between Foundation and teachers.
8. Improve Safety- health tech, building safety, more campus supervisors, security cameras in parking lot or on campus, and send email blasts to keep parents notified (ie. police cars on campus are regular part of safety program).
9. Revisit rules for orderly environment so teachers and students are in agreement, i.e. tardy policies.
10. Create a bullying/cyber bullying policy to enhance a more inclusive environment (create a list of sites to inform parents). Educate staff, parents, and students about cyberbullying .
11. Begin freshman mentor connectedness/peer counseling PALS program 2013-2014.
12. Work to improve sharing survey data with all stakeholders.

2013-
2014

Amy Villanova

AREAS OF GROWTH AND NEED



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence.
 - a. Include additional training and resources to design and implement remediation.
 - b. Develop and implement a schoolwide process for identifying and supporting struggling or disconnected students.
- Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success.
 - a. Additional course offerings available for students who elect to drop courses-remediation and support opportunities available?
- Need additional training and resources to maintain a technologically rich learning environment-both instruction and facilities.
 - a. Lack of funding inhibits the progression of technology in the classroom-how can we share resources more efficiently?
- Interior door security in shared hallways is a safety concern.
- Courses are in need of updated materials and texts that support our shift to Common Core Standards.
- Develop a collegial relationship between parent/teacher/administration through a variety of communication avenues to promote positive relationships.
- Improve connection/articulation with middle schools, especially in the areas of Math, World Language and the Arts.

2013-
2014

CHAPTER 5



Chapter V: School-Wide Action Plan

Goal 1: Academic Interventions

Develop and implement academic intervention strategies to support all students, including the middle of the road students who may not be realizing their full academic potential.

Rationale:

Self-study findings indicate a need to identify, support, and engage underperforming students through a comprehensive intervention sequence.

Raven Guiding Principles Addressed:

- Set challenging but achievable academic and personal goals
- Achieve proficiency in the academic standards
- Strive for mastery in the creation of intellectual, artistic, practical, and physical products
- Analyze, interpret, evaluate, and apply concepts within and across disciplines

Goal 1: Develop and implement academic intervention strategies to support all students, including the middle of the road students who may not be realizing their full academic potential.

Tasks	Responsible	Resources	Means to Assess	Timeline	Reporting
Identify students not realizing academic potential	Administration, Special Education, Department Chairs, CCA Faculty	Aeries Student Info system, Aeries student intervention screen, CST and CAHSEE data, Add/drop data, Grades, AP testing results, Teacher Referrals, Student Study Team (SST)	D/F list, SST referral list, Add/Drop data, grades, discipline data, attendance data and truancy rate	Fall/Spring 2013 quarterly progress checks	Late Start Wednesday meetings, weekly counselor meetings, SST logs
Implement appropriate academic interventions aligned with the existing CCA intervention sequence to address the needs of the middle learner	Administration, Child Find Committee, Counseling, CCA Faculty	Child Find Committee meetings, Department Chair Meetings, Late Start Staff Development time, SST Meetings, Mentor Program	Grades, D/F list, Add/drop data, Percentage of students who take AP tests & AP pass rate, kids scoring above proficient CST data vs. grades, Department Feedback	Fall/Spring 2013 quarterly progress checks	Department Feedback forms, staff surveys, grade reports, SST logs
Assess and evaluate the effectiveness of the academic intervention strategies being used	Administration, Counseling, Child Find Committee	Grade reporting, D/F list, Mentor Program staff feedback, Intervention Survey of staff from spring 2013	measure D/F list, compare/contrast quarterly grade reporting, discipline and attendance data analysis	Fall/Spring 2013 quarterly progress checks	Late Start meetings, weekly counselor meetings, SST logs, bimonthly staff newsletter
Provide professional development for staff to successfully implement uniform intervention strategies	SDUHSD Director of Pupil Services, Administration, Child Find Committee, Counseling	Late start time, Dept meetings, weekly counselor meetings, SDUHSD Child Find "train the trainers" model	Teacher attendance at meetings, meeting agendas, increased use of intervention resources and strategies	monthly through regular Late Start meetings	Late Start meetings, weekly site Administration team meetings, Child Find Meetings, SDUHSD feedback on Child Find Progress

Goal 2: School Community

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on student connectedness to the school community.

Rationale:

Self-study findings indicate the need to formalize a comprehensive plan to ensure student connectedness for all within our school community by creating programs that address the social/emotional safety and wellbeing of our student body while maintaining a secure learning environment for all shareholders.

Raven Guiding Principles Addressed:

- Demonstrate compassion and respect for peers, adults, and the community
- Recognize the impact of human activities on the environment
- Demonstrate awareness of a healthy and productive lifestyle
- Work collaboratively with others with diverse perspectives

Goal 2: Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
Create programs and/or resources that promote student connectedness to the school community	Administration, Counseling, Special Education, Department Chairs, CCA Faculty	Late Start meetings, School Site Council Meetings, Cabinet Meetings, student/parent/faculty survey, SDUHSD Courses	Successful creation of appropriate programs and/or resources	Fall, 2013	Late Start meetings, bimonthly newsletter, CCA Website and Facebook pages, regular electronic school to home communication, Aeries parent portal
Provide targeted programs designed to meet the specific needs of CCA students (ex: students facing academic pressure, mental health awareness, student transitions, etc.)	Administration, Counseling, Special Education, Department Chairs, CCA Faculty, ASB, PALS, School Site Council, Club Advisors, Parents, Foundation	SDUHSD course developments, Foundation support, Site Council support, ASB, CCA Club Day, Challenge Day, PALS program	student enrollment/Involvement in programs designed to promote a safe, orderly, and secure learning environment, student participation in clubs, ASB activities, and Challenge Day, SST meeting notes, success of PALS program, student connections activity during late start, student and staff participation in the Mentor Program	Fall, 2013	Late Start meetings, bimonthly newsletter, regular electronic school to home communication, Aeries parent portal, staff connections activity feedback form

Goal 3: Instruction

Align curriculum, develop instructional practices, and provide professional development to support the transition to Common Core Standards and 21st Century Learning skills.

Rationale:

Self-study findings, along with goals defined by the Superintendent of the San Dieguito Union High School District, indicate the need to provide support, allocate resources and time, and facilitate professional development opportunities to guide the transition toward Common Core and 21st Century skills-focused instruction at Canyon Crest Academy.

Raven Guiding Principles Addressed:

- Implement and use technology effectively and responsibly
- Analyze, interpret, evaluate and apply concepts within and across disciplines
- Reflect on cognitive process for future growth and learning
- Work collaboratively with others with diverse perspectives
- Use communication skills to resolve conflicts peacefully
- Contribute to a variety of learning communities
- Partner with other teachers and students in cross-curricular collaborative assignments and research projects

Goal 3: Fully align curriculum and develop instructional practices that support the Common Core Standards and 21st century learning.

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
Professional development in all subject areas around transition to Common Core and appropriate instructional strategies	District Technology & Formative Assessment Teachers On Special Assignment (TOSA), District Common Core TOSAs, Administration, Department Chairs, Teachers, San Diego County Office of Education	District-wide Common Core in-service meetings, Administrator trainings, late start meetings, district-wide release time for all teachers in 4 core subject areas, sharing of best practices, district resources with model lessons aligned to common core	late start agendas, teacher participation in trainings, teacher experimentation with new instructional strategies, use of district and/or site resources	ongoing, 2012-13 and beyond	SDUHSD school board goals, district website, Superintendent communications, home to school communication, teacher website, Course Profiles, meeting agendas
Professional development in all subject areas around 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies	District Technology & Formative Assessment Teachers On Special Assignment (TOSA), District Common Core TOSAs, Administration, Department Chairs, Teachers, San Diego County Office of Education	Site in-service meetings, weekly technology update, TOSA webinars, SDUHSD start page resources, late start meetings, sharing of best practices, district resources with model lessons aligned to common core	late start agendas, teacher participation in trainings, teacher experimentation with new instructional strategies, use of district and/or site resources	ongoing, 2012-13 and beyond	SDUHSD school board goals, district website, Superintendent communications, home to school communication, teacher website, Course Profiles, meeting agendas

**2013-
2014**

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APPENDICES



1. All students have an opportunity to apply for advanced level courses.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	1.7% (7)	2.9% (12)	4.6% (19)	33.6% (138)	57.2% (235)	4.42	411
answered question							411
skipped question							3

2. Teachers' websites are accessible to show lesson plans, homework, and grades.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	1.7% (7)	5.8% (24)	12.8% (53)	38.5% (159)	41.2% (170)	4.12	413
answered question							413
skipped question							1

3. As a school of choice, CCA has exceeded my expectations.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	1.5% (6)	3.9% (16)	15.6% (64)	32.0% (131)	46.9% (192)	4.19	409
answered question							409
skipped question							5

4. CCA students have appropriate access to counseling services.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	6.3% (26)	17.5% (72)	23.8% (98)	31.9% (131)	20.4% (84)	3.43	411
answered question							411
skipped question							3

5. CCA has a clear vision of purpose based upon student needs.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.5% (6)	7.0% (29)	18.7% (77)	43.7% (180)	29.1% (120)	3.92	412
answered question							412
skipped question							2

6. CCA is a clean environment that encourages learning.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.2% (1)	2.4% (10)	5.4% (22)	43.3% (178)	48.7% (200)	4.38	411
answered question							411
skipped question							3

7. Classroom lessons are consistent with curriculum standards.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.2% (1)	3.9% (16)	8.4% (34)	49.8% (202)	37.7% (153)	4.21	406
answered question							406
skipped question							8

8. The CCA Foundation is a valuable partner to the CCA staff.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.5% (2)	1.0% (4)	16.0% (65)	34.5% (140)	48.0% (195)	4.29	406
answered question							406
skipped question							8

9. There are sufficient opportunities for students to participate in extracurricular activities at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.2% (1)	2.0% (8)	7.9% (32)	33.1% (134)	56.8% (230)	4.44	405
answered question							405
skipped question							9

10. I am satisfied with the Special Education services at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.1% (4)	3.5% (13)	69.3% (257)	13.2% (49)	12.9% (48)	3.33	371
answered question							371
skipped question							43

11. CCA students have appropriate access to the College and Career Center.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	2.0% (8)	5.2% (21)	22.0% (89)	41.6% (168)	29.2% (118)	3.91	404
answered question							404
skipped question							10

12. I am satisfied with the tutoring options at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	4.1% (16)	12.6% (49)	46.1% (179)	24.0% (93)	13.1% (51)	3.29	388
answered question							388
skipped question							26

13. CCA staff responds appropriately to the needs of struggling and at risk students.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	4.1% (16)	9.8% (38)	45.2% (175)	24.8% (96)	16.0% (62)	3.39	387
answered question							387
skipped question							27

14. I believe there is mutual respect between students and teachers.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.2% (5)	4.1% (17)	10.5% (43)	48.0% (197)	36.1% (148)	4.14	410
answered question							410
skipped question							4

