Canyon Crest Academy
SELF-STUDY REPORT

5951 Village Center Loop Road

San Diego, CA 92130

San Dieguito Union High School District

October 7-9, 2019

*We are **C**reative, **C**onfident, and **A**ccepting*

ACS WASC/CDE Focus on Learning Accreditation Manual,
2018 Edition (2019-2020 SY Visits)

Canyon Crest Academy extends a warm welcome to our Visiting Committee Members:

Mr. Bob King, Chair
Assistant Principal, Irvine High School

Miss Katie Burnett, Member
Teacher, Edgewood High School

Ms. Rebecca Lane, Member
Teacher, Vista Murrieta High School

Mrs. Josefina Steinmetz, Member
Assistant Principal, Baldwin Park High School

Mrs. Amy Varricchio, Member
Assistant Principal, San Juan Hills High School

Mrs. Jamie Yorba, Member
Teacher/ AVID Coordinator, Mission Hills High School

On behalf of the San Dieguito Union High School District:

Dr. Robert Haley, Superintendent
Mark Miller, Deputy Superintendent
Tina Douglas, Associate Superintendent, Business Services
Cindy Frazee, Associate Superintendent, Human Resources
Bryan Marcus, Associate Superintendent, Educational Services

Beth Hergesheimer, President, Board of Trustees
Maureen “Mo” Muir, Vice-President, Board of Trustees
Kristin Gibson, Clerk, Board of Trustees
Joyce Dalessandro, Trustee
Melisse Mossy, Trustee

And the Canyon Crest Academy School Community:

Brett Killeen, Principal
Lisha Brunache, Assistant Principal
Bernard Steinberger, Assistant Principal
Garry Thornton, Assistant Principal
Amy Villanova, WASC Co-Chair
Anne Whattoff, WASC Co-Chair

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Preface

Canyon Crest Academy is a community of thinkers, collaborators and doers. Campus culture has always been that of inclusion and careful cultivation. CCA prides itself on being a group of people that assesses the needs, sets the standard, digs in to do the hard work, and carefully reflects on their actions in order to better serve our students, staff and community. Those practices built this school and have been carefully nurtured along the way. In the beginning, these processes were much more organic, but as we have grown in campus size and have matured as a group, these conversations have become much more institutionalized, formalized and documented. This was done, in part, to preserve their critical importance, as well as for efficiency and for continuity. Many of the pioneers that built this school from the ground up are still active members of the faculty, but we have many fresh faces as well. This school has grown up a lot since the trailer days 15 years ago.

CCA was created based on the in-depth study of what the community felt they needed in a high school, and as it has grown from a grouping of trailers in a parking lot to the most populated high school in the San Dieguito Union High School District (SDUHSD). Throughout that process, Canyon Crest Academy has made a conscientious effort to stay connected to the pulse of the students, staff and community. The WASC process was not something that needed much retrofitting to flow into our regular habits and is simply another part of our yearly analysis and development.

Staff meet regularly in departments, and in more subject specific Professional Learning Communities (PLCs), and participate in more global check-ins with department chair meetings, as well as Cabinet meetings, School Site Council, and the variety of other committees that we have on campus (Safety, Wellness, etc) have all been involved in the process. Teachers and administrative staff also meet with others across the district to ensure we are in compliance with district LCAP needs and also to assess that we are serving the needs of our students.

Students have several vehicles for input as well. The ASB and PALs classes are student directed and actively involve students in the shaping of our campus culture and policies. Students also serve on our Raven Advisory Board, Envision Student Executive Board (arts), Athletic Ambassadors (athletics), and hold positions on the school site council, and various other campus committees. Parents are actively involved in many ways, from our general attendance monthly check-ins- Coffee with Killeen, to more formalized Canyon Crest Foundation meetings, and participation on the School Site Council. There are regularly scheduled parent information nights, as well as some that have been added in response to community needs and interests.

Our WASC specific work is outlined in the chart below. It includes staff, student and community input. These opportunities to interact with the WASC criteria largely took place in the standard meeting times for these groups, and with the exception of bringing in parents and students to our staff development times to attend to WASC specific Focus Group questions. Most WASC specific analysis was done during standard meeting times for all of the stakeholder groups.

CCA WASC Timeline 2018-2019

Month	Date & Meeting Type	Agenda
August	8/24 Site PD Day	All Staff / Departments / PLCs ● Vision / Mission / Values ● Wellness Programming ● WASC ● Suicide Prevention Protocol & Safety Protocol ● PLC Focus
September	9/5 Late Start	All Staff Wellness Activities and Training
	9/26 Late Start	Departments / PLCs
October	10/3 Late Start	All Staff Wellness & SEL Programming Departments / PLCs
	10/17 Late Start	All Staff Wellness & SEL Programming
November	11/7 Late Start	Overview of WASC Process Focus Group Choice Survey
December	12/5 Late Start	Staff Training RE Suicide Prevention
	12/11 Dept. Chair Mtg.	Strategies to Actualize Mission / Vision / Values
	12/14 Raven Advisory Board	WASC Student Homegroup
	12/17 Cabinet	WASC Strategies to Actualize Mission / Vision / Values
	12/19 Late	All Staff Meeting / Community Connectivity
January	1/14 Cabinet	Overview of WASC Process ● Review WASC Timeline and Process
	1/15 Dept. Chair Mtg.	WASC (Dept. Chairs) ● Orientation and Training RE Roles and Responsibilities ● Review and Provide Input on Chapter 1 and 2 Drafts
	1/16 Late Start	**Homegroup Meeting #1** ● Review and Provide Input on Chapter 1 and 2 - Home Group Data Analysis
	1/18 Raven Advisory Board	WASC Student Homegroup
	1/29 District Inservice	Districtwide PD Day
	2/1 Coffee with Killeen	NGSS Presentation

February		WASC (Parent Input)
	2/4 Focus Group Leaders Mtg	Focus Group Leaders Training
	2/6 Late Start	**Focus Group Meeting #1** ● Norms / Roles ● A-E Focus Groups ● Answer Prompts / Provide Evidence / Assign Tasks
	2/11 Cabinet	Share Drafts of Chapters 1 and 2
	2/12 Foundation Board Meeting	WASC Parent Homegroup
	2/12 Dept. Chair Mtg.	Share Drafts Chapters 1 and 2 Review Focus Group Progress and Tasks
	2/13 Late Start	**Focus Group Meeting #2** ● A-E Focus Groups ● Answer Prompts / Provide Evidence / Assign Tasks ● Identify Areas of Strength and Growth
	2/22 Raven Advisory Board	WASC Student Homegroup
	2/27 Late Start	**Homegroup Meeting #2** ● Reviewing Focus Group Progress and Provide Input
March	3/4 SSC Mtg	Review WASC Progress and Provide Input Where Necessary
	3/11 Cabinet	Review WASC Progress and Provide Input Where Necessary
	3/12 Foundation Board Meeting	WASC Parent Homegroup
	3/12 Dept. Chair Mtg.	Review WASC Progress and Provide Input Where Necessary
	3/13 Late Start	All Staff Meeting in the Proscenium ● Student Summit Presentation ● Wellness ● Depts / PLCs
	3/15 Raven Advisory Board	WASC Student Homegroup
	3/27 Late Start [7:30 am, PALs serve breakfast]	**Focus Group Meeting #3** ● All Prompts Answered w/ Evidence ● Strengths and Areas of Growth Identified

April	4/1 SSC	Review WASC Chapters 1-3
	4/15 Cabinet	Review Focus Group Areas of Strength and Growth
	4/16 Foundation Board Meeting	WASC Parent Homegroup
	4/16 Dept Chair Mtg	Leadership Team Reviews SPSA / WASC Progress (Chapters 1-3) Identifies Schoolwide Areas of Strength and Areas of Major Student Learner Needs (Growth)(Chapter 4) Provides Input on Chapter 5 (Action Plan)
	4/17 Late Start	Departments / PLCs
	4/19 Coffee with Killeen	WASC Parent Input
	4/19 Raven Advisory Board	WASC Student Homegroup
	4/24 Late Start	Depts / Draft Master Schedule / Tentative Dept. MS due by 5/7/19
May	5/8 Late Start	Departments / PLCs
	5/13 Cabinet	Review SPSA Draft
	5/13 SSC Mtg.	Focus on Actions/Tasks for SPSA Approve Draft of SPSA
	5/14	WASC Parent Homegroup
	5/14 Dept. Chair Mtg. to include Focus Group Leaders	Finalize Roles and Responsibilities to Share Draft of Self-Study
	5/15 Late Start	All Staff: Review Draft of Self-Study by Focus Group / Home Group Leaders
	5/17 Raven Advisory Board	WASC Student Homegroup
June	6/5 Late Start	All Staff Meeting / End of Year Closure
	6/7 Raven Advisory Board	WASC Student Homegroup
	6/11 Foundation Board Meeting	WASC Parent Homegroup
July	--	WASC Coordinators Finish Up Document

August	--	WASC Coordinators Finish Up Document
	8/23 Site PD Day	Share Final WASC Self-Study
September		Prepare for Visit WASC Procedures Review, Gathering of Student Work, Visit Preparation Including Mock Visit and OFFICIAL VISIT!
October		WASC Visit Dates October 7th-9th

Our Village

Our community had numerous opportunities to engage with WASC related assessment and planning. The above schedule represents the specific work from last year, but these groupings have existed (with the exception of the WASC specific focus groups) and have been regularly utilized to assess our programs, plan initiatives and help our school develop. Our home groups were divided by curricular department and lead by Department Chair, Classified staff, administrative staff, parent group and student groupings. Our teachers selected the focus group that most appealed to their area of expertise and interest. We did have to balance the culture group and ask some teachers to move to other groups. Campus culture is very important to our staff. Groups were generally well balanced by teacher selection, and all subject areas are represented in all groups. We added parents and students to each group to ensure we were getting a well rounded perspective from faculty, Classified employees, administration, students and parents.

Focus Groups

ORGANIZATION
Zachary Brown- Focus Group Leader

Ancona, Rafael	World Language	Maniscalco, April	Counseling
Austin, Holly	Counseling	Melkonian, Amanda	Envision, Social Science
Bahner, Ashley	Counseling	Mikkonen, Ryan	PE
Baum, Brian	CTE	Moran, Emily	Envision
Bryant, Tracy	Social Science	Patidar, Sonny	Parent
Burrows, Karen	Classified	Riese, Mike	PE
Busch, Jackie	Classified	Rose, Sara	Classified
DeLorme, Layne	Counseling	Saltzman-Bravo, Marielle	Classified
Farrar, Jim	Math	Shanahan, Jason	PE
Fisher, Kim	Math	Shay, Brian	Math
Fox, Craig	ELA	Spilkin, Brad	Social Science
Gotta. Kris	Classified	Unwin, John	Social Science
Killeen, Brett	Administration	Van Winkle, Anne	Classified
		Woolson, Chris	Student

CURRICULUM
Mark Van Over- Focus Group Leader

Dickinson, Kate	Science	Mortensen, Jessi	Envision
Eddingfield, Erinn	Science	Nguyen, ThienAn	Math
Erquitt, Rebecca	Counseling	Paz, Rigo	World Language
Glausser, Terri	Classified	Peck, Jocelyn	Math
Ingrassia, Annie	Student	Perisic, Milan	ELA
Johnson, Chris	Envision	Pollock, Stuart	Social Science
Kester, Brad	CTE, Envision	Powers, Dylan	Math
Krogh, Laura	World Language	Reeve, Meredith	Special Education
Loomer, Preston	Classified	Seleky, Grace	Student
Luna, Chiara	Math	Sevilla, Travis	Envision
Ma, Kelly	Parent	Tan, Marianne	ELA
Magin, Melissa	Counseling	Younglund, Kendall	Envision
Martinez, Alma	World Language		
Mauro, Tony	CTE		

INSTRUCTION
Jessica Adams- Focus Group Leader

Baker, Nicole	ELA, Social Science	Leal, Kevin	ELA
Brittan, Gillian	Special Education	Malanga, Gary	ELA
Brunache, Lisha	Administration	Margiotta, Kathleen	Classified
Celniker, Dvora	CTE	Morse, Sabrina	Student
Cruse, Debra	ELA	Myers, Emily	ELA
Dasho, Sharon	English	Ochenduszko, Elise	Social Science
Djernes, Sarah	Counseling	Parker, Jenny	World Language
Escontrias, Kyle	Math	Quinn,Don	World Language
Frazier, Dan	ELA, Envision	Remington,Michael	Comp. Sci/Engineering
Gilbert, Doug	Social Science	Rhoads, Lara	ELA
Incze, Reka	World Language	Rosskopf, Chris	Envision
Ironwood, Jyoti	Social Science	Takano, Bernadette	World Language
Jabro, Ashley	Student	Travasos,Jenni	ELA

ASSESSMENT
Robin Dobashi- Focus Group Leader

Benbow, Nancy	Classified
Bishop, Bryn	Science
Corman, Andrew	Science
Csapo, Mako	Counseling
Danssaert, John	Science
Gaughen, Michael	ELA
Happ,Garrett	Math
Kao, Chung-Ching	World Language
Keenan,Sean	Math
Knutsson, Per Ola	Math
Lackey, Dustin	PE
Lawless, Andrea	Science
Minnick, Mike	Special Education
Page, Rachel	Special Education
Sevilla, Kristin	Science
Shea, Joe	Math
Shoecraft, Katherine	Special Education
Steinberger, Bernard	Administration
Stohl, Rayna	Envision
Whitehouse, Mark	Comp. Sci./Engineering
Kristen Zanoni	Math
Gloria Winburne	World Language