15. Overall, I am satisfied with CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.2% (5)	1.7% (7)	8.3% (34)	33.3% (136)	55.5% (227)	4.40	409
answered question							409
skipped question							5

16. Parents are encouraged to be involved with CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.5% (6)	5.1% (21)	11.7% (48)	41.8% (172)	39.9% (164)	4.14	411
answered question							411
skipped question							3

17. There is good parent/school communication.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.5% (2)	6.1% (25)	11.2% (46)	41.0% (168)	41.2% (169)	4.16	410
answered question							410
skipped question							4

18. Statistics of student achievement on standardized tests are available to parents and the community.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.7% (7)	9.1% (37)	46.4% (189)	42.8% (174)	4.30	407
answered question							407
skipped question							7

19. All stakeholders have a voice in the decision making process at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.5% (6)	14.1% (56)	39.1% (155)	29.8% (118)	15.4% (61)	3.43	396
answered question							396
skipped question							18

20. Students feel safe at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.5% (2)	0.7% (3)	5.6% (23)	45.4% (186)	47.8% (196)	4.39	410
answered question							410
skipped question							4

21. Students receive appropriate individual support in their academic growth.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	3.9% (16)	12.0% (49)	19.8% (81)	43.9% (180)	20.5% (84)	3.65	410
answered question							410
skipped question							4

22. Teachers and staff are available to help each student.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	2.7% (11)	8.0% (33)	12.2% (50)	48.2% (198)	29.0% (119)	3.93	411
answered question							411
skipped question							3

23. Teachers include critical thinking activities to evaluate their students.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.2% (5)	6.9% (28)	22.8% (92)	42.1% (170)	27.0% (109)	3.87	404
answered question							404
skipped question							10

24. CCA's Media Center is current in providing students access to non-print resources.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.5% (2)	4.1% (16)	35.3% (137)	37.1% (144)	22.9% (89)	3.78	388
answered question							388
skipped question							26

25. Technology is successfully integrated into the curriculum and culture of CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.2% (1)	4.2% (17)	15.9% (65)	47.4% (194)	32.3% (132)	4.07	409
answered question							409
skipped question							5

26. Classroom exams accurately assess the students' progress in meeting academic standards.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	2.0% (8)	6.1% (25)	16.8% (69)	54.9% (225)	20.2% (83)	3.85	410
answered question							410
skipped question							4

27. School discipline is fair and appropriate.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.2% (5)	2.7% (11)	26.8% (108)	44.7% (180)	24.6% (99)	3.89	403
answered question							403
skipped question							11

28. Elective choices at CCA are rich and varied.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer.	0.2% (1)	3.9% (16)	6.8% (28)	36.7% (151)	52.3% (215)	4.37	411
answered question							411
skipped question							3

29. Specialized programs at CCA add a valuable element to the school's curriculum.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.5% (6)	7.7% (31)	38.6% (155)	52.2% (210)	4.42	402
answered question							402
skipped question							12

30. The 4x4 schedule at CCA enables students to achieve their academic goals.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.2% (5)	3.2% (13)	6.1% (25)	32.3% (133)	57.3% (236)	4.41	412
answered question							412
skipped question							2

31. The arts are successfully integrated into the culture of CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.5% (6)	4.9% (20)	32.0% (132)	61.7% (254)	4.54	412
answered question							412
skipped question							2

32. The curriculum provided at CCA prepares students for life beyond high school.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.5% (2)	3.7% (15)	11.5% (47)	39.7% (162)	44.6% (182)	4.24	408
answered question							408
skipped question							6

33. Homework assignments are supportive of the course content.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.5% (6)	3.9% (16)	15.2% (62)	55.7% (228)	23.7% (97)	3.96	409
answered question							409
skipped question							5

34. My student's grades in classes are based on a variety of assessments (tests, projects, homework, etc.).

	None	Some	I don't know	Most	All	Rating Average	Rating Count
Please choose the best answer	0.2% (1)	6.6% (27)	1.2% (5)	48.1% (198)	43.9% (181)	4.29	412
answered question							412
skipped question							2

35. CCA provides a nurturing culture that celebrates difference.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.0% (4)	3.4% (14)	9.3% (38)	31.1% (127)	55.3% (226)	4.36	409
answered question							409
skipped question							5

1. All students have an opportunity to apply for advanced level courses.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	1.7% (1)	0.0% (0)	19.0% (11)	79.3% (46)	4.76	58
answered question							58
skipped question							0

2. Teachers' websites are accessible to show lesson plans, homework, and grades.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	1.7% (1)	12.1% (7)	38.2% (21)	50.0% (29)	4.34	58
answered question							58
skipped question							0

3. As a school of choice, CCA has exceeded my expectations.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	0.0% (0)	6.9% (4)	31.0% (18)	62.1% (36)	4.55	58
answered question							58
skipped question							0

4. CCA students have appropriate access to counseling services.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	12.1% (7)	6.9% (4)	50.0% (29)	31.0% (18)	4.00	58
answered question							58
skipped question							0

5. CCA has a clear vision of purpose based upon student needs.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	3.4% (2)	19.0% (11)	43.1% (25)	34.5% (20)	4.09	58
answered question							58
skipped question							0

6. CCA is a clean environment that encourages learning.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	1.7% (1)	1.7% (1)	37.9% (22)	58.6% (34)	4.53	58
answered question							58
skipped question							0

7. Classroom lessons are consistent with curriculum standards.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	0.0% (0)	1.7% (1)	34.5% (20)	63.8% (37)	4.62	58
answered question							58
skipped question							0

8. The CCA Foundation is a valuable partner to the CCA staff.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose best answer	0.0% (0)	0.0% (0)	8.8% (5)	35.1% (20)	56.1% (32)	4.47	57
answered question							57
skipped question							1

9. There are sufficient opportunities for students to participate in extracurricular activities at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	3.5% (2)	19.3% (11)	77.2% (44)	4.74	57
answered question							57
skipped question							1

10. I am satisfied with the Special Education services at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	5.2% (3)	41.4% (24)	53.4% (31)	4.48	58
answered question							58
skipped question							0

11. CCA students have appropriate access to the College and Career Center.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	5.2% (3)	34.5% (20)	60.3% (35)	4.55	58
answered question							58
skipped question							0

12. I am satisfied with the tutoring options at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.7% (1)	10.3% (6)	27.8% (16)	44.8% (26)	15.5% (9)	3.62	58
answered question							58
skipped question							0

13. CCA staff responds appropriately to the needs of struggling and at risk students.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.7% (1)	3.4% (2)	15.5% (9)	43.1% (25)	36.2% (21)	4.09	58
answered question							58
skipped question							0

14. I believe there is mutual respect between students and teachers.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	1.7% (1)	53.4% (31)	44.8% (26)	4.43	58
answered question							58
skipped question							0

15. Overall, I am satisfied with CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	0.0% (0)	29.3% (17)	70.7% (41)	4.71	58
answered question							58
skipped question							0

16. Parents are encouraged to be involved with CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	8.6% (5)	29.3% (17)	62.1% (36)	4.53	58
answered question							58
skipped question							0

17. There is good parent/school communication.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.7% (1)	3.4% (2)	56.9% (33)	37.9% (22)	4.31	58
answered question							58
skipped question							0

18. Statistics of student achievement on standardized tests are available to parents and the community.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	5.3% (3)	35.1% (20)	59.6% (34)	4.54	57
answered question							57
skipped question							1

19. All stakeholders have a voice in the decision making process at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	3.5% (2)	15.8% (9)	42.1% (24)	38.6% (22)	4.16	57
answered question							57
skipped question							1

20. Students feel safe at CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	0.0% (0)	65.5% (38)	34.5% (20)	4.34	58
answered question							58
skipped question							0

21. Students receive appropriate individual support in their academic growth.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	5.2% (3)	8.6% (5)	55.2% (32)	31.0% (18)	4.12	58
answered question							58
skipped question							0

22. Teachers and staff are available to help each student.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	5.3% (3)	56.1% (32)	38.6% (22)	4.33	57
answered question							57
skipped question							1

23. Teachers include critical thinking activities to evaluate their students.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.7% (1)	8.6% (5)	44.8% (26)	44.8% (26)	4.33	58
answered question							58
skipped question							0

24. CCA's Media Center is current in providing students access to non-print resources.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.7% (1)	1.7% (1)	22.4% (13)	41.4% (24)	32.8% (19)	4.02	58
answered question							58
skipped question							0

25. Technology is successfully integrated into the curriculum and culture of CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	1.7% (1)	0.0% (0)	12.1% (7)	46.6% (27)	39.7% (23)	4.22	58
answered question							58
skipped question							0

26. Classroom exams accurately assess the students' progress in meeting academic standards.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.7% (1)	5.2% (3)	48.3% (28)	44.8% (26)	4.36	58
answered question							58
skipped question							0

27. School discipline is fair and appropriate.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.7% (1)	13.8% (8)	46.6% (27)	37.9% (22)	4.21	58
answered question							58
skipped question							0

28. Elective choices at CCA are rich and varied.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer.	0.0% (0)	1.7% (1)	1.7% (1)	39.7% (23)	56.9% (33)	4.52	58
answered question							58
skipped question							0

29. Specialized programs at CCA add a valuable element to the school's curriculum.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	0.0% (0)	22.4% (13)	77.6% (45)	4.78	58
answered question							58
skipped question							0

30. The 4x4 schedule at CCA enables students to achieve their academic goals.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	8.6% (5)	15.5% (9)	75.9% (44)	4.67	58
answered question							58
skipped question							0

31. The arts are successfully integrated into the culture of CCA.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	3.4% (2)	24.1% (14)	72.4% (42)	4.89	58
answered question							58
skipped question							0

32. The curriculum provided at CCA prepares students for life beyond high school.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	3.4% (2)	46.8% (27)	50.0% (29)	4.47	58
answered question							58
skipped question							0

33. Homework assignments are supportive of the course content.							
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	1.7% (1)	8.6% (5)	53.4% (31)	36.2% (21)	4.24	58
answered question							58
skipped question							0

34. My students' grades in classes are based on a variety of assessments (tests, projects, homework, etc.).

	None	Some	I don't know	Most	All	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	5.6% (3)	9.3% (5)	35.2% (19)	50.0% (27)	4.30	54
answered question							54
skipped question							4

35. CCA provides a nurturing culture that celebrates difference.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Please choose the best answer	0.0% (0)	0.0% (0)	3.4% (2)	29.3% (17)	67.2% (39)	4.64	58
answered question							58
skipped question							0

**CCA Fall 2013-14
Master Schedule**

Department	Teacher	Zero Period	1st Period	2nd Period	3rd Period	4th Period	5th Period
Applied Technology							
	Jarrell		RCP Recording Art (M112)		RCP Dig/Compose (M112)		
	Mauro		Explor Comp Sd (F101)				
	Remington			Explor Comp Sd (F101)	Robotics/Eng Tech (F101)	Robotics/Eng Tech (F101)	
Business							
	Baum			Business Math (GymClas)	EWE Int'l (GymClas) Work Exper (GymClas)	EWE Int'l (GymClas) Work Exper (GymClas)	
	Churfo			RCP Bus/Mgmt/Comp (NEST) Adv Bus/Mgmt (NEST)	Career Wrt P (D108)	Career Wrt P (D108)	
	Sewell					RCP Stage/Ind/Fresh (THTR)	
Elective							
	Krogh			Peer Asst's (E102)	Span II (P) (E102)	Span II (P) (E102)	
English							
	Black		Journ I (F202) Adv Journ P (F202)	College App Sem (F202)	English 9 P (F202)		
	Caston		English 9 HP (F103)	English 9 HP (F103)			
	Churfo			RCP Bus/Mgmt/Comp (NEST) Adv Bus/Mgmt (NEST)	Career Wrt P (D108)	Career Wrt P (D108)	
	Dasho			English 9 P (C102)	Eng 10 P (C102)	English 9 P (C102)	
	Duncan		English 9 HP (E104)	English 9 HP (E104)	English 9 HP (E104)	English 9 HP (E104)	
	Fox		Read/Success (E208)	English 12 P (E208)	English 12 P (E208)		
	Gaughen			AP Eng Lang (F208)	AP Eng Lang (F208)	Yearbook (F208)	
	Kortman		Eng 10 P (F207) English 9 P (F207)	ASB (ASB)			
	Leal		AP Eng Lit (C103)	AP Eng Lit (C103)	English 10 HP (C103)		
	Perisic		English 10 HP (F109)		AP Eng Lit (F105)	English 10 HP (F105)	
	Thow			English 11 P (D103)	English 11 P (D103)	Eng 10 P (D103)	
Fine & Performing Art							
	Blatt			Perform Art (BBox) Adv Drama HP (BBBox)	Adv Acting P (BBBox) Acting I P (BBBox)		Conservatory TH (BBBox)
	Edwards		Adv Drawing (M204)	Imaging P (M201)	Imaging P (M201)		
	Jackson			Painting P (M208)	Painting P (M208)	Adv Painting (M208)	
	Limbach		Sculpture P (M207)	Draw/Design P (M204)	Draw/Design P (M204)		

**CCA Fall 2013-14
Master Schedule**

Department	Teacher	Zero Period	1st Period	2nd Period	3rd Period	4th Period	5th Period
	Matthes				Adv Sculpture (M207) Sculpture P (M207)	AP StudAr2D (M201) AP StudAr2D (M204) AP StudAr2D (M204)	Conservatory EVA (M204)
	Raines				Video Film P (G201) Cinema Lab (G201)	Video Film P (G201) Cinema Lab (G201)	Conservatory-C (G201)
	Stohl				Int/Dance P (DNC)	Adv/Orchest/L III (DNC)	Conservatory D (DNC)
	Villanova		Symp Band P (M100) Wind Ensemb P (M100)	Orchestra P (M100)	Jazz Band P (M100)		Conservatory M (M100)
	Whitloff				Chorus P (M102)	Guitar (M102)	Conservatory M (M102)
	Younglund		FIA Dig/Photo (F102) Adv FIA Dig/Photo (F102)	FIA Dig/Photo (F102)	FIA Dig/Photo (F102)		
Mathematics	Atkinson			AP Statistic (E109)	AP Statistic (E109)		
	Dobashi			Geometry P (F203)			
	Happ			Geometry P (E108)	Geometry HP (E108)	Geometry HP (E108)	
	Hayden		Stat/Prob P (E204)		Math/Analyt/Trig P (E204)	Math/Analyt/Trig P (E204)	
	Hodgkinson		Algebra II P (F201)		Geometry P (F201)	Geometry P (F201)	
	Hopp		Pre Calc HP (D108)	Pre Calc HP (D108)		Algebra II P (D108)	
	Martinez			Alg Readiness (E202)	Algebra I P (E202) Algebra IB (E202)	Algebra I P (E202) Algebra IB (E202)	
	Nguyen		AP Calc AB (D101)	AP Calc AB (D101)		Pre Calc HP (D101)	
	Shay		AP Calc BC (E101)				
	Shea		Geometry P (D105)	Alg 2/Trig HP (D105)	Alg 2/Trig HP (D105)		
Physical Education	Zanonli		Math/Analyt/Trig P (E108)	Algebra II P (E103)	Algebra II P (E103)		
	Quinn		Japanese I P (D107)	Japanese IIP (D107)		Year One PE (GYM)	
	Riese		Year One PE (GYM)		Year One PE (GYM)	Weight Trng (GYM)	
		Zero Period Weight Trng (GYM)	Weight Trng (GYM)	Weight Trng (GYM)			
	Shanahan						
	Stohl		Dance (DNC)	Dance (DNC)	Int/Dance P (DNC)	Adv/Orchest/L III (DNC)	Conservatory D (DNC)
	Yates						
Science				AP Physics C:EM (D203)	Physics P (D203)	Physics P (D203)	
	Corman			AP Biology (C203)	AP Biology (C203)	Biology I P (C203)	
	Gerslin						

**CCA Fall 2013-14
Master Schedule**

Department	Teacher	Zero Period	1st Period	2nd Period	3rd Period	4th Period	5th Period
	Haas		AP Biology (C203)	Research Methods (C204), Applied Sciences (C204), Research Intern (C204)			
	Kessler		Earth/Space P (D201)	Earth/Space P (D201)		Chemistry P (D201)	
	Lawless		Biology IP (C206)	Biology IP (C206)	Biology IP (C206)		
	Sevilla		Physics P (D206)	Physics P (D206)		Physics P (D206)	
	Shakerl		Chemistry P (D204)	Chemistry P (D204)	Chemistry P (D204)		
	Siljk		Biology IP (C202)	Biology IP (C202)		Biology IP (C202)	
	Smith		Chemistry P (D206)	Chemistry P (D206)	Chemistry P (D206)		
Social Science							
	Aguilar		AP US Hist (E203)	AP US Hist (E203)	AP US Hist (E203)		
	Brown		AP Econ Micro (C106)	US Hist P (C105)	US Hist P (C105)		
			AP Econ Micro (C106)				
	Bryant		AP World Hist (E201)	AP World Hist (E201)		AP World Hist (E201)	
	Dunkirk		AP Psych (C108)	AP Psych (C108)		AP Psych (C108)	
	Gilbert			Amer Govt P (E108)	Amer Govt P (E108)		
				Econ P (E108)			
	Hartley		AP Govt (G206)		AP Govt (G206)	AP Govt (G206)	
			AP Govt (G206)		AP Govt (G206)	AP Govt (G206)	
	Lockhart		World Hist P (C101)		World Hist P (C101)	World Hist P (C101)	
	Spillien			AP US Hist (E206)	AP US Hist (E206)	AP US Hist (E206)	
	Stiven		AP World Hist (C104)	AP World Hist (C104)	AP World Hist (C104)	AP World Hist (C104)	Conservatory - H (C104)
	Unwin			AP Govt (F206)	AP Econ Micro (F206)	AP Econ Micro (F206)	
				AP Econ Micro (F206)	AP Econ Micro (F206)	AP Econ Micro (F206)	
Special Education							
	Brittan				Academic Success (F104)	Academic Success (F104)	
	Clufo			Academic Success (G203)			
	Del Rio					Academic Success (G204)	
	Ferguson		Academic Success (F104)				
	Hankiewicz					Academic Success (F203)	
	Minnick		Academic Success (G204)				
	Ramirez			Academic Success (F207)		Academic Success (F207)	

**CCA Fall 2013-14
Master Schedule**

Department	Teacher	Zero Period	1st Period	2nd Period	3rd Period	4th Period	5th Period
World Language	Seebruch				Academic Success (G203)		
	Krogh			Pier Asafis (E102)	Span II (P) (E102)	Span III (P) (E102)	
	Paz		Span V (P) (E107)	Span II (P) (E107)	Span II (P) (E107)		
	Quinn		Japanese I/P (D107)	Japanese I/P (D107)		Year One PE (G104)	
	Sanchez		Span II (P) (C107)	Span II (P) (C107)	Span V (P) (C107)		
	Starr			Am Sign Lang/P (D104)	Am Sign Lang (P) (D104)	Am Sign Lang (P) (D104)	
	Takano		French I (P) (E207)	French I (P) (E207)		French III (P) (E207)	
	Walton			Spanish I (P) (D102)	Spanish I (P) (D102)	Spanish I (P) (D102)	
	Winburne		Span I (P) (F204)	Span IV (P) (F204)			

Special Programs at CCA

Envision

Envision, The Arts at Canyon Crest Academy, encompasses all of the Visual and Performing Arts (VPA) courses offered at Canyon Crest Academy. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts experience. Envision is designed to serve the student who may only take one arts course during their high school experience as well as the student who wishes to study at the most intensive level possible.

Day Classes are available in the following Arts Disciplines:

- Cinema-studies in video/filmmaking, CCA TV and broadcasting
- Dance-introductory, ballet, jazz/modern, choreography
- Digital/Fine Art-drawing and design, sculpture, painting, digital manipulation, photography, web technologies, AP studio art and AP Art History
- Instrumental Music-band, orchestra, jazz, composition and recording arts
- Theater-performing arts, acting and technical theater
- Vocal Music-choir, rock band

The Humanities represent a new avenue of Envision study. All English and Social Science courses are accepted as Humanities Day Classes

The Envision Conservatory is an extended day program that is available on an audition/interview basis only. Each term, students participate in 90 hours of intensive discipline-specific work and about 15 hours of inter-disciplinary exploration. The Conservatory is designed to challenge our students at the highest possible artistic levels. Students will enjoy:

- Many guest artists with expertise in their areas of study.
- Peers that have made similar commitments to artistic excellence.
- Performances and presentations of work that will show the very best of what young artists can accomplish.

More information about Envision and the various Envision disciplines can be found at www.cca-envision.org

QUEST

QUEST is a program designed to provide students who are motivated by curiosity and are capable of independent learning with an authentic science experience. Students will be engaged in all aspects of science and will have the opportunity to observe and conduct original scientific research. Students will read scientific journal articles, develop hypotheses, collect and analyze data and eventually present their findings. QUEST provides students with the opportunity to meet and work with scientists from varied disciplines, obtaining skills and guidance which will assist them in planning their educational and professional future.