CULTURE AND STUDENT SUPPORT
Ed Gerstin-Focus Group Leader

Aguirre, Marley	Student
Balch, Deb	Science
Burton, Darlene	Classified
Dasho, Sharon	ELA
Galace Gherty	ELA
Guinter, Dorothy	Special Education
Gutierrez, Hector	Classified
Haas, Ariel	Science
Jansen, Devin	Student
Kinnare, Carolyn	Classified
Kortman, Tanner	ELA
Kotnik, Tammy	CTE
Lababit, Kimby	Envision
Lockhart, Tom	Social Science
Main, Laura	Classified
Maltzman, Ana	Student
Marquie, Jeannine	Envision
Marr, Escely	Counseling
Moroney, Caroline	Classified
Ramirez, Jennifer	Special Education
Sanchez, Vicky	World Language
Sayre, Scott	Envision
Shakeri, Kaveh	Science
Shultis, Becky	Math
Slijk, Wendy	Science
Stiven, Tim	Social Science
Thornton, Garry	Administration
Yates, Tracy	Envision
Zuniga, Angela	Special Education
AJ Librado	Classified
Christian Martinez	Classified
Black, Chris	ELA

Home Groups

CLASSIFIED

Kris Gotta	Jackie Busch	Kathleen Margiotta
Nancy Benbow	Marielle Bravo-Saltzman	Caroline Moroney
Karen Burrows	Terri Glausser	Sara Rose
Darlene Burton	Hector Gutierrez	Anne Van Winkle
	Laura Main	

CAREER TECHNICAL EDUCATION (CTE)

Computer Science/Engineering	***Business***
Michael Remington	**Brian Baum**
Tony Mauro	Tammy Kotnik
Mark Whitehouse	

COUNSELING

April Maniscalco	Mako Csapo	Rebecca Erquitt
Holly Austin	Layne DeLorme	Melissa Magin
Ashley Bahner	Sarah Djernes	Escely Marr

ENGLISH/LANGUAGE ARTS

Craig Fox	Debra Cruse	Kevin Leal
Milan Perisic	Sharon Dasho	Gary Malanga
Nicole Baker	Dan Frazier	Emily Myers
Chris Black	Gherty Galace	Lara Rhoads
Zachary Brown	Michael Gaughen	Marianne Tan
Dvora Celniker	Tanner Kortman	Jenni Travasos

ENVISION (VPA)

Jessi Mortensen	Kimby Lababit	Travis Sevilla
Amy Villanova	Preston Loomer	Rayna Stohl
Zachary Brown	Jeannine Marquie	Chris Rosskopf
Dan Frazier	Amanda Melkonian	Anne Whattoff
Brad Kester	Emily Moran	Tracy Yates
Nate Jarrell	Scott Sayre	Kendall Younglund
Chris Johnson		

MATHEMATICS

Brian Shay	Garrett Happ	Jocelyn Peck
Robin Dobashi	Sean Keenan	Dylan Powers
Kyle Escontrias	Per Ola Knutsson	Joe Shea
Jim Farrar	Chiara Luna	Becky Shultis
Kim Fisher	ThienAn Nguyen	

PHYSICAL EDUCATION

Jason Shanahan	Ryan Mikkonen
Dustin Lackey	Mike Riese

SCIENCE

Ed Gerstin	Bryn Bishop	Ariel Haas
Andrea Lawless	Andrew Corman	Kristin Sevilla
Jessica Adams	John Danssaert	Kaveh Shakeri
Deb Balch	Kate Dickinson	Wendy Slijk
Mercer Barrows	Erinn Eddingfield	

SOCIAL SCIENCE

Tracy Bryant	Jyoti Ironwood	Stuart Pollock
Sarah Aguilar	Tom Lockhart	Brad Spilkin
Nicole Baker	Amanda Melkonian	John Unwin
Zachary Brown	Elise Ochenduszko	Mark Van Over
Doug Gilbert		

SPECIAL EDUCATION

Angela Zuniga	Mike Minnick	Meredith Reeve
Gillian Brittan	Rachel Page	Katherine Shoecraft
Dorothy Guinter	Jennifer Ramirez	

WORLD LANGUAGE

Don Quinn	Chung-Ching Kao	Jenny Parker
Vicky Sanchez	Laura Krogh	Rigo Paz
Rafael Ancona	Alma Martinez	Bernadette Takano
Reka Incze		

The Principal meets monthly with department chairs, and also with a consortium of teacher leaders with the Principal's Cabinet. The Cabinet meets monthly and consists of members in the following positions:

Principal- Brett Killeen
Classified Staff- Kris Gotta
Envision-Anne Whattoff, Envision Director
Athletics- Dustin Lackey, Athletics Director
Assistant Principal- Bernard Steinberger
Counseling- April Maniscalco
PALs- John Unwin
ASB-Tanner Kortman
SPED- Jennifer Ramirez

Parents and students engaged in the WASC updates through participation in the Focus Groups, as well as parent information meetings, CCA Foundation meetings, and student group meetings with ASB, and the various advisory groups. The team consolidating the school information and completing the WASC document consist of administration and teaching faculty.

- Brett Killeen, Principal
- Lisha Brunache, Assistant Principal
- Anne Whattoff, Envision Director and Coordinator of Vocal Music
- Amy Villanova, Coordinator, Instrumental Music

Anne Whattoff and Amy Villanova were also the authors of the previous WASC self study and assisted in the completion of the Mid-cycle report with Brett Killeen.

Program Assessment

All departments meet regularly in PLCs, Academic Council Meetings (district department chairs) and connect to the district office through their Department Coordinator. CCA department chairs serve as district level department coordinators in the areas of Visual and Performing Arts, Math and Social Science. Essential Learning Outcomes (ELOs) are standardized across the district for course alike programs. Math and Science teachers have had additional opportunities to collaborate across the district to meet with their course alike peers as the math department has restructured courses over the last few years, and Science is now working with the Next Generation Science Standards (NGSS). These programs are still fairly new and teachers are continuing to receive extra support, training and PD to ensure they are comfortable with the curriculum shifts and that we are serving student needs.

Canyon Crest Academy students represent more than excellence in testing, addressing standards and interacting with their curriculum. We spent 2017-2018 re-evaluating and reforming our mission and core values, and how they pertain to today's student. The revised Mission and Vision Statements, as well as the Raven Manifesto process (see appendix for committee information) served to really distill down what it meant to be a Raven, and what qualities we held most dear for our students and ourselves. The documents reflect a year's worth of work, committee and all school participation, and serve as another example of the reflective, reactive nature of our campus. We aren't the same school we were in 2004, but we continue to cultivate a Creative, Confident and Accepting campus. Last year saw the roll out of these revised documents and we continue to shape our programs to promote these ideals.

Assessment Data

CCA uses a variety of assessment tools to determine our areas for program growth and improvement. The California School Dashboard, statewide academic subject testing, AP participation and pass rates, PSAT and other outside testing measures, attendance statistics, discipline records, our Intervention Sequence, and the Healthy Kids survey all provide ways to look deeper into our academic achievement and student needs. Teachers and staff respond to these results and also to the more holistic classroom connections they make with our kids to help determine the direction of current and future work.

SPSA Formulation/Revision

All of these meetings, connections, analysis and conversation makes its way through the variety of channels to our school site council. They are the group ultimately responsible for maintenance of the Single Plan for Student Achievement (SPSA).

Table: 2018-2019 Site Council

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Student
Brett Killeen	x				
Mark Choudhari				x	
Udayan Delouri				x	
Jill Duoto				x	
Ying Yang				x	
Lisha Brunache			x		
Jessica Adams		x			
Dustin Lackey		x			
Dylan Powers		x			
Marianne Tan		x			
Zac Brown		x			
Carolyn Kinnare			x		
Melody Li					x
Shawdi Sani					x
Rajit Agarwal					x
Samiya Rana					x

This council changes membership yearly, but always is made of teachers, administrators, parents and students. The SPSA is revised yearly and is considered a living document. Its goals are aligned with district LCAP goals as well as site based needs. The group meets several times throughout the school year and the document is revised continually as needed. The current SPSA represents the work our entire school community did last school year in

response to the WASC prompts, as well as the continued development over the last six years. The SPSA will guide our Late Start staff development meeting time, PLCs, professional development opportunities and help direct the policy decisions made at Canyon Crest Academy. We will continue to re-evaluate and revise it as we continue our work this school year.

Future work

The yearly analysis and SPSA cultivation always guides our future work, and this year's plan closely follows the former goals, aligned to the LCAP and school site directives. Our Focus Groups have highlighted similar themes for future development, so amending the current SPSA to our new schoolwide goals was a fairly seamless process. The CCA community has chosen to continue work in the areas of student connectedness, safety and well-being, curriculum development, and to dig deeper in the area of academic achievement, with special attention given to those not yet meeting the standard on an individual level. Progress in these areas will be analyzed as we work through the 2019-2020 school year and beyond.

Chapter I: Progress Report

1. School Growth

Canyon Crest Academy has grown from the smallest of the four comprehensive high schools in SDUHSD to the largest. The influx of students has stabilized in the last year, but was a steady growth trend over the last six years. CCA was a school of 1869 students at our last WASC cycle, and we are currently a school of 2550. We have added teachers in all departments, as well as in areas of administration and support staff to meet the needs of our growing campus. We have worked very hard to maintain close personal connections, for both staff and students, as well as our unique campus culture.

We have added to and changed administration roles a few times since our last official visit. Our current administrative team is a great blend of long standing district experience and new energy. Brett Killeen is beginning his fourth year as our principal, and he has been in SDUHSD for 10 years. Bernard Steinberger is beginning his 6th year as an assistant principal at CCA. Garry Thornton is beginning his 3rd year as an assistant principal at CCA, and he has been in SDUHSD since 2003. Lisha Brunache joined the team from San Marcos last year and is beginning her second year as an assistant principal at CCA. The staff has adopted ways of making each new administrator feel welcome and to introduce them to the quirky, collaborative environment they were joining.

We have also had significant changeover in our counseling department over the last several years. Our counselors are lead by head counselor, April Maniscalco, and are divided up by student alphabet in order to maintain continuity through students' tenure at CCA. Counselors have approximately 420 students each on their caseloads. We also gained a school psychologist, social worker, and added a second campus supervisor, Jackie Busch, three years ago.

2. Construction and Facilities

We have grown, our site has grown, and our neighborhood has really grown! CCA was born in tomato fields and our roads didn't appear on Google maps for the first year of the school. We have watched our neighborhood grow up around us rapidly in the last six years to include condominiums and apartments on two sides, a full scale shopping and office compound, our new middle school neighbors, Pacific Trails Middle School (est. 2015), and last year a new community center to our east. This has added to traffic congestion, improved safety plans for drop off and pick-up, close communication with the influx of younger students crossing our campus for the middle school start and end of the day, and safer traffic practices leaving school. Our Conservatory for the Humanities students, along with teachers Tim Stiven and Zachary Brown, took on the city council in order to establish a dedicated left turn signal out of CCA's main parking lot to better protect pedestrians and drivers alike. The neighborhood growth has also offered more lunch options for our students.

We are the beneficiaries of a local school bond, Proposition AA, which has led to district facilities improvements. We opened the "B" building in 2018 after a year of construction. The B building opened 16 new classroom spaces. Other Prop AA improvements include our turf field and stadium, which allow our athletes to compete at their highest level with appropriate and safe facilities. The stadium lights are going in currently and that will lead to a much improved time schedule for home athletic events. This will allow students to begin their events after school hours more frequently to reduce the number of missed classes. All the district schools are working through a prioritized list of facilities construction and improvements. Our next construction phase will incorporate a new black box theater built adjacent to the Proscenium Theater. This will allow the theater to better utilize the scene

shop, box office and other infrastructure, and will improve student safety and supervision. The current black box theater will be converted into a robotics lab to better support our growing robotics program, currently in the old textbook storage room and spilling out into a nearby patio.

The Learning Commons has undergone a few facelifts as well. Most of our library books are also available in digital format, so the area has become a more modular space to allow students to utilize technology, meet and study alone or in groups, as well as serve as a lecture and performance venue as needed. Chromebook carts have been made available to all buildings and the number of available Chromebooks has increased each year as a response to testing needs and classroom technology usage. We are not a one-to-one campus, but students regularly use school Chromebooks or their own devices to access class materials.

Campus artwork has been added in numerous spots, most notably the sculpture garden to the east of the new B building. Our staff may have lost our bocce court with the addition of the B Building (the lunchtime matches were intense), but we gained a student designed and created art walk which greets people as they enter our campus. No Place for Hate and the SLATE club, led by teacher Tracy Bryant, also worked with art teachers Kimby Lababit and Jessi Mortensen to create the Butterfly Project mosaic on the side of the Learning Commons.

3. School Safety

School safety has been a construction priority as well. Gates with pushbar exits have been installed at key access points on campus. Campus fluidity has been limited to specific entrance points. The school receptionist uses the RAPTOR system, a visitor management system, to screen campus guests and create instant visitor badges with photo IDs. The Safety Committee was established as a response to the last WASC visit recommendations. The Safety Committee is comprised of an administrator, the SDFA site representative, two classified employees, and a second certificated employee and meets quarterly. A campus security position was added in three years ago to support our student population growth.

The staff has received increased training from the site safety committee as well as local law enforcement related to threats on campus. CCA has had two official lockdown alarms, both several years ago. One was for a social media threat against the school, which was later found to be a prank. The students responsible were not CCA students. Students and staff responded as trained, and it gave our safety committee great information on how to alter the plan for future trainings. The other was for a local tornado warning. CCA also caused Pacific Trails Middle School to go into lockdown over a loud science experiment on the field. We have since improved campus to campus communication when we are planning events that might disrupt our neighbors.

4. Program Changes

Curriculum development has been a common theme in our district sites over the last few years. Our math program has been completely restructured district wide. Our district implemented integrated math pathways instead of traditional math pathways. Students now take Integrated Math 1 through Integrated Math 2. The math pathways are posted on the district website. The Next Generation Science Standards (NGSS) have had a similar impact on the science scope and sequence of curricular options. Our district has been educating the community about NGSS and new science pathways that will be phased in over time, ultimately resulting in a change in graduation requirements to include three years of science. Additional classes have been added, and fewer students are electing to take the Earth and Space course as a result. Teachers have received additional time in site based and district wide professional development to realign their practices with the new math sequence, and

NGSS standards. These changes are now a few years in practice and the initial challenges have been overcome. Teachers are growing more comfortable with their pacing, alignment, and classroom instruction, but it continues to be a focus area for professional development and PLC work. We have not purchased new textbook adoptions that align with the curricular changes, so teachers are using a variety of source materials for their instruction delivery. SDUHSD is currently weighing the options of digital texts versus physical textbooks as they work through this transition.

Classes have been added to create stronger pathways, advanced levels and greater opportunities in Engineering and Computer Science, Envision, and CTE electives. The PE department has developed a Year Two PE course to compliment the Year One course, in addition to offering several popular PE electives. Independent Study PE is still an option, although the program requirements have become quite stringent district wide.

The Coastal Learning Academy, which housed our Special Education department has gone through a restructuring based upon students' needs in their IEPs with a focus on mainstreaming them while also providing a homebase for those students who need it. General Education support classes have been added in Math and English. The Flight School class, which is an academic literacy class, has been added to assist with students that find themselves in academic struggles, especially midway through a term. Flight school candidates may have had extended absences, struggle academically or with health concerns. It provides a small classroom environment to work on study skills, interpersonal skills and life skills, while allowing time to work specifically on other classwork. Students may enter/exit the academic literacy class as needed. The PALs program has evolved into a strong counterpart to our ASB, providing students more opportunities to find connections on campus.

5. Student Health and Well-Being

Student anxiety, stress levels and academic pressures were one of the most notable cultural changes over the last several years. CCA has been publicly recognized as a school of high academic success, and many of our newer students and families are drawn to our 4x4 schedule so that they can enroll in the most academically rigorous program their schedule will allow. CCA counselors, administration and teachers created and refined the Intervention Sequence over the last six years as a response to the previous WASC work. This protocol addresses academic, social-emotional and health concerns we see in students. Teachers and staff receive training on this process yearly. Student Support Teams (SST) comprised of a student's current and sometimes former teachers meet to address concerns with the counseling department and Assistant Principals as needed, and a series of helps and supports are set in place or offered to the student, depending on the need/severity/immediacy of the concern. The intervention sequence was originally inspired by serving the mid-level student and the academically struggling student, but is now commonly used to help students navigate mental health issues as well.
The California Healthy Kids Survey, and the dramatic uptick in student threat assessment interventions indicate that we have a serious need to provide something outside our course curriculum to help our students navigate their high school experience.

According to the California Healthy Kids Survey and Senior Exit Interviews, students report feeling generally safe and connected to campus, but their lack of sleep, depression and anxiety, and substance use statistics are concerning. The Wellness Committee, comprised of administration, teachers, classified personnel, and parents, began in 2017. The committee organized campus-wide events for several years and works closely with PALs, ASB, Counseling and Administration to support our students outside of class. The Wellness Committee has also collaborated with a consultant from YouSchool to offer programming to parents, as well. The Wellness Committee has also been key in formalizing the Social-Emotional Learning (SEL) programming initiated in 2018-2019. The YouSchool programming was voluntarily inserted weekly into classes, via a rolling schedule of class periods, so

as not to impact class time in any one class excessively, and to ensure maximum exposure through utilizing as many staff members as possible. We have suffered student loss in the last year, and have several other students leave CCA for hospitalizations and treatment programs. The YouSchool leaders and district counseling staff have assisted with Parent information nights, and we are very aware of the need to address this growing concern. SDUHSD has invested in SEL programming district wide for upcoming years in response to the community wide need for greater student support. CCA is implementing a once a week “homeroom” class period to help to enhance student connectivity, and to provide a vehicle for Social Emotional Learning, and Life Skills curriculum, and to give students a bit of a breather in their class schedule. Students will remain with the same homeroom teacher and cohort for their tenure at CCA as much as is possible. Homeroom will be new for the 2019-2020 school year, and will continue to be refined and assessed as we work through its first year.

Monitoring the Schoolwide Action Plan

CCA is a very transparent site. Information is shared in-house through many mechanisms, and the flow goes from administration to staff and from staff to administration in organic and approachable ways. Information from Department meetings, Cabinet meetings, and other special committee meetings are brought to the School Site Council to organize, review and revise. They are the governors of the SPSA. District leadership meets with principals to communicate the LCAP goals, and the district principals work with their sites to incorporate the district initiatives into the site plans in ways that make sense for the site. It is not a prescriptive edict, and schools maintain the autonomy necessary to honor the LCAP goals in ways that fit their site plans. Principals report back monthly to the district level administrators who collaborate and support sites with LCAP and SPSA plans as a check in. LCAP goals are also shared with district department coordinators, who then pass information to site departments as another channel of informational flow.

The School Plan for Student Achievement (SPSA) is a document guided and revised by the School Site Council. School Site Council is comprised of teachers, administrators, students and parents, and while the makeup changes yearly, the forward motion is maintained. The SPSA is considered a living document and also changes yearly. These changes are shared with staff and the community at large as they occur, and many eyes have vetted the changes before they are formally adopted. The School Site Council also serves as the watchdog group to ensure work is being accomplished along the outlined goals. They oversee the late start staff development agendas as set by the principal, and serve to hold the campus accountable to the work outlined in the plan. The SPSA is adopted by the site and sent to the district office for review as well.

2018-2019 Site Council meeting schedule

- October 1, 2018
- November 5, 2018
- December 3, 2018
- March 4, 2019
- April 1, 2019
- May 13, 2019
- June 3, 2019

Summary of Progress on Previous Goals and Action Plan

2012-2013 Schoolwide Action Plan as presented to WASC

1. 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.
2. Goal 2: 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.
3. Goal 3: Fully align curriculum and develop instructional practices that support the Common Core Standards and 21st Century Learning skills.

The WASC Critical Areas for Follow-Up from 2013

1. 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.
    c. Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success?
    d. Additional course offerings available for students who elect to drop courses-remediation and support opportunities available?
2. Staff needs additional training and resources to maintain a technologically rich learning environment - both instruction and facilities.
    a. a. Lack of funding inhibits the progression of technology in the classroom, how can we share resources more efficiently?
3. Interior door security in shared hallways is a safety concern.
4. Courses are in need of updated materials and texts that support our shift to Common Core Standards.
5. Develop a collegial relationship between parent/teacher/administration through a variety of communication avenues to promote positive relationships.
6. Improve connection/articulation with middle schools, especially in the areas of Math, World Language and the Arts.

The biggest area of growth from our past WASC visit to our mid-cycle report was the implementation of and training on our Intervention sequence. It has been improving and evolving over the last six years. Capital fundraising campaigns have dramatically increased the amount of chromebooks available on campus, and several of our hardwired labs have received upgraded computers as part of CTE grants. The lockblocks were installed on all doors as a quick safety issue fix.

2017 SPSA (WASC Mid-cycle Report)

1. Improve student achievement, based on grades and assessments, including CAASPP English Language Arts and Math standardized tests, Advanced Placement exams and course alike formative assessments to determine which students may benefit from academic intervention strategies to improve proficiency.
2. 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, attendance, and graduation rates.
3. Align curriculum, develop instructional practices, and provide professional development to support the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness. Make Chromebook carts more available to all teachers. One of our critical areas for follow up included a request for additional training and resources to maintain a technology rich environment, considering both instruction and facilities.

Other areas for critical follow-up

- 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.

CCA continued work on academic achievement for all students. The intervention sequence has gone through yearly revisions. Our Aeries system has been modified to allow interventions to be seen in student records, which has sped up/simplified communication dramatically. More emphasis was made in the last three years on social-emotional welfare, student wellness, and student and staff connectedness as a response to our expanding campus. Safety and construction issues were resolved between the mid-cycle and our current visit. Now that we have CAASPP results to compare, we have another data measure to assess which of our students may need extra support, although the test results largely mirror our classroom grade assessments and experiential data already in use.

Safety and Wellness committees were created and worked in concert with ASB, PALs and the CCA administration to provide opportunities for students, staff and our parent community to increase interpersonal connectedness, personal wellness and to promote a more healthy life balance. The Safety Committee has evaluated our drill procedures and created procedural updates to account for our larger campus population and safe traffic flows. Supplies have been shared to all buildings to assist should we be locked down for a significant time period.

Communication between home and school has increased with the addition of Athletics and Envision newsletters. Principal Brett Killeen sends a weekly email to staff communicating the weekly business and events. All Call InTouch messages are sent out regularly to inform our families of school events weekly. The CCA website has been updated and is more user friendly. ASB uses a text app to keep students informed of events on campus via text message and social media. Articulation between high school and middle school has been greatly improved in the arts through the work done on the SDUHSD Visual and Performing Arts 5 Year Plan, currently in its second year of implementation.

Curricular shifts in math and science have put a temporary hold on textbook and curricular resource additions, but much attention has been paid to instruction and curriculum design. SDUHSD has also been delayed in curricular

resource updates due to budget and an ongoing study about the benefits and challenges of moving to a digital text when possible. Course pathways have become more delineated, and expanded to include more advanced level and capstone courses in Envision and CTE. Classes have been rewritten or edited to include options for repeatable credits and the free period/teacher's aide course options have been tightened up.

We have several teachers on campus, in addition to Assistant Principal, Lisha Brunache, that serve as technology experts in Google Classroom since Blackboard was no longer supported. The Aeries grading program and other Google suite expertise has been shared with staff. Additionally our district TOSA (Teacher on Special Assignment-District level position) team makes themselves available to assist with educational technology. Students have much greater access to devices in their classrooms with the many new chromebook carts. These chromebook carts were ultimately necessary to allow our campus to complete state testing online. Mrs. Brunache has trained the classified staff on Google Suite several times during the 2018 - 2019 school year.

The more recent SPSAs have become linked to district LCAP goals. This hasn't changed the focus or direction of our site work, but enhanced it. It was simple to align our site goals with district directives. Our site transparency is mirrored in our site-district office communication and district LCAP goals closely mirrored our site work. We were able to more carefully delineate task steps and levels of support by linking to LCAP criteria. Please see current our current SPSA for more detailed information.

SPSA 2018-2019

1. Improve balanced student achievement and implement interventions for those students who are not meeting standards.
2. Implement safety measures and practices that ensure for a safe learning environment, and implement programs and practices that increase student connectivity and wellness.
3. Develop instructional practices to support underperforming subgroups, and provide professional development, time, and resources to support the transition to Next Generation Science Standards and Career Technical Education pathways to prepare all students for college and career readiness.

Data supports that we are on track with our academic achievement goals over the last several years. Our students are increasingly successful in their state assessments, AP pass rates are over 90%, even with increased AP enrollment and AP test participation. We continue to work to support our average and underachieving students academically. We have more UC approved courses and more defined curriculum pathways in each department. The intervention sequence is now a more understood and accessible program, utilized regularly by teachers, counselors, support staff and administration.

The newly revised Mission, Vision and Values statements have been recently put into practice. We are placing less emphasis on ways to help students with academic success, and more on supporting the whole child (or adult, as we support each other as a staff). The academic systems are strong and are showing continued improvement. Community connectedness, personal safety and emotional wellbeing are increasingly important. This last year we looked at what a holistic education should include, and how to incorporate those pieces in our classroom culture and in our greater school community. Our current SPSA goals closely follow the work we have been doing over the last six years, with one significant shift in the language. Previous SPSAs were written in the language of what our school will do, our current SPSA goals are written from the student centered standpoint. These student expectations will help us better see our students as individuals and better serve them in the specific ways they need most. These goals have been identified as our Schoolwide Learner Outcomes:

SPSA for 2019-2020

1. All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.
2. All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.
3. All CCA students will be college and career ready.

Chapter II:

Student / Community Profile and Supporting Data and Findings

A. General Background and History

Canyon Crest Academy (CCA) is a comprehensive public high school in its fifteenth year of operation; it is the newest high school to be added to the San Dieguito Union High School District (SDUHSD). Students are attracted to CCA to pursue specialized education and extra-curricular enrichment in academics, the arts, sciences, technology, and athletics; and to participate in real-world application of skills through leadership opportunities, philanthropic clubs, established partnerships with local businesses and universities. Student achievement and extra-curricular engagement is strongly supported by parents and community members, who partner with school staff and an active foundation to enrich the academic experience for each student on our campus.