QUEST is a sequential program with three levels, or tiers. Students receive “practical arts” elective credit for these courses, and they satisfy the elective graduation requirements

- Tier I – Research Methods
- Tier II – Applied Sciences
- Tier III – Research Internship
- Robotic and Engineering Technology

For more information about the specific courses, please visit

<http://teachers.sduhsd.net/ccquest/>

PALs

Peer Assistance Listeners is a peer helping program. PALS, who receive training and support from a teacher and counselor, act as guides, mentors, and mediators for other students. PALS utilize skills learned in class, including cultural competency, effective communication, decision-making, higher order thinking, and resiliency building. Through a combination of leadership and assistance, PALS offer individual and group peer support, orientation for new students, classroom presentations, and school/community outreach projects. The PALs program was instituted in the Fall of 2013. Students were selected by an application and interview process during the Spring 2013 term. We are looking forward to feeling its positive presence on our campus.

TEDxYouth@SanDiego

TEDxYouth@SanDiego launched in November, 2011 as a unique “by youth,for youth” event created in the spirit of Ideas Worth Spreading. A team of 45 high school students – guided by area educators and business mentors – imagine, design, and produce an immersive day of ideas, interaction and inspiration for 400 San Diego County high school students and thousands of teens from around the world (via a worldwide livestream). TEDxYouth@SanDiego is a ground-breaking event for San Diego youth. Over two dozen of the world’s big thinkers, dreamers and doers take the TEDxYouth stage to share the power of ideas – and to inspire the possibility of bringing them to life. Outside of the theater, participants get hands-on with more than a dozen interactive experience salons – everything from 3_D printing and brainwave technology

to tai chi and yoga. Youth musicians, performers and dancers help create an engaging and memorable experience.

TEDxYouth@SanDiego's 2011 event was themed "The World In Our Grasp" as a way to shatter the pernicious misconception that being young is a barrier to great achievement. The 2012 event theme was inspired by futurist and inventor Buckminster Fuller when he said "We are called to be architects of the future." Themed "Architects of the Future," 2012 illuminated the concept that future is ours to build – and there's no need to wait to get started! 2013 will take that idea even further as we explore the limitless possibilities for young people to make a positive difference.

TEDxYouth@SanDiego pushes the boundaries at every level, striving to create an experience that provides provocation, education and inspiration. CCA students are actively involved in every aspect of the program and work with teachers and community mentors to create and run the event, as well as the post-production work necessary to air all the TED talks online.

For more information, please visit <http://www.tedxyouthsandiego.com/>

CLA Coastal Learning Academy

The Coastal Learning Academy (CLA) is a program at the middle and high school levels that serves students who are typically placed in non-public schools outside of the District. CLA is a regional program sponsored by the North Coastal Consortium for Special Education (NCCSE) Special Education Local Planning Area (SELPA). This program is considered the most restrictive in the district and most often is considered only when all other supports and services have not been successful. Students who are recommended for this program qualify for special education services and struggle with auditory processing, Asperger's Syndrome, ADHD or other similar disabilities. Class size is small, the daily routine is structured, and instructional strategies use a multi-sensory approach. This program is designed for diploma bound students.

The NEST

The NEST is a student run café. The "Staff Lounge" was an empty and never visited room on campus, begging for reassignment. A few teachers and parents spearheaded the movement and six years later the NEST was born. The NEST is now a student run café, operating as a business class. It is open before during and after the lunch period. The space serves as a study space, creative class meeting space and venue for music performances, poetry "slams" and other casual small audience events. Student art is displayed in several rotations throughout the year. Food Service and student workers serve up healthy lunch options and drinks. The once desolate and untouched space is now a bustling hub of activity, music, delicious treats and student community building. Teachers may order beverages delivered during the class meeting time (Per. 2)



2011-12 School Quality Snapshot

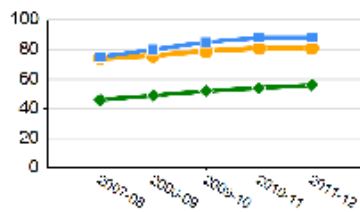
Canyon Crest Academy

San Dieguito Union High

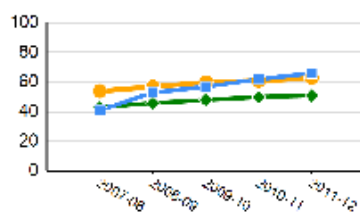
5851 Village Center Loop Rd., San Diego, CA 92130

Grades Offered: 9 - 12
Enrollment: 1,839
Charter: No
Title I Funded: No
CDS Code: 37-68346-0106328

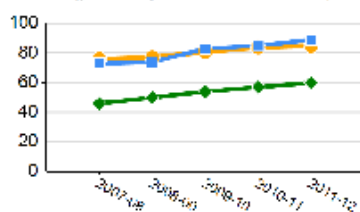
CST English-language Arts Results
(percent proficient and above)



CST Mathematics Results
(percent proficient and above)



CST Science Results
(percent proficient and above)



California's Academic Performance Index (API)

2012 Growth API	917
2011-12 Growth from Prior Year	7
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2011 Base API State Rank	10
2011 Base API Similar Schools Rank	8

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black	—	—
American Indian or Alaska Native	—	—
Asian	Yes	4
Filipino	—	—
Hispanic or Latino	—	—
Native Hawaiian or Pacific Islander	—	—
White	Yes	7
Two or More Races	—	—
English Learners	—	—
Socioeconomically Disadvantaged	—	—
Students with Disabilities	Yes	24

Green - Student group met target
Red - Student group did not meet target
Blue - Student group is not numerically significant
— - Not enough students to report

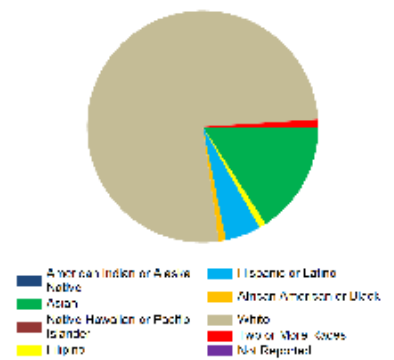
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2011-12 Enrollment by Race/Ethnicity



2011-12 Subgroup Enrollment

English Learners	2%
Socioeconomically Disadvantaged	2%
Students with Disabilities	10%

Average Class Size





2011-12 School Quality Snapshot

Canyon Crest Academy

San Dieguito Union High

5951 Village Center Loop Rd., San Diego, CA 92130

Grades Offered: 9 - 12

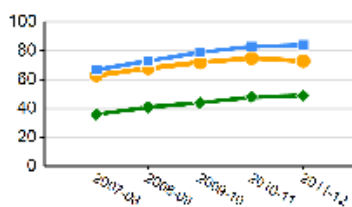
Enrollment: 1,839

Charter: No

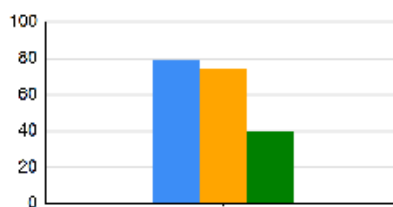
Title I Funded: No

CDS Code: 37-68346-0106328

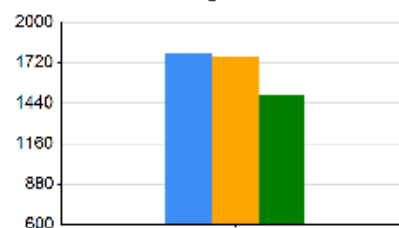
**CST History/Social Science Results
(percent proficient and above)**



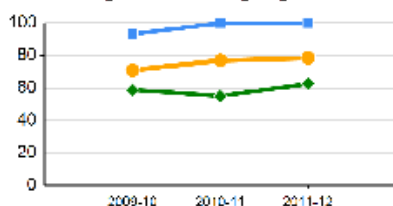
**Percentage of 2010-11 Graduates Meeting
University of California "a-g" Requirements**



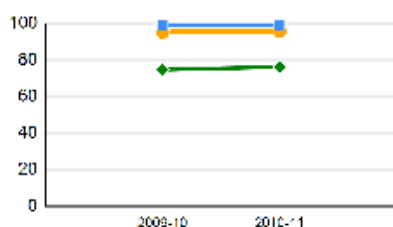
2010-11 Average SAT Score



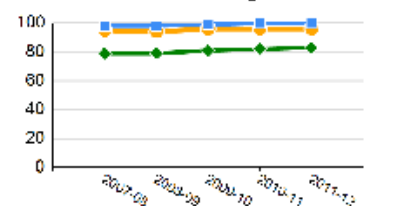
**Percentage of English Learners Making
Progress in Learning English**



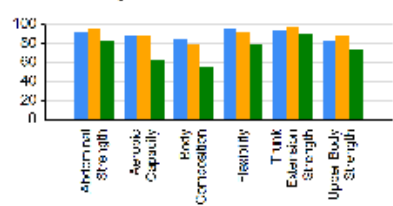
Cohort Graduation Rate*



**CAHSEE English-Language Arts
Grade 10 Passing Rate**



**Percentage of Students in the
Healthy Fitness Zone in 2011-12**



**2010-11 Suspensions and Expulsions
as a Percentage of Enrolled Students**

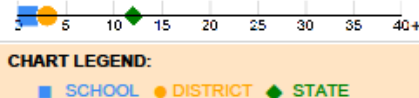


CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

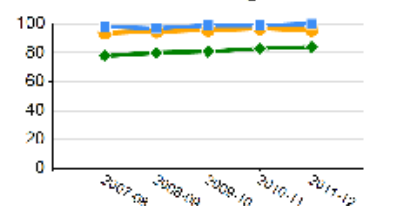
* Only two years of data are available

CAHSEE: CA High School Exit Examination

CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

**CAHSEE Mathematics
Grade 10 Passing Rate**



School Accountability Report Card

Please click on this weblink:

<http://sandieguito.schoolwisepress.com/home/site.aspx?entity=21202&year=2012&locale=en-US>

to access the 2011-2012 Canyon Crest Academy School Accountability Report Card as well as view the “Spotlight on Performance” and “Adequacy of Teachers, Textbooks and Facilities” reports. A hard copy will be provided in your WASC workroom, and can be mailed to you ahead of time upon request.