CCA's curricular, athletic, and extracurricular offerings respond to evolving student interests and include specialized and in-depth studies. CCA offers a full range of Advanced Placement (AP) and honors courses similar to those courses offered at the other high schools in the San Dieguito District. In addition, CCA offers all California Interscholastic Federation (CIF) sports with the exception of football and cheer. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers specialized programs in science and math such as QUEST, robotics, computer science, and Engineering utilizing Project Lead the Way curriculum. CCA is on a 4 x 4 schedule--one of two schools in the district to offer this schedule and it is known as an "academy" for students in grades 9 - 12. High demand to attend the school, in addition to residential development density in the Pacific Highlands Ranch area of Carmel Valley has caused CCA to grow from 350 students in 2004 to 2,575 students in the 2018-2019 school year, making it the largest high school in the district.

CCA's unique 4 x 4 schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year, students have had the opportunity to have taken a total of eight classes as opposed to the typical six or seven found in schools with block scheduling. These extra two classes allow students the flexibility to take classes that best meet their academic and career goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities. Students have opportunities to pace curriculum in a more individualized fashion. The district graduation requirement is 230 credits, so students do not need to take eight classes each year, but many do. Some students elect to take unscheduled classes, reducing their load to accommodate for balance, work, or extra-curricular activities, while others take as many electives as possible, including advanced placement electives.

One of the unique founding philosophies of CCA is our culture of collaboration and connectivity. This philosophy is recognized in our mission and vision statements. CCA 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, called Late Start Days, is set aside on a majority of Wednesdays each term. On these Wednesdays, students begin school ninety minutes later than a normal school day. Staff use this time to develop

curriculum, review student achievement data and results through professional learning communities (PLCs), discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology-rich environment, and staff capacity to use digital instruction and learning tools is increasing, especially with G Suite for Education. Dedicated updated lab space is available and present for those programs that need it, but most of our technology is mobile now with the use of chromebooks, including write-on, touch-screen chromebooks. Increasingly, teachers are comfortable allowing students to use their smartphones, where appropriate, in teaching and learning activities. Staff is trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with the development of resources such as web pages and online classroom spaces. Classified staff has been getting trained on enhancing their technology capacity via workshops offered by district personnel, as well as one of our assistant principals, who has certification as a G Suite for Education Certified Trainer. In previous years, teachers have also been supported by a teacher who has assisted colleagues with technology tips for teaching and learning.

Since its opening in 2004, the Canyon Crest Community has excelled and is now known statewide for student achievement. Recently, our school was recognized as the #1 public high school in California. This recognition was a nice validation for our terrific students and hard-working staff, but we acknowledge that we must also be careful to balance this achievement and these expectations with keeping the focus on what is best for our students. This is why we spent considerable time collaborating on a new Vision, Mission, and Values, so that we can continue to grow and excel, but do so in creative, innovative, responsible, and healthy ways. In addition to academics, CCA students have opportunities to participate in extracurricular activities designed to enrich, challenge, and connect them to build a culture of Raven pride. Robust elective course offerings, the award-winning ENVISION program, competitive athletic teams, student clubs, STEM, our PALs, and ongoing ASB events--each represent opportunities for each student to get involved, foster healthy peer relationships, and contribute to our shared CCA community. Creative, Confident, Accepting--this is what CCA is all about!

1. Community

Canyon Crest Academy is located in an area known as Carmel Valley situated in north coastal San Diego County. As a district school of choice, any student who resides within the San Dieguito Union High School District boundaries may apply to attend CCA. Communities within the SDUHSD boundaries include the coastal North San Diego County communities of Cardiff-by-the-Sea, Encinitas, Leucadia, and Olivenhain in the City of Encinitas; the cities of Del Mar and Solana Beach; the community of La Costa in the City of Carlsbad; the community of Carmel Valley in the City of San Diego; and the communities of Rancho Santa Fe and Fairbanks Ranch.

CCA's neighboring community, Carmel Valley, is a fast-growing upper middle class residential community composed of educated parents, many of whom are entrepreneurial and work in Sorrento Valley in industries such as biotechnology, universities, and other professional endeavors. Those who work in the university setting often work at 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.

Canyon Crest Academy has an active parent fundraising group called the Canyon Crest Academy Foundation. The mission of the Canyon Crest Academy Foundation is to "enrich the experience of every student, every day." The foundation partners 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, technological resources, programs

for students, and designated support for the arts, athletics, academic teams, and wellness programming. Over the last three years, the CCA Foundation raised nearly $5 million to support academic programs, athletic programs, Envision, student support programs, and technology resources. The Foundation had been a strictly volunteer association until the 2012-13 school year. As the school programs expanded, along with school size, it became important to staff the Foundation with paid positions for Executive Director and Bookkeeper. As revenues and expenditures have grown, the Foundation has also been financially responsible and submits to a voluntary audit each year. The Foundation is housed on campus allowing for easy access between Foundation leadership and teachers, coaches, parents, and administration. The Foundation holds monthly Executive Board and Foundation Board meetings on campus.

Canyon Crest Academy's Career Technical Education (CTE) and Envision programs regularly partner with community organizations and local businesses to create enriching and authentic opportunities for students. For example, Advanced Engineering partnered with DRS Daylight Solutions, a San Diego technology company, during the 2018-2019 school to create a work-based learning experience for student teams over the course of a semester. Other community and business partnerships include Qualcomm, Studio West: Recording Studio & Music Production Program, The Center for World Music, Fleet Feet® | Running Shoes, Running Apparel & Gear, and Nature Collective (Formerly San Elijo Lagoon Conservancy).

2. Staff Description

CCA employs a large staff to support our 2,550 students on our campus. There are 112 certificated staff members, including general education and specialized education teachers, counselors, administrators, and other student support services personnel. Six full-time qualified school counselors work on the student services team. Other student support services personnel include one school psychologist, one speech-language pathologist, one social worker, three assistant principals, and two instructional aides.

CCA has 21 full time classified staff, including two campus supervisors, 10 clerical staff, one library media technician, 6 custodial staff, one theater technician, and one vocational developer shared with other sites. There are additional part-time staff members, including nutrition services employees, athletic coaches, and an athletic trainer. CCA neither employs its own substitute teachers, nor has substitute teachers on call. SDUHSD employs 221 certificated substitute teachers.

The CCA administrative team is comprised of three males and one female. All school counselors are female, and certificated teachers include 49 male teachers and 50 female teachers. The ethnicity of all staff members at CCA is detailed in the table below.

Table: Ethnicity of Staff

Ethnicity	Certificated	Classified	Total
American Indian	1 (1%)	0 (0%)	0 (1%)
Black or African American	2 (2%)	0 (0%)	2 (2%)
Asian	5 (4%)	0 (0%)	5 (4%)
Filipino	2 (2%)	2 (10%)	4 (3%)
Hispanic or Latino	9 (8%)	3 (15%)	12 (15%)
White	90 (80%)	14 (70%)	104 (79%)
Declined to State	3 (3%)	1 (5%)	4 (3%)
Total:	*112 (100%)*	*20 (100%)*	*132 (100%)*

Source: SDUHSD Human Resources, obtained 4/12/19

3. School Purpose

In the 2017-2018 school year, Canyon Crest Academy generated input from multiple stakeholder groups to update the school vision, mission, and values. The previous vision, mission, and values statements were created when the school opened. The school was much larger than before and the demographics were changing, as well as programs, and there was an interest in protecting and nurturing our culture, so it was time to address this topic. The principal, Brett Killeen, initiated the process in August, 2017 at the professional development day for teachers and classified staff. Certificated and classified employees were asked to give input on the following prompts: “Where should we go as a school (Vision)?” “How should we get there (Mission)?” “How should we treat one another (Values)?” A google folder was created with input on these prompts. This same process was replicated with parents during the school year through Coffees with Killeen and in the Foundation, School Site Council, as well as with students in classrooms. A Vision/Mission/Values Committee was established with representation from certificated staff, classified staff, parents, and students. This committee synthesized the input to see what was most important to our stakeholders. The committee then broke into two groups and each began drafting language for a new Vision, Mission, and Values. Though they worked independently, their draft products were very similar. A google survey was sent to all families asking for their preferences. It was apparent that the community liked both drafts, so the committee re-convened to blend the best of each and arrive at a final product. The brand new Vision, Mission, and Values was unveiled at graduation, 2018, and on a larger scale in the Fall of 2019. During the 2018/2019 school year, the Vision, Mission, and Values were promoted and work began to collaborate on specific ideas to actualize the Vision, Mission, and Values.

VISION	MISSION	VALUES
We are: **C**reative **C**onfident **A**ccepting	CCA promotes a culture of empathy and cultivates gratitude We sustain a balanced approach to education in an innovative learning environment We champion a confident, compassionate student body that is ready to thrive in tomorrow's world	Integrity, Authenticity, & Creative Risk-Taking Collaboration, Diversity, & Curiosity Perseverance, Resilience, & Determination Weirdness

4. Schoolwide Learner Outcomes

CCA's expected schoolwide learner outcomes are the three main student goals in our School Plan for Student Achievement and they focus on students' individual academic achievement, balance, wellness, connectivity, and college and career readiness. CCA's Schoolwide Learner Outcomes are tied closely to our school's vision and mission and focus on preparing students to thrive after high school academically, socially, and emotionally. Our SPSA and the school goals within it are continually measured and evaluated by our School Site Council, and represent student outcomes for all CCA students. The SPSA is a living document that the SSC can change at any time, based upon student needs and input from stakeholders. This allows us to continually adjust our goals and student outcomes to be aligned with our students' needs. The Raven Manifesto is a very specific document that outlines additional student outcomes and specifies the values and characteristics we strive to instill in all CCA students. The Raven Manifesto supports the Schoolwide Learner Outcomes, especially goal 2, and it forms the basis for our Social Emotional Learning.

School Goals

The CCA School Site Council is tasked with outlining and evaluating our school goals outlined in our SPSA. School Site Council is an elected group of parents, teachers, students and staff working together to improve our school's education programs. School Site Council meets several times each year and adjusts our schoolwide goals and student outcomes in response to student needs. Other stakeholders contribute to the measurement of progress towards meeting current goals and the development of future goals through discussion and collaboration in multiple other advisory groups, including department chairs (staff), Raven Advisory Board (students), Wellness Team (parents and staff), Cabinet (staff and classified), and whole staff meetings. The 2018-2019 school goals identified in our SPSA are as follows:

SCHOOL GOAL 1 (Schoolwide Learner Outcome 1)

All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.

SCHOOL GOAL 2 (Schoolwide Learner Outcome 2)

All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.

SCHOOL GOAL 3 (Schoolwide Learner Outcome 3)

All CCA students will be college and career ready.

Raven Manifesto

The development of our Raven Manifesto came from a need to actualize our Vision, Mission, and Values and to further outline the characteristics of students who are ready to thrive in tomorrow's world. The Wellness Committee (comprised of certificated and classified staff, as well as parents) and the Raven Advisory Board (comprised of students) collaborated along with a facilitator (Scott Schimmel from YouSchool) to identify the "affirmations" that we want each CCA student to be able to do upon graduation. These are characteristics that will not only make them perform better as students, but also to be healthy, happy people who have a skill-set that will make them successful in life. The Raven Manifesto is in alignment with our school's Vision, Mission, and Values and it supports our Schoolwide Learner Outcomes. The Wellness Committee worked to draft the statements and then we vetted them with students from the Raven Advisory Board to make sure students agreed with the direction we were going. These affirmations from the Raven Manifesto became the "modules" for our Social Emotional Learning program. We continue to engage the Wellness Committee, the staff, parent groups, and students to get feedback and make changes to enhance our program.

CCA strives to create learners who embody the following five characteristics:

1. Resilient
2. Self-aware
3. Valuable
4. Empathetic
5. Accountable

These broad characteristics are more specifically enumerated in the full Raven Manifesto:

I gain more from failing than not trying.

I understand my strengths and my areas for growth.

When I work to my fullest potential, I am GOOD enough, as I am, even if I fail.

I observe others and reach out to them.

I focus on the process rather than just the results.

Yes (I failed), and…(When I fail I keep trying)

I think I have something to offer in most situations and when I don't, I can learn from those around me.

I'm okay when it doesn't work out.

I encourage others to get the help they need it.

I am a flexible thinker.

I ask for help

I know what's right (for me)

I know my limits and respect myself enough to set boundaries.

I smile readily and am welcoming.

I act on my ideas.

I help when I'm asked.

I reflect on my behavior and how I affect others.

I know there is more than one version of a happy and productive life for me.

I listen with empathy and an open mind.

Each day I move steadily toward my dreams and goals, knowing they may change.

I live out what I believe.

I contribute to the world.

I can support others emotionally, even when it's messy.

I own and can take responsibility for my actions and recognize I am not perfect.

I ponder the world as it is and wonder what it could be.

I celebrate my own unique gifts and skills with humility and kindness.

I can be genuinely happy for peers who succeed and give support to my peers in their successes and in their failures.

I can ask for forgiveness and forgive others.

I know who I am and who I'm not.

I have a voice and I know when and how to use it.

I appreciate the contributions of others as they use their unique gifts and skills.

4. WASC Accreditation History

Canyon Crest Academy has had two full WASC visits since its opening on August 30, 2004. In April, 2005, WASC visited CCA with an Initial Visiting Committee. During its summer meeting, the Commission approved CCA's application for candidacy status. In the 2007-2008 school year, CCA had its first full WASC visit. A second full WASC visit occurred in the 2013-2014 school year. Both the initial visit and the most recent visit in 2013 resulted in six-year accreditation terms.