2012-13 CBEDS - Online Reporting Application (CBEDS-ORA)

School Information Form (SIF)

[Edit](#) | [Reports](#) | [Submit/Certify Data](#) | [Advanced Features](#) | [Main Menu](#) | [Logoff](#)

CD Code: 3768346

District: San Dieguito Union High

School Code: 0106328

School: Canyon Crest Academy

To view a report please select a school:

Canyon Crest Academy

Section A. Number of Classified Staff

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Total
Full time Paraprofessionals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Part time Paraprofessionals	0	0	0	0	1	0	0	0	0	0	0	0	0	0	4	0	5
Full time Office/Clerical Staff	0	0	0	0	0	0	0	0	0	0	0	0	1	0	9	0	10
Part time Office/Clerical Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
Full time Other Staff	0	0	0	1	3	0	1	0	0	0	0	0	0	1	3	0	9
Part time Other Staff	0	0	0	0	0	0	0	0	0	0	1	0	5	0	1	0	7

Section B. Educational Options/Independent Study/Online Education

Types of Educational Options	Number of Participating Students	
	K-8	9-12
Alternative Schools and Programs of Choice	0	0
Magnet Schools or Programs	0	0
Smaller Learning Communities	0	0
Thematic Schools	0	0
Total (unduplicated) sum of rows 1-4	0	0
Independent Study/Online Education	Number of Participating Students	
	K-8	9-12
Independent Study: Taking one or more classes	0	0
Independent Study: Taking 50% or more of their classes	0	0
Online Education: Taking one or more classes	0	4
Online Education: Taking 50% or more of their classes	0	0
Total Modes (unduplicated total of 6 & 8)	0	4
Number of students who took one or more high school classes through independent study and graduated from high school during the 2011-12 school year.	0	

Section C. Technology

The number of computers less than 48 months old used for instruction-related purposes.	645
The number of instructional settings used for instruction-related purposes.	79
The number of instructional settings utilizing a high-speed Internet connection.	79

Section D. Educational Calendar

Traditional Calendar	Yes
Year-round Calendar	Single-track

Single-track or multitrack only, the year-round calendar type.	Multitrack	
	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
	Modified Concept	

Section E. Parental Exception Waiver

Number requested	0
Number granted	0

F. Bilingual Paraprofessionals (Aides)

There is no data submitted for Section F.

Language	Code	Number of Paraprofessionals
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Section M. Truancy

Number of truant students	225
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SDUHSD Graduation Requirements

Note: In addition to the coursework, students are required to pass the California High School Exit Exam (CAHSEE).

In order to graduate a student must complete:

History/Social Science -- 30 credits required.

- 10 credits World History
- 10 credits U.S. History
- 5 credits American Government
- and 5 credits Economics.

English -- 40 credits required.

- English 9, English 10, English 11 and English 12 (10 credits of each).

Mathematics -- 30 credits required.

- 30 credits of Mathematics.
- Algebra I required, per Ed. Code 51224.5.

Science -- 20 credits required.

- 10 credits of Life Science
- and 10 credits of Physical Science.

Visual OR Performing Art (VPA) -- 10 credits required.

- 10 credits of either a Visual or Performing Art.

Physical Education -- 20 credits required.

- Health -- Requirement must be met by taking Year-One PE (Health is included) or by taking Health as a separate course.

Career Technical Education(CTE)/Practical Art

- Class of '12 and later, 10 credits required.
- Class of '09-'11, 5 credits of Practical Art.

Electives-- 70 credits required

Summary of the Needs Assessment Results

The needs assessment survey was given to students that were in the previous year's (2011-2012) mentor program that currently attend Canyon Crest Academy. There was a total of 29 students in the mentor program in the 2011-2012 school year. 10 students either graduated or moved schools. 19 needs assessment surveys were given to current students. Of the 19 assessments that were given, 17 were returned.

Needs Assessment Results

Scaling Results

#1 Helped students emotionally: 2 Strongly agreed, 6 agreed, 5 were neutral, 3 disagreed and 1 strongly disagreed

#2 Helped students academically: 4 Strongly agreed, 4 agreed, 5 were neutral, 3 disagreed, 1 strongly disagreed

#3 Students felt safe with mentor: 9 Strongly agreed, 5 agreed, 1 neutral, 2 disagreed, 0 strongly disagreed

#4 Students were open about concerns: 5 Strongly agreed, 5 agreed, 5 were neutral, 1 disagreed, 1 strongly disagreed

#5 Students connected well with mentor: 8 Strongly agreed, 4 agreed, 3 neutral 1 disagreed, 1 strongly disagreed

#6 Mentor provided resources needed: 3 Strongly agreed, 5 agreed, 6 were neutral, 1 disagreed, 2 strongly disagreed

#7 Participating with mentor was worthwhile: 4 Strongly agreed, 5 agreed, 5 were neutral, 1 disagreed, 2 strongly disagreed

#8 Being in the mentor program helped students feel more connected to school: 0 Strongly agreed, 4 agreed, 7 neutral, 4 disagreed, 2 strongly disagreed

#9 As a results of being in the mentor program, time management skills have improved: 1 strongly agreed, 5 agreed, 4 neutral, 4 disagreed, and 2 strongly disagreed

#10 As a results of being in the mentor program, overall academic achievement improved: 2 strongly agreed, 4 agreed, 7 neutral, 2 disagreed and 2 strongly disagreed

More Positive:

8 out of 17 students felt that their mentor helped them academically 47.05 %

14 out of 17 students felt safe communicating with their mentor 82.35%

10 out of 17 students were open about their problems/concerns 58.82%

12 out of 17 students felt they connected well with their mentor 70.58%

9 out of 17 students felt that participating with their mentor was worthwhile 52.94%

Room for Improvement:

8 out of 17 students felt their mentor helped them emotionally 47.05%

8 out of 17 students felt that when they had struggles the mentor program provided resources they needed 47.05%

4 out of 17 students felt the mentor program helped them feel more connected to school 23.52%

6 out of 17 students felt that their time management skills have improved 35.29%

6 out of 17 students feel that their overall academics have improved 35.29%

Other Results

From the results 3 students showed that the mentor program was not helpful/effective

From the results, 3 students strongly agreed that the mentor program was helpful/effective

5 out of 17 students met with their mentor 5 or more times

7 out of 17 students met with their mentor 3 to 4 times

5 out of 17 students meet with their mentor 1 to 2 times

4 out of the 5 students' overall academics did not improve for those students that only met with their mentor 1-2 times.

3 out of the 5 students agreed that overall academics improved for those students that met with their mentor 3 to 4 times

Short Answer Responses (The number relates to the amount of times the topic was chosen)

<u>Topics that mentor/mentees discussed:</u>	<u>Topics that mentees would have wanted to work on but did not:</u>
○ 8 Homework completion	○ 8 Time Management
○ 7 Peer Family Concerns	○ 7 Motivation
○ 7 Study skills	○ 7 College Exploration
○ 2 Attendance	○ 5 Personal/Professional development
○ 2 Time Management	○ 1 grades
○ 2 Behavior Concerns'	
○ 1 College preparation	
○ 1 credit deficiency	

Other Suggestions from Mentees:

Better meeting times	Honesty and directness
Doing activities/ something productive	Group mentee meetings
More relationship building with mentor	Mentor success stories
List of resources/more tangible resources	Peer connection
Cross-class study materials	More structure of meetings

**2011-12 BUDGET TEMPLATE
CANYON CREST ACADEMY SCHOOL
NON-FORMULA BUDGET**

Athletic Allowance	-
Subs (Clerical & Custodial)	5,000
Aeries Supplies	1,300
Athletic Transportation	50,000
Facility Usage	3,500
Grand Total	59,800
Budget Total	59,800
Remaining Balance	(0)

Fund	Sub Fund	Res	Sub Res	Goal	Func	Objt	Sub Objt	Sch	DESCRIPTION	08-09 Actuals	09-10 Actuals	10-11 (As of: 01/01/11)			11-12 Budget
												Rev. Budget	Trans	Encumb	
ARTS CONSERVATORY															
03	00	0000	264	1110	1000	1100	014	014	EXTRA CURRICULAR ACT.	0.00	13,742.42	16,400.00	6,958.90	0.00	9,441.10
Certificated Benefits															
ATHLETICS															
03	00	0000	300	1110	4200	1100	012	014	SUBSTITUTES-SCH BUSINESS	1,530.45	1,526.78	1,155.00	1,736.62	0.00	-581.62
Certificated Benefits															
03	00	0000	300	1110	4200	4300	000	014	MATERIALS AND SUPPLIES	3,656.58	2,253.02	1,294.00	1,873.49	562.52	-1,142.01
03	00	0000	300	1110	4200	4300	005	014	DUPPLICATING SUPPLIES	240.30	96.54	127.00	126.12	0.00	0.88
03	00	0000	300	1110	4200	4400	000	014	NON-CAPITALIZED EQUIPMENT	4,792.71	8,942.99	332.00	0.00	0.00	332.00
03	00	0000	300	1110	4200	4400	009	014	NON-CAPITALIZED TECH EQUIPMENT	2,775.90	1,461.57	0.00	0.00	0.00	0.00
03	00	0000	300	1110	4200	5200	020	014	CONFERENCE/WORKSHOP SEM.	175.00	0.00	200.00	0.00	0.00	200.00
03	00	0000	300	1110	4200	5200	030	014	MEALAGE	60.78	55.30	100.00	0.00	0.00	100.00
03	00	0000	300	1110	4200	5300	000	014	DUES AND MEMBERSHIP'S	75.00	0.00	300.00	120.00	0.00	180.00
03	00	0000	300	1110	4200	5600	003	014	REPAIRS BY VENDORS	2,332.33	311.90	370.00	0.00	0.00	370.00
FIELD TRIPS															
03	00	0000	300	1110	4200	5710	001	014	FIELD TRIPS-ALL ATHLETICS	54,774.24	54,158.10	50,000.00	34,394.23	0.00	15,605.77
03	00	0000	302	1110	4200	5710	001	014	FIELD TRIPS-CROSS COUNTRY	3,812.63	3,519.19	0.00	3,879.25	0.00	-3,879.25
03	00	0000	303	1110	4200	5710	001	014	FIELD TRIPS-BOYS VOLLEYBALL	3,730.93	3,851.69	0.00	0.00	0.00	0.00
03	00	0000	304	1110	4200	5710	001	014	FIELD TRIPS-BOYS BASKETBALL	0.00	1,723.21	0.00	0.00	0.00	0.00
03	00	0000	305	1110	4200	5710	001	014	FIELD TRIPS-BOYS SOCCER	0.00	4,941.12	0.00	714.27	0.00	-714.27
03	00	0000	306	1110	4200	5710	001	014	FIELD TRIPS-WRESTLING	11,753.62	7,064.64	0.00	0.00	0.00	0.00
03	00	0000	307	1110	4200	5710	001	014	FIELD TRIPS-BASEBALL	12,107.21	11,432.01	0.00	0.00	0.00	0.00
03	00	0000	308	1110	4200	5710	001	014	FIELD TRIPS-GOLF	226.38	0.00	0.00	0.00	0.00	0.00
03	00	0000	315	1110	4200	5710	001	014	FIELD TRIPS-GIRLS TENNIS	0.00	0.00	0.00	5,373.94	0.00	-5,373.94
03	00	0000	316	1110	4200	5710	001	014	FIELD TRIPS-GIRLS VOLLEYBALL	3,159.77	3,400.52	0.00	3,739.07	0.00	-3,739.07
03	00	0000	317	1110	4200	5710	001	014	FIELD TRIPS-GIRLS FIELD HOCKEY	2,057.80	0.00	0.00	6,930.01	0.00	-4,930.01
03	00	0000	318	1110	4200	5710	001	014	FIELD TRIPS-GIRLS SOFTBALL	0.00	4,317.57	0.00	0.00	0.00	0.00
03	00	0000	319	1110	4200	5710	001	014	FIELD TRIPS-GIRLS BASKE TBALL	2,503.11	2,320.91	0.00	334.80	0.00	-334.80
03	00	0000	322	1110	4200	5710	001	014	FIELD TRIPS-GIRLS SOCCER	5,731.23	2,883.90	0.00	0.00	0.00	0.00
03	00	0000	325	1110	4200	5710	001	014	FIELD TRIPS-BOYS WATERPOOL O	0.00	0.00	0.00	12,996.39	0.00	-12,996.39
03	00	0000	326	1110	4200	5710	001	014	FIELD TRIPS-GIRLS WATERPOLO	0.00	0.00	0.00	426.50	0.00	-426.50
03	00	0000	327	1110	4200	5710	001	014	FIELD TRIPS-BOYS LACROSSE	7,033.64	5,791.65	0.00	0.00	0.00	0.00
03	00	0000	328	1110	4200	5710	001	014	FIELD TRIPS-GIRLS LACROSSE	2,657.92	2,911.69	0.00	0.00	0.00	0.00

Fund	Sub Fund	Res	Sub Res	Goal	Func	Objt	Sub Objt	Sch	DESCRIPTION	08-09 Actuals	09-10 Actuals	10-11 Rev. Budget	10-11 (As of: 01/01/11) Trans	Enumb	Bal	11-12 Budget
									SCHOOL ADMIN NON-FORMULA							
03	00	0000	422	0000	2700	2400	057	014	SUBSTITUTES-ILLNESS/LEAVE	4,305.00	4,302.93	4,172.00	455.07	0.00	6,300.17	4,130
									Classified Benefits						3,716.93	4,130
03	00	0000	422	0000	2700	4300	000	014	MATERIALS AND SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	877
03	00	0000	422	0000	2700	4300	011	014	AERIES SUPPLIES	2,430.84	1,054.65	1,300.00	0.00	1,274.55	25.45	1,253

Fund	Sub Fund	Res	Sub Res	Goal	Func	Objt	Sub Objt	Sch	DESCRIPTION	08-09 Actuals	09-10 Actuals	10-11 Rev. Budget	10-11 Trans	Enumb	Bal	11-12 Budget
									USE OF FACILITIES CANYON CREST					Resource-Sub Total:	3,500.00	
03	00	0100	079	0000	2700	4300	000	014	MATERIALS AND SUPPLIES	0.00	0.00	0.00	0.00	4,405.01	-4,405.01	3,500
03	00	0100	079	0000	7490	1900	000	014	OTHER CERTIFICATED SALARIES	571.15	0.00	3,242.00	0.00	0.00	3,242.00	
									Certificated Benefits							
03	00	0100	079	0000	8200	2200	058	014	EXTRA HELP	4,098.16	618.99	0.00	0.00	0.00	0.00	
									Certificated Benefits							
03	00	0100	079	1110	1000	1100	040	014	EXTRA CURRICULAR ACT.	0.00	3,152.21	0.00	0.00	0.00	0.00	
									Certificated Benefits							
03	00	0100	079	1110	1000	4300	000	014	MATERIALS AND SUPPLIES	0.00	2,047.75	0.00	0.00	0.00	0.00	
03	00	0100	079	1110	1000	5800	025	014	PRINTING	0.00	2,827.50	0.00	0.00	0.00	0.00	
03	00	0100	079	1110	4200	1100	040	014	EXTRA CURRICULAR ACT.	0.00	1,590.00	0.00	0.00	0.00	0.00	
									Certificated Benefits							
03	00	0100	079	1110	4200	2900	058	014	OTHER CLASS-EXTRA HELP	0.00	360.00	0.00	0.00	0.00	0.00	
									Certificated Benefits							

5:14 PM
04/02/12
Accrual Basis

Canyon Crest Academy Foundation, Inc.

Profit & Loss

July 2011 through March 2012
Jul '11 - Mar 12

Ordinary Income/Expense

Income

4 - Contributed support

4010 - Individual contributions	463,985.07
4011 - Buy A Chair	300.00
4012 - Athletics- Capital Project	2,000.00
4020 - Corporate contributions	
4021 - Matching Gifts	29,063.60
4020 - Corporate contributions - Other	13,682.42
Total 4020 - Corporate contributions	42,746.02

4210 - Corporate/business grants	9,100.00
4230 - Foundation/trust grants	17,200.00
4290 - SAT Prep Fees	3,127.51
4300 - Store Rebates	
4301 - Ralphs	1,264.46
4304 - Escrip	8,308.81
4306 - Griffin Ace Hardware	11.02
4308 - One Cause	63.83
4300 - Store Rebates - Other	275.53
Total 4300 - Store Rebates	9,923.65

Total 4 - Contributed support 548,382.25

4200 - Athletics -10,684.81

5 - Earned revenues

5210 - Spirit Packs	2,307.88
5215 - Replacement Fees - Athletics	232.00
5310 - Interest-savings/short-term Inv	
5315 - BofA Maximizer Interest Earned	1.28
5310 - Interest-savings/short-term Inv - Other	2.01
Total 5310 - Interest-savings/short-term Inv	3.29

5490 - Miscellaneous revenue 10,882.27
Total 5 - Earned revenues 13,425.44

5800 - Special events

5807 - Spring Event	
5807-5 - Fund an Item	
5807-53 - Science	-175.71
Total 5807-5 - Fund an Item	-175.71

Total 5807 - Spring Event -175.71

5810 - Special Events- Summer Camps 14,279.75

5:14 PM
04/02/12
Accrual Basis

Canyon Crest Academy Foundation, Inc.

Profit & Loss

July 2011 through March 2012

	Jul '11 - Mar 12
Total 5800 - Special events	14,104.04
Total Income	565,226.92
Gross Profit	565,226.92
Expense	
66900 - Reconciliation Discrepancies	0.00
7000 - Foundation Program Expense	
7001 - Academics	
7001-1 - Non-Employee Compensation	6,300.00
70011 - English	375.81
70014 - Math	23,589.97
70015 - Science	9,749.18
70016 - Social Sciences	96.27
70018 - World Languages	86.01
70019 - ROP	200.00
70021 - Physical Education	4,080.22
7001 - Academics - Other	8,464.00
Total 7001 - Academics	52,941.46
7002 - Athletics	
700210 - Cross Country	12,859.45
700211 - Tennis - Boys Varsity	2,324.63
700212 - Field Hockey - Varsity	13,879.85
700213 - Volleyball - Boys Varsity	2,064.50
700214 - Boys Golf	10.00
7002140 - Girls Golf	6,074.59
700215 - Water Polo - Boys Varsity	5,380.79
700216 - Basketball - Boys Varsity	5,905.01
7002160 - Basketball - Boys JV	400.00
700217 - Basketball - Girls Varsity	13,381.50
700218 - Wrestling - Varsity	3,516.04
700219 - Soccer - Boys Varsity	17,184.74
700220 - Soccer - Girls Varsity	8,126.86
700221 - Lacrosse - Boys Varsity	4,562.32
700222 - Lacrosse - Girls Varsity	4,293.82
700223 - Softball - Varsity	810.00
700224 - Baseball - Varsity	16,650.08
700225 - Swimming - Varsity	19,021.45
700226 - Track - Varsity	2,257.52
700227 - Miscellaneous	9,454.72
700228 - Trainer/Training Room	12,755.69
700229 - Tennis - Girls Varsity	5,651.30
700230 - Waterpolo - Girls Varsity	1,509.64

5:14 PM
04/02/12
Accrual Basis

Canyon Crest Academy Foundation, Inc.

Profit & Loss

July 2011 through March 2012

Jul '11 - Mar 12

700231 - Volleyball - Girls Varsity	15,521.04
Total 7002 - Athletics	183,595.54
7004 - Envision	
70040 - Dance Department	-12,712.18
70041 - Digital/FineArts	22,945.65
70042 - Theatre Department	22,402.35
70043 - Envision Productions	13,934.56
70044 - Music Department	1,676.44
70045 - Vocal Music	130.00
70047 - Non-Employee Compensation	19,001.99
70049 - Fund A Item FOTA	1,664.74
7004 - Envision - Other	14,438.51
Total 7004 - Envision	83,482.06
7006 - Counseling/College Career Cent	
70060 - Clubs	385.00
70061 - College/Career Counseling	9,846.52
70066 - Tutoring/Student Support Center	166.32
7006 - Counseling/College Career Cent - Other	2,872.19
Total 7006 - Counseling/College Career Cent	13,270.03
7007 - Technology	
70070 - Instructional Technology Equip.	10,065.92
7007 - Technology - Other	8,216.03
Total 7007 - Technology	18,281.95
7008 - Principal's Discretionary Fund	10,517.32
Total 7000 - Foundation Program Expense	362,088.36
70072 - Robotics Team	12,918.65
7020 - Facilities Improvements	6,975.52
8100 - Management & General Expenses	
8103 - Filing Fees	95.00
8104 - Taxes - other	0.00
8105 - Annual Report	1,525.00
8140 - Postage, shipping, delivery	213.88
8150 - Mailing services	216.00
8170 - Printing & copying	1,757.49
8185 - Computer/Web Service	3,170.88
8204 - Volunteer & Staff Appreciation	233.77
Total 8100 - Management & General Expenses	7,212.02
8500 - Fund Raising Expenses	
8503 - Mini Fund Raisers	1,215.73

5:14 PM
04/02/12
Accrual Basis

Canyon Crest Academy Foundation, Inc.

Profit & Loss

July 2011 through March 2012

Jul '11 - Mar '12

8540 - Staff development	265.92
8550 - Postage	1,190.00
8591 - Bank charges	802.00
8592 - Credit card merchant fees	5,970.83
8600 - Event Expenses	
86001 - Spring Event	
86010-1 - Hotel & Dining Expense	1,000.00
86010-8 - Printing & Postage	2,199.99
86011.2 - Miscellaneous	2,419.95
Total 86001 - Spring Event	5,619.94
86002 - Fall Golf Outing	200.00
Total 8600 - Event Expenses	5,819.94
Total 8500 - Fund Raising Expenses	15,264.42
Total Expense	404,458.97
Net Ordinary Income	160,767.95
Other Income/Expense	
Other Income	
9000 - Grad Night Funds	11,916.00
9102 - Graduation Ceremony	-15,600.00
Total Other Income	-3,684.00
Other Expense	
9050 - Grad Night Expenses	
9050-01 - Non-employee compensation	607.00
9050 - Grad Night Expenses - Other	10,234.05
Total 9050 - Grad Night Expenses	10,841.05
Total Other Expense	10,841.05
Net Other Income	-14,525.05
Net Income	146,242.90

Single Plan for Student Achievement

1. Increase the percentage of students scoring proficient or above on the CST exams for the four core subject areas by 7% over three years; therefore by the end of the 2012-13 school year.