The 2013 WASC accreditation visit prompted several revisions and clarifications to our School Plan for Student Achievement (SPSA), primarily surrounding imminent new standards in Math and Science and areas related to student wellness. Agendas from PLC meetings showed evidence of ongoing work in curricular development, student mental health concerns, and the development of programs to maintain a tight knit and healthy student and staff community.

The 2017 mid-cycle report was created from ongoing feedback from staff, students, parents, and the administration. In addition, the whole school participated in a formalized activity on February 15, 2017 to formally gather input from all stakeholders. During this activity, the school solicited feedback on the five focus areas using the WASC Progress Report template and reviewed the critical areas for follow up from the 2013 visit. Examination and review of school data indicated progress on all 6 critical areas for follow-up and the importance of continued alignment between our WASC areas for follow-up, our school goals, and our district LCAP goals.

4. LCAP Identified Needs and Description of Goals

Districtwide LCAP needs and goals are integrated into all identified student outcomes at CCA. Parents and community members throughout the school district regularly give input to the LCAP process in several ways. From October of 2017 through April of 2018, SDUHSD gathered information from staff, students, parents, and the local community through online surveys and district advisory groups. In April and May of 2018, the school district shared the 2017-18 LCAP annual update and 2017-2020 LCAP with parents, school staff, and community members to gather feedback. The LCAP was reviewed by the District Parent Site Rep. Council and the District English Learner Advisory Committee, with the final plan approved by the Board of Trustees in June 2018. The district updates the three year plan annually and makes adjustments to goals and actions as needed based on stakeholder feedback and data review.

More specifically for Canyon Crest Academy, the School Site Council provides input during the LCAP process, as well as input for the School Plan for Student Achievement (SPSA). The School Site Council carefully reviews district priorities as stated in the District LCAP in order to inform school goals. In both the 2017-2018 and 2018-2019 school year, the CCA School Site Council was comprised of the principal, five classroom teachers, two other staff members (one assistant principal and one office staff member), four parents or community members, and four students. The school site council met four times in the 2017-2018 school year, and seven times in the 2018-2019 school year. The meeting dates for the 2017-18 school year were: October 2, 2017, December 4, 2017, February 26, 2018, and May 21, 2018. The meeting dates for the 2018-2019 school year were October 1, 2018, November 5, 2018, December 3, 2018, March 4, 2019, April 1, 2019, May 13, 2019, and June 3, 2019.

The table below describes the identified needs and goals from the district LCAP, their alignment to school goals, the rationale for each goal, and the expected measurable outcomes that will measure progress towards obtaining the identified needs.

Table: School Goals and Expected Measurable Outcomes with LCAP Alignment

<table>
<tr><th colspan="2">Identified needs from district LCAP that apply to CCA:</th></tr>
<tr><td colspan="2">School Goal #1: All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.</td></tr>
<tr><th colspan="2">District LCAP Goal(s):</th></tr>
<tr><td colspan="2">District Goal 1: Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level.

District Goal 2: All English Learner (EL) students will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner students will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</td></tr>
<tr><th>Rationale for goal:</th><th>Expected Measurable Outcomes:</th></tr>
<tr><td>Based upon the CAASPP results, the number of students who meet or exceed standards on this test is impressive, but every year there is a need for improvement, and some students are not meeting or exceeding standards. We need to continue to develop systems to identify struggling students as early as possible to offer academic supports to enable them to be proficient.To achieve this goal, we need to provide our teachers and support staff with professional development and PLC time, as well as appropriate resources to enhance teaching and learning. Our revised goal includes language about "individual potential." The rationale or this is because we have found too many students are taking too many rigorous courses, because of external influences, such as friends, parents, and perceptions about what prestigious colleges may require. We seek balance and a focus on what is right for each particular student. In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses.</td><td>CAASPP English/Language Arts
● 91% meet or exceed standards
CAASPP Math
● 82% meet or exceed standards
CAASPP ELA Spec. Ed.
● 70% meet or exceed standards
CAASPP Math Spec. Ed.
● 52% meet or exceed standards
CAASPP RFEP
● 91% ELA; 82% Math
AP Pass Percentage
● 93%
Students on the D/F list
● 4% or less at the end of each quarter
Students with Disabilities on the D/F list
● 4% or less at the end of each quarter</td></tr>
</table>

Identified needs from district LCAP that apply to CCA:	
School Goal #2: All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.	
District LCAP Goal(s):	
District Goal 4: Increase the level of “school connectedness” and "sense of safety" of students, staff and parents.	
Rationale for goal:	**Expected Measurable Outcomes:**
We have a high-achieving student population and community, but it is also a challenge insofar as more students are struggling from anxiety, depression, and stress. We believe our students need support through a robust social- emotional learning program in addition to academics at school. Since our school population has increased significantly in recent years, we need to engage in programmatic activities to make the campus feel smaller and ensure the students, staff, and parents feel connected. Our campus and community is very safe, but there is always an interest in improving our systems and facilities in this area.	● Reduce Chronic Absenteeism rates to 3% or less ● Maintain suspension and expulsion for all students at 1% or lower ● Reduce suspension rates for students with disabilities ● Increase the numbers of students participating in PALs programming, such as Community Days ● Improve results in the Healthy Kids Survey in the areas of stress, anxiety, depression, and safety. ● Improved social / emotional health as measured by student surveys

Identified needs from district LCAP that apply to CCA:	
School Goal #3: All CCA students will be college and career ready.	
District LCAP Goal(s):	
District Goal 3: All district graduates will be college and career ready.	
Rationale for goal:	**Expected Measurable Outcomes:**
Most of our students expect to go to college, but we need to balance this with career readiness. College-focused students need career skills beyond college. Students need more exposure to career possibilities and skill-sets.	● Increase A-G CSU/UC Eligibility rate to 93% ● CTE Pathway completion ● AP exam pass rate (93%) ● EAP Readiness (Defined as College Ready or Conditionally Ready) CAASPP in English (91%) and math (82%) ● Increase Dual enrollment ● Increased articulation agreements between community college and CTE courses

B. School Program Data — Description of Programs

1. General Education Program of Study

Students at CCA follow a 4x4 block schedule where they take up to four 90-minute classes per day, five days per week, in each 18 week Fall and Spring term. On this accelerated system, every term-long class is the equivalent of a traditional two semester/year-long class and students earn two final grades per class each term. Students who take eight classes can earn up to 80 credits in a year. The 4x4 schedule also gives students the chance to take additional electives. With numerous courses, students have opportunities to explore various disciplines. For students who have a specific area of interest, taking sequential elective or academic classes “back-to-back” in both terms in order to advance their skills and knowledge is a popular option. All students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities or opt for an unscheduled period to pursue athletics, extra-curricular activities, or off-campus internships or work experiences.

Briefly, the required program of study that all students experience and must complete to graduate CCA are:

- Four years of English (40 credits)
- Three years of math (30 credits)
- Three years of social studies (30 credits)
- Two years of science (20 credits)
- One year of physical education, including health (20 credits)
- One year of career and technical education/practical art (10 credits)
- One year of a visual/performing art (10 credits)
- Elective classes (70 credits)

CCA offers a wide variety of courses to fit the needs and levels of all students. In addition to offering college preparatory courses for each of the required courses for graduation, CCA offers a variety of advanced courses to meet the needs of our students wishing to challenge themselves beyond the required college preparatory curriculum. CCA has an open access policy allowing all students the opportunity to take honors or advanced courses. During the 2018-2019 school year, the following advanced courses were offered:

- Advanced Drama Honors
- Calculus III
- English 9 Honors
- English 10 Honors
- Integrated Math I Honors
- Integrated Math II Honors
- Integrated Math III Honors
- Linear Algebra (may be taken as a dual enrolled college course)
- AP Art History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP English Language
- AP English Literature
- AP Environmental Science
- AP European History
- AP French Language
- AP Macroeconomics

- AP Physics 1
- AP Physics 2
- AP Physics C: Electricity & Magnetism
- AP Physics C: Mechanics
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP Studio Art 2D
- AP Studio Art 3D
- AP Studio Art Drawing
- AP United States History
- AP US Government & Politics
- AP World History

In addition to completing the required academic courses for graduation, all students at CCA participate in Social Emotional Learning as part of the general education curriculum. In 2018, CCA partnered with The YouSchool to create 38 modules to be delivered on a rotating period basis every Tuesday of the school year. These social emotional learning (SEL) modules are directly created from our Raven Graduate Manifesto, a comprehensive list of what we want our graduates to think, say and do once they graduate CCA. 2018-2019 is the first year of implementation of the Social Emotional Learning programming as part of the general education program of study. The effectiveness of this programming will continue to be evaluated and the delivery and structure of the programming will continue to evolve.

2. College and Career Preparedness

CCA offers a diverse selection of curriculum and programming aimed at ensuring students are college and career ready. In addition to offering varied academic pathways and opportunities to meet the needs of any learner, CCA is committed to social and emotional learning and supporting students in their self-awareness and overall wellbeing. The curriculum, programs, and support services available to students at CCA are aligned with student needs and our schoolwide student goals and outcomes. Ultimately, CCA aims to ensure all CCA students are college and career ready in terms of academic knowledge, critical thinking and problem solving, collaboration and communication, and social and emotional learning.

SDUHSD College and Career Scope and Sequence

The CCA Counseling Department recognizes the importance of all students having access to college and career information to assist them in planning for post-secondary options of their choosing. The work of the CCA Counseling Department serves to support the goal of college and career preparedness for all students and ensures all CCA students are on track to meet this goal.

Counselors at CCA offer grade-level lessons or presentations in the areas of course planning, career exploration, and aligning student interests to future areas of study, training, and careers in alignment with the SDUHSD district scope and sequence for college and career planning. The entire scope and sequence for SDUHSD student college and career planning outlines the theme and activities at each grade level throughout the district, from grade 7 to grade 12. Counselors at CCA create and implement the lessons and presentations identified in the SDUHSD College and Career Scope and Sequence, participate annually in training related to college and career counseling, and work collaboratively with all stakeholders to assist with students being college and career ready upon high school graduation.

9th Grade	
Theme	**Activity**
High School Transition	❑ Presentation: topics include study skills, site college and career resources and events
Career Interest Inventory	❑ Lesson: students will complete an interest profile followed by a discussion of results and how to apply to future course selection and post-high school planning.
Course Planning	❑ Presentation: Students will review diploma, college requirements, and CTE Pathways to assist with course and post-high school planning. Focus: graduation requirements and how to review a transcript.

10th Grade	
Theme	**Activity**
Career and Community	❑ Lesson: using an online tool, students will connect interests to careers and access program/major search. Will include discussion on “soft skills” needed to connect with others in the workplace.
Résumé Building	❑ Students have ongoing access to an online presentation about the purpose of a résumé that will include a résumé sample and template with instructions on how to save to Google account.
Course Planning	❑ Presentation: Students will review diploma, college requirements, and CTE Pathways to assist with course and post-high school planning. Focus: A-G requirements and academic testing.

11th Grade	
Theme	**Activity**
Post High School	❑ Lesson: post-high school research and review options based on interests, current résumé, transcripts, and test scores.
Résumé Building	❑ Students have ongoing access to a saved online résumé presentation to serve as a reminder for students to update coursework and/or participation in activities.
Course Planning	❑ Presentation: Students will review the diploma, college admission requirements, and CTE Pathways to assist with course and post-high school planning. Focus: transcript review

12th Grade	
Theme	**Activity**
Post-High Planning Process	❑ Presentation: post-high school planning timeline and school site process for college and career applications.
Senior Exit Survey	❑ Presentation: remaining post-high school preparation, complete Senior Exit Survey

Source: SDUHSD Scope and Sequence for College and Career Planning

Career Technical Education (CTE)

CCA offers seven CTE pathways that build transferable professional skills through project-based learning aligned with industry standards and core content: Business Management, Design Visual & Media Arts, Engineering Technology, Film & Video Production, Graphic Design, Performing Arts, and Software & Systems Development. CTE courses are sequenced so that students build on prior knowledge and work toward advanced coursework in their capstone classes. Pathways are designed with industry input, and focus on rigorous, relevant and real-world learning. By integrating innovative instruction, vertically aligned courses, and transferable professional skills, those who complete CTE pathways leave high school ready for their future in college and beyond.

Canyon Crest Academy Career Technical Education Pathways

PATHWAY	INTRODUCTION	CONCENTRATION	CAPSTONE	ENRICHMENT
Business Management		*Marketing Principles**	*Advanced Business Management**	Business Math
		*Intro to Business Management**		
Design Visual Arts & Media		Fine Art & Digital Photo*	*Photo Imaging**	Advanced Fine Art & Digital Photo*
Engineering Technology	Introduction to Engineering*	Digital Electronics*	Advanced Engineering & Technology*	

Film, Video Production		Video Film*	Advanced Video Film*	Cinema Conservatory, Digital Media Production Cinema Lab
Graphic Design		Digital Art & Design*	Advanced Digital Art & Design*	
Performing Arts (Professional Music)		Digital Composition	Recording Arts	Adv. Recording Arts Envision Conservatory Rock Band Music Industry
Software, Systems Development	Exploring Computer Science* Computer Game Design	AP Computer Science Principles*	AP Computer Science A*	

*UC Approved Course *Community College Articulated Course*

Most of the CTE courses offered at CCA meet UC A-G requirements, providing an opportunity for students to both fulfill college admission requirements and explore a specialized career pathway. In addition, some CTE courses are community college articulated courses, meaning that students can earn college credit for completing the course at CCA. Currently, the following CTE courses at CCA possess articulation agreements: Introduction to Business, Marketing Principles, Advanced Business Management, and Photo Imaging. CCA CTE teachers in multiple pathways are actively working with community college representatives to expand our articulated courses in the coming years.