Objectives: 1. School wide Objective:

- An increase in the percent of all students scoring proficient or above on CST exams:
 - 7% increase in the Math CST assessments over three years
 - 7% increase in the ELA CST assessments at each grade level over three years
 - 7% increase in the Social Science CST assessments over three years
 - 7% increase in the Science End of Course CST assessments over three years

2. Subgroup Objective:

- An increase in the percent of *students with disabilities* scoring proficient or above on CST exams:
 - 7% increase in the Math CST assessments over three years
 - 7% increase in the ELA CST assessments at all grade levels over three years
 - 7% increase in the Social Science CST assessments over three years
 - 7% increase in the Science End of Course CST assessments over three years

Goal #2 Develop, conduct, and analyze common formative and summative assessments for all subject areas by the end of the 2012-2013 school year.

Objectives:

1. Each department will revisit each subject areas Essential Learning Outcomes at least one time during the school year.
2. All academic areas will develop an assessment calendar with at least 4 common assessments which they will give and discuss in like-subject areas.
3. Each department will develop common grading practices and expectations that are clearly articulated and documented (for example, via rubrics) in all departments.

Goal # 3 Continue to develop relevant programs to ensure a safe, orderly, and secure learning environment for all students and staff with limited interruptions due to discipline issues, and to increase student connectedness to the school community.

Objectives:

1. Increased student attendance as evidenced by reduction in tardiness, truancies and single-period absences by 10% by end of 2012-2013; decrease the number of referrals for disciplinary infractions and suspensions by 10% by the end of the 2012-13 school year.
- a. Continue to evaluate and improve the effectiveness of the Mentor program and SST process.
 - b. Develop and administer a school wide survey to determine student connectedness by the end of the 2012-13 school year.

ENGLISH

Course Title	Book Title	Publisher	Copyright Year	adoption 2003
English 7	Holt Literature & Language Arts	Holt, Rinehart, Winston	2003	\$ 146.00
	Holt Handbook, Student Ed.	Holt, Rinehart, Winston	2003	\$ 40.00
English 8	Holt Literature & Language Arts	Holt, Rinehart, Winston	2003	\$ 97.00
	Holt Handbook, Student Ed.	Holt, Rinehart, Winston	2003	\$ 40.00
English 9	Language of Literature, Grade 9	McDougal Littell	2003	\$ 130.00
English 10	Language of Literature, Grade 10	McDougal Littell	2003	\$ 118.00
English 11	Language of Literature, Grade 11	McDougal Littell	2003	\$ 106.00
English 12	Language of Literature, Grade 12	McDougal Littell	2003	\$ 186.00

see supplement for novels/plays

MATH

Course Title	Book Title	Publisher	adoption 2008
Pre Algebra Essentials	Pre-Algebra	Prentice Hall	\$ 95.00
Pre Algebra	Pre-Algebra	Prentice Hall	\$ 95.00
Pre Algebra Honors	Mathematics, Course 2, Structure and Method	McDougal Littell	\$ 46.00
Algebra Readiness - Middle School	Algebra Readiness	Prentice Hall	\$ 47.00
Algebra Readiness - High School	Algebra Readiness	Glencoe	\$ 123.00
Algebra I	Algebra I	Prentice Hall	\$ 95.00
Algebra Honors	Algebra I	McDougal Littell	\$ 108.00
Geometry	Geometry	Prentice Hall	\$ 101.00
Geometry Honors	College Geometry	Pearson Prentice Hall	\$ 95.00
Algebra II	Algebra 2	McDougal Littell	\$ 102.00
Algebra II Honors / Trigonometry	Algebra and Trigonometry	Thomson Brooks/Cole	\$ 282.00
Math Analysis with Trigonometry -formerly Pre Calculus	Pre Calculus	Prentice Hall	\$ 171.00
Pre Calculus Honors	Calculus I with Pre Calculus	Houghton Mifflin	\$ 153.00
Calculus (all levels)	Calculus, Early Transcendentals	Thomson Brooks/Cole	\$ 163.00
Statistics	Elementary Statistics	Pearson Prentice Hall	\$ 74.00
AP Statistics	The Practice of Statistics	W.H. Freeman	\$ 137.00
Linear Algebra	Elementary Linear Algebra	Wiley	\$ 149.00
Discrete Math	For All Practical Purposes	W.H. Freeman	\$ 135.00

SCIENCE

Course Title	Book Title	Publisher	adoption 2007
7th grade Life	7th Life	Prentice Hall	\$ 84.00
8th grade Physical	8th Physical	Prentice Hall	\$ 114.00
Earth Science	Earth Science	Holt	\$ 48.00
Biology	Biology 7th edition	Pearson Prentice Hall	\$ 112.00
Marine Biology	Marine Biology	McGraw Hill	\$ 100.00
AP Biology	Biology 7th edition	Pearson BC	\$ 195.00
AP Environmental Science	Living in the Environment	Thomson	\$ 165.00
Anatomy & Physiology	Human Anatomy & Physiology	McGraw Hill	\$ 232.00
Life Science	Biology: Cycles of Life	Pearson AGS	\$ 80.00
Chemistry	Modern Chemistry	Holt	
Honors Chemistry	Chemistry	McGraw Hill	\$ 120.00
AP Chemistry	General Chemistry	Houghton Mifflin	\$ 87.00
Physics	Physics: A World View	Thomson	\$ 78.00
Honors Physics	Conceptual Physics	Pearson Prentice Hall	\$ 103.00
AP Physics B	Physics	Pearson Prentice Hall	\$ 192.00
AP Physics C	Physics for Scientists and Engineers	Pearson AW	\$ 229.00
Coordinated Science	Science	Glencoe	\$ 108.00

Social Science

Course Title	Book Title	Publisher	adoption 2006
7th Grade World History	World History, Medieval and Modern Times	Holt Rinehart and Winston	\$ 71.00
7th Grade World History - Sheltered	History Alive: The Medieval World and Beyond	Teachers Curriculum Institute	\$ 73.00
8th Grade U.S. History	United States History, Independence to 1914	Holt Rinehart and Winston	\$ 100.00
8th Grade World History - Sheltered	History Alive: The United States Through Industrialism	Teachers Curriculum Institute	\$ 354.00
10th Grade World History	World History, Modern Times	Glencoe McGraw-Hill	\$ 137.00
10th Grade Advanced Placement World History	Traditions and Encounters	Glencoe McGraw-Hill	\$ 168.00
11th Grade U.S. History	The Americans: Reconstruction to the 21st Century	McDougal Littell	\$ 114.00
11th Grade Advanced Placement U.S. History	The American Pageant	McDougal Littell	\$ 187.00
12th Grade American Government	U.S. Government: Democracy in Action	Glencoe McGraw-Hill	\$ 114.00
12th Grade Advanced Placement American Government	American Government, Institutions and Policies	McDougal Littell	\$ 188.00
12th Grade Economics	Economics: Principles and Practices	Glencoe McGraw-Hill	\$ 128.00
12th Grade Advanced Placement Economics	Economics: Principles, Problems and Policies	Glencoe McGraw-Hill	\$ 205.00
AP European History	A History of Western Society	McDougal Littell	\$ 130.00
Psychology	Psychology: An Introduction	Pearson Prentice Hall	\$ 148.00
Sociology	Sociology and You	Glencoe McGraw-Hill	\$ 126.00

WORLD LANGUAGES

Course Title	Book Title	Publisher	adoption 2004
Spanish levels 1-3	Realidades, level 1, 2, or 3	Prentice Hall	\$ 110.00
French levels 1-3	Bon Voyage, level 1, 2, or 3	Glencoe	\$ 115.00
Japanese levels 1,2	Ima 1 or 2	EMC Paradigm	\$ 47.00
Japanese levels 3,4	Genki 1 or 2	The Japan Times	\$ 72.00
ASL 1-4	Signing Naturally	Dawn Sign Press	\$ 89.00
ASL 1			
ASL 2	For Hearing People Only		\$ 48.00
ASL 3	Deaf in America		\$ 20.00
ASL 4	A Journey into the Deaf World		\$ 37.00

<i>1984</i> , Orwell	\$ 36.00
<i>A Portrait of the Artist as a Young Man</i> , Joyce	\$ 12.00
<i>A Prayer for Owen Meany</i> , John Irving	\$ 23.00
<i>A Raisin in the Sun</i> , Lorraine Hansberry	\$ 16.00
<i>A River Sutra</i> , Gita Mehta	\$ 17.00
<i>A Room of One's Own</i> , Virginia Woolf	\$ 20.00
<i>A Room with a View</i> , Forster	\$ 17.00
<i>A Separate Peace</i> , John Knowles	\$ 36.00
<i>A Tale of Two Cities</i> , Charles Dickens	\$ 18.00
<i>A Town like Alice</i> , Shute	\$ 22.00
<i>An American Childhood</i> , Annie Dillard	\$ 22.00
<i>Anna Karenina</i> , Leo Tolstoy	\$ 15.00
<i>Black Boy</i> , Richard Wright	\$ 22.00
<i>Black Elk Speaks</i>	\$ 28.00
<i>Bless Me Ultima</i> , Rudolfo Anaya	\$15.00
<i>Brave New World</i> , Aldous Huxley	\$ 25.00
<i>Catch 22</i> , Joseph Heller	\$ 36.00
<i>Childhood's End</i> , Clarke	\$ 16.00
<i>Crime and Punishment</i> , Fyodor Dostoevsky	\$ 41.00
<i>Cry, The Beloved Country</i> , Paton	\$ 22.00
<i>Cyrano de Bergerac</i> , Edmond Rostand	\$ 16.00
<i>Death of a Salesman</i> , Arthur Miller	\$ 21.00
<i>Dubliners</i> , James Joyce	\$ 23.00
<i>Fahrenheit 451</i> , Ray Bradbury	\$15.00
<i>Fast Food Nation</i> , Eric	\$ 22.00
<i>Fences</i> , August Wilson	\$ 21.00
<i>Frankenstein</i> , Shelley	\$ 18.00
<i>Free the Children</i> , Craig Kielburger	\$ 29.00
<i>Freedom Writers Diary</i>	\$ 22.00
<i>Game of Thrones</i> , George R. Martin	\$ 33.00
<i>Giovanni's Room</i> , James Baldwin	\$ 16.00
<i>Going After Caciato</i> , Tim O'Brien	\$ 22.00
<i>Great Expectations</i> , Charles Dickens	\$ 13.00
<i>Heart of Darkness</i> , Conrad	\$ 54.00
<i>High Tide in Tucson</i> , Barbara Kingsolver	\$ 20.00
<i>Hiroshima</i> , John Hersey	\$ 16.00
<i>House on Mango Street</i> , Sandra Cisneros	\$ 18.00
<i>How to Read Literature Like a Professor</i> , Thomas C. Foster	\$ 22.00
<i>I know Why the Caged Bird Sings</i> , Maya Angelou	\$ 15.00
<i>In Cold Blood</i> , Truman Capote	\$ 22.00
<i>Interpreter of Maladies</i> , Jhumpa Lahiri	\$ 22.00
<i>Into the Wild</i> , Jon Krakauer	\$ 22.00
<i>Invisible Man</i> , Ralph Ellison	\$ 30.00
<i>Ishmael</i> , Daniel Quinn	\$ 25.00
<i>Jane Eyre</i> , Bronte	\$ 13.00
<i>Julius Caesar</i> , William Shakespeare	\$ 18.00
<i>Life and Death in Shanghai</i> , Nien Chen	\$ 15.00
<i>Life of PI</i> , Yann Martel	\$ 17.00