Students who do not wish to complete a CTE Pathway are also eligible to participate in CTE courses. All CTE courses fulfill our district requirement for 10 credits of Practical Arts. If students wish to work towards completing a pathway, they can begin a CTE pathway in their freshman, sophomore or junior year. To complete a CTE pathway, students must pass at least two courses within the pathway, including the capstone. Some pathways offer additional enrichment courses for students who are looking to increase their skills or broaden their experience. Completion of a CTE pathway is indicated on official student transcripts. Additional benefits of completing a pathway include:

- Access to real-world learning that helps connect core academics to industry applications
- Access to updated technology, facilities and tools that enable students to apply their knowledge in meaningful and creative ways
- Completors are better prepared for college and career thanks to rigorous, relevant coursework, work-based learning experiences, and contact with the professional world
- Courses are infused with essential professional skills including interviewing techniques, resume building, labor market research, and interpersonal skills

- CTE pathways help students connect their core academics with their personal interests, skills, and creativity. Our pathway students feel more connected to their academics, and are more driven and focused when they get to college and enter the workforce

CTE teachers actively partner with community businesses to expand authentic learning experiences for students in CTE courses. In the 2018-2019 school year, Digital Art and Design students in the Graphic Design pathway partnered with local business Fleet Feet to design T-shirts to be featured and sold in their store at the neighboring Pacific Highlands Ranch center. Students participated in a complete design job process, from meeting with the client and learning about their needs and specifications, to planning and executing the design to be delivered by a client-imposed deadline. Other pathways regularly partner with local businesses and professionals to design and develop projects and inform course curriculum.

Science, Technology, Engineering and Mathematics (STEM)

Canyon Crest Academy has a strong and continuously growing Science, Technology, Engineering, and Mathematics (STEM) program. The STEM program features courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. Targeted STEM courses at CCA allow students to explore the field beyond the traditional mathematics and science academic pathways, providing career-ready skills upon high school graduation and creating a strong foundation in the field for students who pursue STEM majors in college. Many of CCA's STEM courses have been organized into CTE pathways. Computer Science courses are part of the Software, Systems Development pathway and Engineering courses are part of the Engineering Technology pathway.

CCA's Engineering Technology pathway encompasses three courses: Introduction to Engineering, Digital Electronics, and Advanced Engineering and Technology. Introduction to Engineering exposes students to the major engineering disciplines and provides students with the analytical tools necessary to pursue further study in engineering, while the Digital Electronics course exposes students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Advanced Engineering builds on the skills learned in both of the prior Engineering courses and requires student teams to partner with community businesses to complete an authentic project. Projects can include, but are not limited to, mechanical and electrical control systems, robotics, mobile software applications, artificial intelligence, and aquaponics systems. In the 2018-2019 school year, our Engineering Technology pathway partnered with DRS Daylight Solutions, a San Diego technology company, to implement an in-class internship model in the Advanced Engineering and Technology capstone course. Through this internship agreement, teams of students collaborated with DRS on a real-world project, collaborating with industry professionals throughout their semester in the course. Other pathways regularly partner with local businesses and professionals to design and develop projects and inform course curriculum. In addition, All CCA Engineering courses are UC approved and also fulfill the SDUHSD practical art graduation requirement.

The Software, Systems Development pathway focuses on Computer Science and encompasses four courses: Exploring Computer Science, Computer Game Design, AP Computer Science Principles, and AP Computer Science A. Exploring Computer Science provides students with foundational knowledge of computer science, while AP Computer Science introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world at a higher level, using MIT App Inventor and Android devices. AP Computer Science A, the pathway capstone course, is equivalent to a first-semester, college-level course in computer science and emphasizes both object-oriented and imperative problem solving and design using Java language. Each year, both the Engineering and Technology pathway and the Software,

Systems Development pathway hold an advisory meeting and student showcase to elicit input from industry professionals and display student achievements. These meetings serve to continuously align course content with industry standards and expectations. Both AP Computer Science Principles and AP Computer Science A are eligible for college credit at many colleges upon earning a passing score on the AP exam. All Computer Science courses are UC approved and also fulfill the district practical art graduation requirement.

Many of the students enrolled in the Computer Science and Engineering pathway courses also participate in various after-school enrichment programs. One such program is CCA Robotics which is comprised of several teams within the FIRST (For Inspiration and Recognition of Science and Technology) national organization. CCA currently supports one FRC (FIRST Robotics Challenge) team of approximately 80-90 students and three FTC (FIRST Technology Challenge) teams of approximately 10-15 students each. The teams compete in national and international Robotics competitions. The Robotics program is structured to develop the skills and knowledge of students in Robotics, Engineering, Science, Mathematics, and Computer Science. Through this program, students 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 Robotics has been involved with the FIRST robotics competitions since 2009 and has won several awards over the years. Another program is an all-girls computer science and engineering organization through the GWC (Girls-Who-Code) national association. CCA currently supports the GWC program focused on providing introductions to engineering and computer science to any interested girls through fun and challenging projects within a welcoming and inclusive environment. The group participates in Robotics via the Ravenettes all-girl FTC team as well as engages in outreach events to expose middle school aged girls to the STEM fields via engineering and computer science projects. Both Robotics and Girls-Who-Code offer summer camp programs to the community as a way to foster interest in engineering and computer science to younger students through a combination of technical curriculum and hands-on projects.

In addition to Computer Science and Engineering, CCA offers the QUEST Research program, a three-course sequence designed to provide students who are motivated by curiosity and are capable of independent learning with an authentic science experience. QUEST is not an acronym. When it was established, “quest” was intended to mean “a quest for knowledge” as well as creating a “question” such as a hypothesis in scientific research. In QUEST courses, 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 also 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 investigate and

solve "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 to students in grades 10th-12th who have completed Tier 1 Research Methods, and completion of or concurrent enrollment in 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.

Table: QUEST Enrollment

	2016-2017		2017-2018		2018-2019	
Total Number of Students	98		68		106	
Number of Students by Gender	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
	40	58	37	31	59	47

Source: Aeries 7/30/19

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 Internship Program is one of collaborations 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. The Internship course includes a minimum of 40 hours per quarter of on-site experience and a minimum of 9 hours of instruction to earn 5 credits. The Work Experience course includes a minimum of 90 hours per quarter and minimum of 9 hours of instruction to earn 5 credits.

The curriculum is offered onsite in the form of classroom instruction and meetings once per week, and outsourced in terms of employer/mentor instruction. The year long curriculum focuses on projects / research / activities in the following areas:

- employment preparation
- job success
- economic awareness
- career awareness
- communication / soft skills
- financial literacy

To orient students, the counselors provide information about the program to students, and the Internship/Work Experience teacher reaches out to students who have questions. Students meet once per week with the teacher to reflect on what they learned and accomplished during the week at their job site. School counselors help students decide whether the class is a good fit for the students' needs, and the students meet weekly with the teacher for support, guidance, and lessons about the work world.

There are no formal partnerships with businesses or community other than the relationship established between the student and the employer/internship mentor. Students choose their internship based on their interests and college and career goals. Students have been placed in area hospitals, veterinary clinics, physical therapy clinics, the Birch Aquarium, UCSD research facilities, local startups, art galleries, political offices and many others.

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 seven core disciplines: Cinema, Dance, Humanities, Instrumental Music, Theater, Visual Arts, and Vocal Music. This highly collaborative 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 seven disciplines, including CTE courses and pathways in cinema, music, technical theater, and visual arts.

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, and will be serving 244 students in 2019-2020. This three year, pre-professional program includes an extended day fifth period class for students who not only recognize art as their passion, but intend to pursue this passion at the university and/or professional level. Each term, students participate in 90 hours of intensive discipline-specific work and about 15 hours of interdisciplinary exploration. Conservatory students are required to enroll in Envision day classes in their chosen area of focus, and are expected to uphold strict attendance, academic, and behavior policies. Students participate in one-on-one and group/ensemble instruction/projects, internships, masterclasses, and workshops, as well as training and support for auditions, college entrance, and scholarship opportunities. Conservatory members are challenged with a rigorous curriculum with juried performances and portfolio reviews each year, culminating in a senior thesis project required for completion of the program.

Also unique to the Envision program is its utilization of Guest Artists: professionals from the seven disciplines who provide real life context for Envision students during both day classes and Envision Conservatory. Envision takes pride in our strong connections with community and international organizations, universities, and industry that help build a rich, authentic, and relevant education in the arts. 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.

Peer Assisted Listeners (PALs)

Peer Assistant Listeners is both an elective course offered to students and a program that serves the school community. The purpose of PALs is twofold; first, the course aims to develop leadership capacity within selected students, and second, the initiatives and activities PALs facilitate promote student wellness and facilitate student connections to encourage a safe and positive school community. The work of PALs aligns with various school goals, including providing access to programs and practices that increase connectivity, wellness, balance, and safety.

As part of the Peer Assistant Listeners course, PALs receive training and support from a teacher and counselor,

act as guides, mentors, and mediators for other students. In their interactions with students, PALs utilizes the 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 offers individual and group peer support, orientation for new students, classroom presentations, and school/community outreach projects. In addition, the PALs are instrumental in the implementation of the schoolwide Social Emotional Learning (SEL) curriculum. PALs often visit classrooms to deliver SEL modules to peers, and strive to promote the Raven Manifesto statements in all activities and events they coordinate.

In addition to providing day-to-day support and initiating numerous activities on campus, the PALs program coordinates Community Day, a full-day event in both the fall and spring semesters. The purpose of Community Day is to cultivate a safe and accepting high school community, and calls on students, adult staff members, and parents to come together for a full day of high energy community-building activities designed to strengthen the bonds between students and build a stronger sense of community and support. Other wellness and social emotional learning components are also weaved into Community Day activities, such as dealing with stress and practicing mindfulness.

Community days are organized by grade level. In the 2018-2019 school year, PALs held three separate community days organized by student grade levels. CCA students can participate in community day by signing up. PALs can support 100 student participants each community day who are chosen on a first-come, first-serve basis. In addition to attending community day, PALs solicits student volunteers to assist with leading the community day events. 18 student leaders are chosen for each community day; student leaders must apply and complete an interview process to be selected.

Table: Number of Students Participating in Community Day

2016-2017	2017-2018	2018-2019
80 students	150 students	340 students

Source: PALs program data

Associated Student Body (ASB)

Canyon Crest Academy's Associated Student Body (ASB) & Leadership program combines a class with extracurricular opportunities for passionate and engaged students to accomplish our mission "to unify the school's community and promote a spirited, diverse, and accepting CCA culture."

ASB is an Application Only course that accepts 9th-12th grade students who can either run for ASB office during the spring elections or apply as a general candidate for acceptance into the program the following year. Elected officers are enrolled in both terms; general candidates are assigned to either Fall or Spring term depending on preference and space. This course includes a minimum of 25 hours per quarter of outside-of-class event support (lunch activities, athletics promotions, school dances, etc.). Additional requirements include weekly assignments/paperwork, professionalism, consistent effort, and positive modeling of leadership and participation on campus.

The class is structured to cultivate mastery, autonomy, and purpose as individual leaders as well as to encourage the program as a whole to function effectively in order to meet the vision of the school. To that end, students are assigned to one of ten committees that each focus on a different aspect of school culture (sports, clubs, outreach, special events, dance, etc.). Students are given a position within that committee (manager, budget, secretary, or publicity) based on their preferences, experiences, and skills. Each committee works within their budget to put on

two events per quarter that encourage spirit, participation, and generally support a positive campus climate. Students are trained to meet the expectations of the position within their committee, as well as to work collaboratively with other committees on special assignments and projects.

In addition to the responsibilities of the committee, the ASB Director provides students with twice-weekly leadership lessons drawn from a number of sources including but not limited to materials developed by the California Association of Directors of Activities (CADA), CASBO, and the latest in leadership theory and practice. Topics can include budgets and accounting, interviewing techniques, marketing, networking, vendor relationships, teamwork in business, and diverse leadership strategies.

The ASB program also facilitates and approves the activities of a large number of clubs and organizations on campus (200+). Part of ASB's mandate is to ensure that all students have an opportunity to be involved in some aspect of our school culture and community, and that those organizations providing opportunities for students are in compliance with the rules and regulations that are relevant to their operation. ASB students work closely with other student leaders, administrators, teachers, businesses and stakeholders in the community so that each of these entities can contribute to what makes CCA successful.

Independent Study Physical Education (I.S.P.E.)

SDUHSD and CCA support and appreciate after-school activities, but recommend that all students participate in the physical education program at each school site. However, SDUHSD and CCA offer an independent student PE program for students who: are exceptionally gifted, state, or regionally ranked athletes; wish to take an advanced level course the school is not currently offering; have an impacted schedule because they are in special academic support programs or a specialized elective they need to take each year during the regular school day which precludes taking a regularly scheduled PE class; have medical conditions; have fulfilled their high school graduation PE requirement. Students in grades 11 and 12 who have completed their two years of P.E. credit for graduation may take I.S.P.E. as an elective if they meet all of the criteria for participating in I.S.P.E. Students are selected based on their ability to handle the individual responsibility of ISPE.