<i>Man's Search for Meaning</i> , Victor Frankl	\$ 13.00
<i>Maus</i> , Art Spiegelman	\$ 23.00
<i>Much Ado About Nothing</i> , William Shakespeare	\$ 18.00
<i>My Brilliant Career</i> , Franklin	\$ 22.00
<i>Narrative of the Life of Frederick Douglass</i> (1 st Edition)	\$ 18.00
<i>Never Let me Go</i> , Kazuo	\$ 22.00
<i>Nickel and Dimed</i> Barbara Ehrenreich	\$ 22.00
<i>Obasan</i> , Joy Kogawa	\$ 22.00
<i>Oedipus Rex</i> , Sophocles	\$ 22.00
<i>Of Mice and Men</i> , John Steinbeck	\$ 16.00
<i>On the Road</i> , Jack Kerouac	\$ 23.00
<i>On Writing</i> , Stephen King	\$ 23.00
<i>Once Flew Over the Cuckoo's Nest</i> , Ken Kessey	\$ 17.00
<i>One Hundred Years of Solitude</i> , Gabriel Garcia Marquez	\$ 22.00
<i>Othello</i> , Shakespeare	\$ 15.00
<i>Pride and Prejudice</i> , Austen	\$ 21.00
<i>Pygmalion</i> , Shaw	\$ 13.00
<i>Rain of Gold</i> , Victor Villasenor	\$ 25.00
<i>Romeo and Juliet</i> , William Shakespeare	\$ 18.00
<i>Saint Maybe</i> , Anne Tyler	\$ 21.00
<i>Siddhartha</i> , Herman Hesse	\$ 16.00
<i>Sister of My Heart</i> , Chitra	\$ 21.00
<i>Snow Falling on Cedars</i> , David Guterson	\$ 22.00
<i>Speak</i> , Laurie Anderson	\$ 17.00
<i>Stranger in a Strange Land</i> , Robert A. Heinlein	\$ 16.00
<i>Summer</i> , Edith Wharton	\$ 13.00
<i>Terror in the Name of God</i> , Jessica Stern	\$ 15.00
<i>Tess of the D'Urbervilles</i> , Hardy	\$ 15.00
<i>The Adventures of Huckleberry Finn</i> , Mark Twain	\$ 13.00
<i>The Awakening</i> , Kate Chopin	\$ 17.00
<i>The Bean Trees</i> , Barbara Kingsolver	\$ 16.00
<i>The Catcher in the Rye</i> , J.D. Salinger	\$ 15.00
<i>The Color of Water</i> , James McBride	\$ 21.00
<i>The Color Purple</i> , Alice Walker	\$ 22.00
<i>The Crucible</i> , Arthur Miller	\$ 36.00
<i>The Curious Incident of the Dog in the Night-Time</i> , Mark Haddon	\$ 22.00
<i>The Dispossessed</i> , Ursula K. Le	\$ 16.00
<i>The Grapes of Wrath</i> , John Steinbeck	\$ 23.00
<i>The Great Gatsby</i> , F. Scott Fitzgerald	\$ 22.00
<i>The Handmaid's Tale</i> , Atwood	\$ 22.00
<i>The Heart is a Lonely Hunter</i> , McCullers	\$ 21.00
<i>The House of the Spirits</i> , Isabella Allende	\$ 22.00
<i>The Importance of Being Earnest</i> , Oscar Wilde	\$ 12.00
<i>The Joy Luck Club</i> , Amy Tan	\$ 22.00
<i>The Kite Runner</i> , Khaled Hosseini	\$ 23.00
<i>The Laramie Project</i> , Moises Kaufman	\$ 21.00
<i>The Lord of the Flies</i> , William Golding	\$ 17.00

<i>The Metamorphosis</i> , Franz Kafka	\$ 13.00
<i>The Odyssey</i> , Homer	\$ 21.00
<i>The Perks of Being a Wallflower</i> , Stephen Chbosky	\$ 22.00
<i>The Piano Lesson</i> , August Wilson	\$ 21.00
<i>The Picture of Dorian Gray</i> , Oscar Wilde	\$ 16.00
<i>The Power of One</i> , Bryce Courtenay	\$ 15.00
<i>The Red Badge of Courage</i> Stephen Crane	\$ 16.00
<i>The Scarlet Letter</i> , Nathaniel Hawthorne	\$ 17.00
<i>The Secret Life of Bees</i> , Sue Monk Kidd	\$ 22.00
<i>The Secret Sharer</i> , Conrad	\$ 12.00
<i>The Sound and the Fury</i> , William Faulkner	\$ 21.00
<i>The Stranger</i> , Albert Camus	\$ 20.00
<i>The Sun Also Rises</i> , Ernest Hemingway	\$ 22.00
<i>The Taming of the Shrew</i> , William Shakespeare	\$ 17.00
<i>The Things They Carried</i> , Tim O'Brien	\$ 22.00
<i>The Tortilla Curtain</i> , T.C. Boyle	\$ 22.00
<i>The Tragedy of Hamlet, Prince of Denmark</i> , Shakespeare	\$ 17.00
<i>The Tragedy of King Lear</i> , Shakespeare	\$ 21.00
<i>The Tragedy of Macbeth</i> , Shakespeare	\$ 17.00
<i>Their Eyes Were Watching God</i> , Zora Neale Hurston	\$ 22.00
<i>Titus Andronicus</i> , Shakespeare	\$ 15.00
<i>Tuesdays with Morrie</i> , Mitch Albom	\$ 21.00
<i>V for Vendetta</i> , James Mc Teigue	\$ 15.00
<i>Waiting for Godot</i> , Samuel Beckett	\$ 21.00
<i>Walden & Civil Disobedience</i> , Henry David Thoreau	\$ 14.00
<i>Wuthering Heights</i> , Bronte	\$ 16.00

A Midsummer Night's Dream, Shakespeare	\$ 15.00
All But My Life, Gerda Weissmann	\$ 23.00
Animal Farm, George Orwell	\$ 17.00
Anne Frank: The Diary of a Young Girl	\$ 22.00
Bearstone, Will Hobbs	\$ 13.00
Call of the Wild, Jack London	\$ 23.00
Down River, Will Hobbs	\$ 18.00
Dragonsong, Anne Mc Caffery	\$ 15.00
Flowers for Algernon, Daniel Keyes	\$ 17.00
Freak the Mighty, Rodman Philbrick	\$ 15.00
Gathering Blue, Lois Lowry	\$ 15.00
Habibi, Naomi Shihab Nye	\$ 15.00
Holes, Louis Sacher	\$ 15.00
I Have a Dream, Martin Luther King Jr.	\$ 22.00
King of Shadows, Susan Cooper	\$ 13.00
Lightning Thief, Rick Riordan	\$ 16.00
Merchant of Venice, Shakespeare	\$ 15.00
Milkweed, Jerry spinelli	\$ 16.00
Night, Elie Wiesel	\$ 17.00
Old Yeller, Fred Gipson	\$ 13.00
Out of the Dust, Karen Hesse	\$ 15.00
Red Scarf Girl, Ji-Li Jiang	\$ 16.00
Redwall, Brian Jacques	\$ 17.00
Roll of Thunder, Hear My Cry, Mildred D. Taylor	\$ 16.00
Stargirl, Jerry Spinelli	\$ 15.00
The Adventures of Tom Sawyer, Mark Twain	\$ 16.00
The Book Thief, Markus Zusak	\$ 21.00
The Children's Story, James Clavell	\$ 15.00
The Diary of Anne Frank, Goodrich/Hackett play	\$ 9.00
The Giver, Lois Lowry	\$ 15.00
The Hobbit, J.R. R. Tolkien	\$ 15.00
The Messenger, Lois Lowry	\$ 15.00
The Outsiders, Hinton	\$ 17.00
The Pearl, John Steinbeck	\$ 16.00
The Pigman, Paul Zindel	\$ 13.00
To Kill a Mockingbird, Harper Lee	\$ 15.00
Touching Spirit Bear, Ben Mikaelson	\$ 15.00
Treasure Island, Robert Louis Stevenson	\$ 12.00
Twelfth Night, Shakespeare	\$ 15.00
Uglies, Scott Westerfeld	\$ 17.00
Where the Red Fern Grows, Wilson Rawls	\$ 15.00
Witness, Karen Hesse	\$ 13.00

Glossary of Terms

Athletic Ambassadors - Student group made of select members of each athletic team. The students meet regularly and serve as an advisory committee as well as help with special projects

Body Aloud - a club on campus that supports healthy body image and offers emotional support for students struggling with their body image

The CAGE - the staff meeting room adjacent to The NEST

CCA-TV - a weekly newsmagazine style web broadcast that is part of the Friday daily bulletin. The Media Production class creates each episode.

CCC – College and Career Center

CLA - (Coastal Learning Academy) A district run special education program housed at Canyon Crest Academy

Challenge Day - a day facilitated by teachers and community leaders that allows students to feel more connected to each other

Coffee with Karl/Coffee with Kohn - a regularly scheduled time for parents to enjoy conversation with the principal in a casual setting. Usually there are a few remarks and then time for questions and answers in a comfortable environment

ESEB (Envision Student Executive Board) - Student group made of two members of each Envision Conservatory. They serve as an advisory committee, as well as help with all envision projects such as FOTA (Festival of the Arts)

ELOs – Expected Learning Outcomes

EVA - Envision Visual Arts

FOTA - (Festival of the Arts) Presented this year on December 7, this is Envision's great public showcase, featuring works from all the arts disciplines' day classes as well as their conservatories.

ISOL – Independent Study Online Learning

The NEST- a student run lunchtime café

PALs (Peer Assisted Listeners) A new program that provides mentorship opportunities for older students to pair up with younger students and help with the challenges of campus life.

QUEST- science elective program focusing on research methods, lab work and in depth independent projects

Roving Raven – a fun staff activity, similar to “Flat Stanley” where photos of the “Roving Raven” are taken on staff travels and shared with the group on the CCA website or via school email

SPSA – Single Plan for Student Achievement

SST – Student Study Team

Sunshine Club – a volunteer organization that serves to provide a little smile, moral support or cheer for staff members. The Sunshine Club honors birthdays, weddings and family additions, as well as helps in times of sickness and loss

TEDxYouth@SanDiego – The student version of TED, put on by CCA students, staff and community members for San Diego County every November

TOSA - Teacher on Special Assignment