Students have been granted the ISPE opportunity for activities such as dance, gymnastics, and crew (rowing). ISPE courses must develop proficiency, knowledge, and skills that cannot be achieved within the in-school PE program. Year-long goals must be developed with the ISPE coach and student to reflect unique growth through their ISPE program and align with the California State Physical Education Standards and Physical Fitness Test requirements. The instruction must be equal to the hourly requirement of the state of California PE statute, which is 400 minutes every 10 school days/2 weeks. There are a total of four quarters each year, and the student must meet a minimum of 1800 minutes or 30 hours for each of those quarters.

All I.S.P.E. instructors/coaches are required to sign a Statement of Responsibility and a Hold Harmless Agreement. Instructors/coaches must also carry one million dollars in Commercial General Liability insurance for the activity in which they are giving instruction. (Homeowners policies, Declarations, Summaries, bills, invoices, etc. do not meet the District's qualifications or standards as proof of insurance). The parent must sign a District Liability Waiver which holds the District harmless from any liability or claims as a result of the I.S.P.E. program. The parent/guardian agrees to undertake all transportation of the student to and from I.S.P.E., since the District will not provide transportation.

The I.S.P.E. course must be part of the student's regular bell schedule. I.S.P.E. may not be an additional period with the exception of students who participate in the school's music program. Those students may be eligible to apply for I.S.P.E. as one additional period. For non-music students, if the school has a six period day, I.S.P.E. must be one of six classes, not a seventh class. ISPE is a year-long course commitment. Students enrolled in I.S.P.E. are not to change their activity midyear. A coach change is only permitted with the approval of a site

administrator. The supervision of I.S.P.E. activities must be performed by a coach who is at least 21 years of age, who has a certificate or credential in that activity, or who has participated for at least four years at a collegiate/world class level in that activity. Coaches are also required to describe the background and experience that qualify them or their agency for training at this level. They must also provide a resumé for the instructor who will be doing the training. Students must be coached/instructed by a reputable instructor; students are not allowed to be coached by their parents or guardians. The curriculum is outsourced and off-campus.

In terms of assessment, students must fulfill the requirements of the I.S.P.E. contract, which includes completion of workout logs and submission of all reports. I.S.P.E. logs must be submitted to the designated site administrators/I.S.P.E. coordinator each quarter. The logs must indicate days and hours of instruction. At the end of each semester, two evaluations of student progress toward established goals is required. During the last week of each semester, students will submit a self-evaluation and a coach's evaluation. The student evaluation includes a reflection of his/her success in attaining the stated goals, and a statement indicating revised and/or new goals that the student has for I.S.P.E. for an additional semester. The coach's evaluation is a one-page statement personally written and signed by the I.S.P.E. coach/instructor evaluating the student's semester participation and progress toward goals. The grade for the class is Pass/Fail, and is based on the accomplishment of the objectives of the course and communicating this information to the I.S.P.E. coordinator in a timely fashion. Second semester 9th grade I.S.P.E. students must contact a school P.E. teacher to find out when he/she can participate in the state mandated physical fitness testing. It is the student's responsibility to find out when the testing will occur, to schedule the testing with the instructor, and to attend the regular P.E. classes during the testing period. Students who fail to complete Physical Fitness Testing or fail to meet the requirements will not be eligible for I.S.P.E. in the subsequent school year.

The program supports college, career, and other goals because students who take I.S.P.E. often pursue their sport in college, often being recruited by colleges especially for their sport. In terms of orientation, students must complete the I.S.P.E. contract and provide all forms to the district by mid-August for the ensuing school year. During the first week of school every I.S.P.E. student will attend a mandatory meeting to learn how to use the online class for ISPE as well as how to submit required I.S.P.E. logs. Students in I.S.P.E. receive academic and personal counseling, college and career preparation support, and health services as part of their enrolled status at LCC. There are no formal established partnerships with businesses or community other than the relationship established between the student and the coach/instructor.

3. Online Instruction

CCA does not offer online instruction as part of the general program of study. Eligible students who participate in Independent Study Physical Education may complete a district-offered independent study online health course to fulfill the state competency requirements integrated into the 9th grade Year One PE course.

4. Summary of Support Programs

CCA does not receive Title I services or generate supplemental concentration funds due to our demographics. To support our high-needs students (unduplicated pupils), our district provides our site with LCFF supplemental funding, such as non-formula sections in the master schedule, to run support classes accessible to all students, such as our Academic Literacy and Mathematics Support courses. In the 2018-2019 school year, CCA received $125,000 from LCFF funding for six sections of support classes. These are called "LCAP" sections, because they are designed to support students in need, as identified by the SDUHSD LCAP and CCA's SPSA. The remaining support programs and services CCA offers are funded through the school site general fund.

General Education Support Programs

All students at CCA are monitored for academic, behavioral, and social/emotional success through a variety of measures, including grades, test scores, number and frequency of interventions from teachers or support personnel, behavior records, attendance records, and staff member observations and/or referrals. If a student is struggling to succeed in school, a parent or staff member may refer the student to a Student Study Team (SST). Our Student Study Teams are our mechanism for collaboratively determining what resources students may need to be successful. During an initial SST meeting, a team reviews student data and examines where general education teachers, an assistant principal, school psychologists, social worker, and counselor review data and discuss whether the student is eligible for intervention. Subsequent meetings include the parents and student to discuss possible interventions and solutions to help the student, such as a 504 plan, schedule changes, behavior/attendance contracts, bi-weekly check-ins, SARB process, or referral to the special education assessment process. The SST is a partnership between the school and home that uses a problem solving approach to help students be more successful in school.

The CCA Intervention Sequence details four levels of increasing support designed to support struggling students. Level 1 is Classroom Support, and indicates the student is receiving support within the classroom setting from a teacher or teachers. Level 2 is Collaboration, indicating a larger team-approach to addressing student needs, both inside and outside of the classroom. Level 3 indicates a formal intervention is required, and may include collaboration across teachers, parents, student, an administrator and an academic, behavioral, or attendance contract. Level 4 indicates a student is at-risk and requires an intensive intervention, such as assessment and/or a 504 eligibility determination, referral to the School Accountability Review Board (SARB), suspension, or referral to Sunset High School (SDUHSD's continuation high school).

CCA Intervention Sequence

Level 1 (Classroom Support)
● Check if the student has IEP/504 Plan in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). ● Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years) ● Check the Intervention Screen in Aeries to see any previous strategies implemented ● Review criteria on Student Profile Chart (below) to determine potential level of intervention ● Student-Teacher Individual Conference ● Teacher provides classroom intervention(s). Some examples: ○ Provide support materials to student – templates, skeleton notes, copies of notes, etc. ○ Seating change ○ Pair with peer ○ Check for understanding and prompt student ○ Suggest/provide before or after school help/tutoring ○ Allow for short breaks ○ Progressive discipline/referrals ○ Parent-Teacher contact (phone/email) ○ Document classroom interventions in Aeries

Level 2 (Collaboration)
● Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha Assistant Principal ● Level changes implemented as needed ● Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) ● Share and implement best practices and additional strategies ● Refer to school-sponsored tutoring, teacher office hours and/or Peer Advisory Club ● Suggest weekly progress report ● Parent-Student-Teacher conference ● Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)
Level 3 (Intervention- Meets Criteria of "Struggling Student")
● Multi/Interdisciplinary teacher collaboration ● Implement strategies across all subjects ● Teacher continues to assign discipline consequences, as necessary ● Suggest remedial classes if necessary ● Parent-Counselor-Teacher-Student-Admin conference ● Place on Academic/Behavior/Attendance (SART) Contract
Level 4 (Intensive Intervention- Meets Criteria of "At Risk Student"; prior strategies unsuccessful)
● Parent-Counselor-Teacher-Student-Admin conference ● SARB (Student Attendance Review Board) ● Refer to READI ● Assign contract violation consequences ● Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) ● Refer student to Sunset/North Coast (process handled by the students alpha-counselor and AP) ● Consider referral to Student Study Team (SST) ● A 504 plan may be developed as a result of the SST team decision ● Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.

General Education Support Classes

CCA offers two types of support classes for general education students, one for math support and one for overall academic support with an emphasis on literacy. Over the years it became clear that another intervention was needed prior to a referral for special education. In 2016 two classes types of support classes were added to the master schedule. Many students struggle with math and/or overall academic performance, and these classes provide a block of time on campus during the school day to help students improve in either math or in their overall performance at school. Students who could benefit from a general education support class are referred to counselors by teachers or counselors suggest the class to parents when reviewing progress report grades with students and parents.

Math Support Classes are taught by a credentialed math teacher. The course offers support with homework completion, organization, study skills, and additional content practice. This is done through completing and correcting homework, pre or re teaching lessons, providing additional practice worksheets, reviewing past assessments, and collaborating between the math and support teacher and math teacher in order to identify areas of needed growth.

Academic Literacy Support class is part Study Hall and part Support Class for non-Special Ed students. In this class, students are provided with a supportive place to do homework, but will also receive support from student tutors and the certificated classroom teacher. During the class period, teachers and/or tutors check on the student homework completion and monitor assessment grades and missing assignments on Aeries. The Academic Literacy teacher models how to stay on track with schoolwork, providing support and encouragement. Students may also use Academic Literacy time to finish assessments and communicate with teachers. Students who need intensive reading support during this class participate in curriculum through READ 180 Universal.

Table: Math Support and Academic Literacy Data

Math Support	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of students Enrolled in Math Support	15	18	30	15	25	30
Number of students A-G eligible in Math class (C's or better)	9	14	23	10	22	25
Percentage of students A-G eligible	60.0%	78.8%	83.3%	66.7%	88.0%	83.3%
Number of students that met math grad requirement (D's or better)	11	15	29	13	24	28
Percentage of students that met grad requirement	73.3%	83.3%	96.7%	86.7%	96.0%	93.3%
Academic Literacy	**Fall 2016**	**Spring 2017**	**Fall 2017**	**Spring 2018**	**Fall 2018**	**Spring 2019**
Number of students Enrolled in Academic Literacy	11	9	15	14	16	16
Number of students A-G eligible in all classes (C's or better)	7	6	8	7	9	12
Percentage of students A-G eligible	63.6%	66.7%	53.3%	50.0%	56.3%	75.0%
Number of students that met grad requirements in all classes (D's or better)	7	9	12	11	12	13
Percentage of students that met grad requirement in all classes	63.6%	100.0%	80.0%	78.6%	75.0%	81.3%

Source: Aeries, obtained 8/2019

The data table above shows that students have benefitted from taking each class. Each term students received support that assisted them in earning passing grades. In the Math Support class, the percent of students that received at least a D in their concurrently enrolled Math class ranged from 73.3% to 96.7%, and the percent of students that received at least a C ranged from 60.0% to 88.0%. In the Academic Literacy class, the percent of students that received at least a D in every class taken while in Academic Literacy ranged from 63.6% to 100.0%. The percent of students that received at least a C in every class ranged from 50.0% to 75.0%.

English Learners

CCA has a small population of English learners; in the 2018-2019 school year, 32 students in grades 9-12 had an EL classification. Due to the small number of English learners, CCA does not receive indicator data for the EL subgroup from the California School Dashboard. To support our English learner population, CCA designates a teacher specialist to serve as the school site EL lead. This teacher is provided with a release period each day to be able to monitor English learner progress, push-in to classrooms to support English learners in the general education setting, and coordinate the process for EL assessment and reclassification. CCA's EL lead teacher partners with the SDUHSD district EL coordinator and receives ongoing professional development to be able to support EL's on the CCA campus.

CCA's small population of English learners with varying needs from year to year necessitates a flexible and personalized approach to EL support. During the 2018-2019 school year, CCA offered a sheltered reading intervention class aimed at targeting any students necessitating reading intervention. Open to EL students, SPED students, and general education students, this course used the Read 180 Universal Platform and employed a reading specialist to oversee day to day instruction. In the spring of each year, the EL lead teacher, counselor, and administrator examine data for incoming 9th grade students, including ELPAC scores, current course placement, and recommended course placement from middle school staff. This data informs the design of the master schedule, and students are placed in courses based on these recommendations. Course offerings for English learners vary from year to year, but include sheltered courses, clusters of English learners in general education settings with push-in support, specialized reading intervention courses, and general education support classes that benefit English learners such as academic literacy.

SDUHSD maintains a uniform reclassification criteria and process for English learners across the school district. Our district-wide reclassification criteria is as follows:

1. English Language Proficiency Assessments: Overall English Language Proficiency Assessments for California (ELPAC) scale score of Level 4 (Well Developed)
2. Assessments of Basic Skills:
    a. Level 3 (Standard Met) Scale Score on the Smarter Balanced ELA/Literacy Assessment. Students without a Smarter Balanced score must have a Reading Inventory (RI) score of at least the lowest score within the grade level Proficient range as well as a passing score (2+) on the District Writing Benchmark (DWB)
3. Teacher recommendation:
    a. Grade of C or higher in all core academic classes
    b. Positive teacher feedback on district Teacher Recommendation form
4. Parent Opinion and Consultation

School site administrators and EL lead teachers receive a roster of potential reclassification candidates based on ELPAC levels at the start of each school year. This initiates a collection of input from teachers regarding the student's progress throughout the school year. If all criteria are met, a recommendation is made to reclassify a student from Limited English Proficient to Redesignated Fluent English Proficient. Parent opinion and consultation is documented through the use of a district form. If a student does not meet all 4 criteria for redesignation, will be

re-examined for reclassification during a subsequent review period.

Socio-economically Disadvantaged Students and Foster Youth

Because CCA does not have significant subgroups of students who are socio-economically disadvantaged and / or are foster youth, the school does not not receive additional federal or state funding. However, CCA is allocated LCAP non-formula sections to support any student who may be struggling, and we adhere to the McKinney Vento Act for homeless students. Our social worker and counseling team works to support these students.

Though we do not have a significant population of socio-economically disadvantaged students or foster youth at CCA, we have resources to support them, including our counseling team and our school social worker. We utilize the tiered interventions as noted in our SPSA to support students in need. If a student is known to need financial assistance with school related enrichment or curricular expenses, we cover this no questions asked.

Home Hospital service is offered to students who have a prolonged illness in which they cannot come to school but are able to complete school work at home. Students are assigned a Home Hospital teacher who acts as a liaison between the student and the classroom teacher. The service is approved through the district office and school site administration.

Special Education Services

Students with special needs have many support systems in place at Canyon Crest Academy: academic support classes, collaboration between Education Specialists and general education teachers in a unique liaison model, and access to Learning Academies. 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. For 2019-2020, we will be offering some co-teaching models for our students. Our teachers who are going to be involved in this model will be attending training on August 26, 2019.

With the growth of CCA's overall enrollment, the CCA Special Education population has decreased over the years, where at one point it was at 14% of the school's population in 2013. Currently, the Special Education accounts for 4% of the total population. 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. The primary emphasis of the CCA Special Education department has been a focus on supporting student success in the mainstreamed, college-preparatory environment.

Special Education services at CCA are offered 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 Integrated Math 1 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 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 a more hands-on support and interaction with the general education teachers, as well as more grade-level and achievement-level appropriate support for students.

The district and school services for students designated with special learning needs include the following:

WorkAbility is a state funded program that provides pre-employment skills training, worksite training and follow-up services for youth (ages 12-22) in special education who are making the transition from school to work. It provides special education students with the opportunity to complete their secondary education while obtaining marketable job skills. WorkAbility is funded by the California Department of Education, Special Education Division.

The Transition Partnership Program (TPP) is a cooperative agreement between the San Dieguito Union High School District and the California Department of Rehabilitation* (DOR). The program assists SDUHSD students with their transition from school to work. Support through the TPP can be provided in the areas of vocational assessment, employment readiness training, job skills training, employment subsidization (up to 100 hours), job coaching, post- employment support, and post-graduation support. To qualify for TPP services, students must be in their junior or senior year and they must have an active Individualized Education Program (IEP).

Related services are provided to students by appropriately qualified specialists/service provider as specified in the IEP. A service provider may work with a student individually, in groups, and/or through consult. The service provider is a team member who supports the student's goal areas specific to their area of expertise. The following are areas provided by SDUHSD:

a. Speech and Language
b. Audiological Services
c. Physical Therapy
d. Occupational Therapy
e. Vision Services
f. Counseling and Guidance
g. WorkAbility
h. Assistive Technology
i. Health Services
j. Deaf/Hard of Hearing
k. Orientation and Mobility
l. Transportation

C. Demographic Data

1. Socioeconomic Status

Table: Parent Education Level, Self-Reported 2018-2019

Parent Education Level	2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%
Graduate school / Postgraduate training	1,636	70.16%	1,754	70.05%	1,768	70.16%
College graduate	543	23.43%	595	23.76%	597	23.69%
Some college	82	3.54%	92	3.67%	92	3.65%
High school graduate	18	0.78%	18	0.72%	18	0.71%
Not a high school graduate	6	0.26%	9	0.36%	9	0.36%
Decline to state / unknown	33	1.42%	36	1.44%	36	1.43%
Total	2,318		2,504		2,520	

Source: Aeries Student Data System, obtained 7/29/19

Parents of Canyon Crest Academy students are highly educated, with over 97% of students reporting that one or more parent has attended some college in the 2018-2019 school year. Parent education levels have risen since our previous self-study in 2013. In the 2012-2013 school year, 60% of parents reported attending graduate school or post-graduate training and 93.8% reported one or more parent had attended some college.

Table: Total Count of Students who Participated in Free and Reduced Lunch

2016-2017	2017-2018	2018-2019
69 (2.97%)	140 (5.60%)	146 (5.74%)

Source: SDUHSD Nutrition Services, obtained 1/17/2019

Nearly 6% of CCA students participate in the free and reduced lunch program offered through the USDA National Free and Reduced Lunch Program. The percentage of participating students has increased slightly in the past two years. Very few CCA students are classified as socioeconomically disadvantaged.

2. Student Enrollment

Table: Site Enrollment Trends by Subgroup

Group or Subgroup Descriptor	2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%
Total Enrollment	2,406		2,576		2,572	
African American	18	0.7%	16	0.6%	17	0.7%
American Indian or Alaska Native	5	0.2%	10	0.4%	7	0.3%
Asian	660	27.4%	794	30.8%	841	32.7%
Filipino	29	1.2%	26	1.0%	31	1.2%
Hispanic or Latino	162	6.7%	178	6.9%	193	7.5%
Pacific Islander	4	0.2%	3	0.1%	2	0.1%
White	1,475	61.3%	1,478	57.4%	1,377	53.5%
Two or More Races	53	2.2%	71	2.8%	99	3.8%
Not Reported	0	0.0%	0	0.0%	5	0.2
Socioeconomically Disadvantaged	67	2.8%	144	5.6%	150	5.8%
English Learners	26	1.1%	34	1.3%	33	1.4%
Students with Disabilities	110	4.6%	112	4.3%	106	4.1%
Foster Youth	0	0%	0	0%	0	0%
Homeless Youth	1	0%	1	0%	2	0%
Migrant Education	0	0%	0	0%	0	0%

Source: CDE DataQuest, Obtained 7/2019

CCA's largest ethnic populations is White (non Hispanic) at 53%, followed be Asian at 32%. The population of White students has declined by 7% over the past three years, while the population of Asian students has grown by 5%. CCA's demographic makeup differs slightly from that of the San Dieguito Union School District at large. In the 2018-2019 school year, SDUHSD enrolled 16.7% Asian students and 14.2% Hispanic Students, while CCA enrolled 32.7% Asian students and 7.5% Hispanic students. In addition, the number of students with disabilities enrolled at CCA is lower than the district at large; students with disabilities made up 4.1% of the CCA student population, and 9.9% of SDUHSD.

The percent of ethnic groups by enrollment suggests that CCA is a marginally diverse population with trends that loosely mirror that of the entire district. However, CCA tends to attract more Asian students than other high

schools and less socioeconomically disadvantaged students and students with disabilities. In promoting CCA as a school of choice within the district, it is important that students in minority and socioeconomically disadvantaged groups are encouraged to enroll so as to increase diversity and strengthen the community on campus.

Table: Number of Students Enrolled by Grade Since 2015-2016

Year	9	10	11	12	Total	% change from previous year
2018-2019	633	677	627	635	2,572	0.15% decrease
2017-2018	693	642	640	601	2,576	7.1% increase
2016-2017	644	676	604	482	2,406	6.7% increase
2015-2016	705	634	488	428	2,255	13.3% increase

Source: California Department of Education DataQuest, obtained 7/2019

CCA reported 2,572 students enrolled in grades 9-12 in October of 2019 (CDE DataQuest). In June of 2019, CCA had 2,536 students enrolled (Aeries Student Information System). 36 students disenrolled from CCA for various reasons, including medical, family relocation, enrollment at another school, or enrollment at Sunset High School, SDUHSD's alternative education school.

CCA's student population grew steadily between 2015-2018, and leveled off during the 2018-2019 school year. Since the schools opening in 2004, CCA has enjoyed a steady increase of enrollment. Since 2013, CCA enrollment has increased by nearly 700 students or approximately 25%. Anticipated enrollment during the 2019-2020 school year is consistent with the 2018-2019 school year. CCA is currently the largest of the five high schools in San Dieguito Union High School District.

Table: Number and Percentage of Students Enrolled by Grade and Gender

	9	10	11	12	Total
Male	321 (50.79%)	344 (51.03%)	312 (50.64%)	297 (47.06%)	1274 (49.90%)
Female	311 (49.20%)	330 (48.96%)	304 (49.35%)	334 (52.93%)	1279 (50.09%)
Total	632	674	616	631	2553

Source: Aeries Student Data System (includes HH & SDC) 1/16/2019

Table: Student Ethnicity by Gender, 2018-2019

Student Ethnicity	Female		Male		Total
	#	%	#	%	#
White (non Hispanic)	690	50.8%	667	49.2%	1357
Asian	395	48.2%	424	51.7%	819
Hispanic or Latino	103	53.3%	90	46.6%	193
Multi-Ethnic	65	49.6%	66	50.4%	131
Filipino	13	50.0%	13	50.0%	26
African American	9	52.9%	8	47.1%	17
American Indian or Alaska Native	3	42.9%	4	57.1%	7
Pacific Islander	0	0.0%	2	100.0%	2
Total	1278	50.0%	1274	50.0%	2552

Source: Aeries Student Data System 1/16/2019

CCA enrolled an equal number of male and female students during the 2018-2019 school year. Student gender by ethnicity is also relatively equal. In the 2018-2019 school year, more Asian male students enrolled than Asian female students. There were also more female Hispanic or Latino students than male Hispanic or Latino students. Attracting a relatively equal gender balance is an ongoing focus at CCA. As a school of choice, it is imperative that our programs appeal to students of all genders and backgrounds and continue to facilitate balance and diversity among our student population.

Table: Participation in Specialized Programs

	2016-2017		2017-2018		2018-2019	
	#	%	#	%	#	%
Career Technical Education (CTE)	1,040	44.9%	1,191	47.6%	1,379	59.5%
Advanced Placement (AP)	1,304	56.3%	1,429	57.1%	1,565	67.5%
Envision Day Classes	1,287	55.6%	1,410	56.3%	1,430	56.7%
Envision Conservatory	201	8.7%	212	8.5%	223	8.8%
Special Education	99	4.3%	109	4.4%	97	3.8%
504	101	4.4%	125	5.0%	145	5.8%
Total Students	2318		2504		2520	

In the 2018-2019 school year, nearly 10% of CCA students qualified for Special Education services or a Section 504 plan. Special Education Students often participate in an Academic Support class during the school day if determined by their Individualized Education Plan (IEP). The number of students participating in a Special Education program or serviced by a 504 plan has remained relatively consistent in the past three school years.

CCA's unique 4 x 4 schedule with the option for an extended 5th period school day with participation in the Conservatory program provides more opportunities for students to participate in focused programs than traditional school schedules. Many CCA students utilize the schedule to be able to participate in Career Technical Education (CTE) courses, Envision day classes, Envision Conservatory program, and Advanced Placement (AP) courses.

In the 2018-2019 school year, more than half of CCA students participated in at least one AP course or CTE course. The percentage of students participating in AP courses was 67.5% in the 2018-2019 school year, and continues to increase each year. All high schools in SDUHSD have an open access policy for Advanced Placement courses; students are not required to take any placement exams or complete prerequisite courses before selecting to take an honors or AP courses. This demonstrates CCA's philosophy that all students can learn and excel. The AP and CTE programs at CCA have enjoyed the most growth in the past three school years, while Envision enrollment has remained relatively consistent. Increases in CTE enrollment are attributed to the addition and refinement of CTE pathways, including Engineering and Computer Science. The increase in the number of students enrolling in AP courses is largely fueled by student desire to challenge themselves and demonstrate college readiness.

Table: AP Course Enrollment by Grade Level and Gender

Year	No.AP Classes Offered	No. of AP Courses Taken / Grade					Gender	
		9	10	11	12	Total	Male	Female
2015-2016	24	30	728	1438	1256	3452	1722	1730
2016-2017	26	8	918	1933	1382	4241	2069	2172
2017-2018	25	4	813	2207	1791	4815	2340	2475
2018-2019	26	8	1095	2252	2202	5557	2825	2732

Source: CDE DataQuest, obtained 7/2019

CCA offers 26 AP courses, and many students choose to take multiple AP courses during each school year. In the 2018-2019 school year, Juniors and Seniors made up 80.2% of AP course enrollment. AP course enrollment has increased significantly in the past few years, increasing from 3,452 AP course enrollments in the 2015-2016 school year to 5,557 AP course enrollments in the 2018-2019 school year. Male and female student enrollment in AP courses is relatively equal.

English Language Proficiency and Linguistic Diversity

Table: Number and Percent of English Learners and Redesignated Students

	2016-2017		2017-2018		2018-2019	
	School	District	School	District	School	District
# English Learners (EL)	26	500	34	521	38	554
% Enrollment EL	1.1%	3.9%	1.3%	4.0%	1.5%	4.2%
#Redesignated FEP	259	1,270	327	1,419	368	1,437
% Redesignated	10.8%	9.8%	12.7%	10.9%	14.3%	10.9%

Source: SDUHSD EL Coordinator, Aeries

The number of English learners enrolled at CCA has increased slightly over the past three years, from 26 English learners in 2016-2017 to 38 English learners in 2018-2019. Overall, the percentage of English learners at CCA is much lower than the percentage of English learners in the district as a whole. However, the number of Redesignated Fully English Proficient (RFEP) students at CCA is higher than the district as a whole this past year; 14% of CCA students are RFEP in comparison with 10% of students district wide classified as RFEP. Our increase in English learners is partly due to our growing Asian demographic of students.

Table: Predominant Languages Other than English Among English Learners, Self-reported

Language	2016-2017	2017-2018	2018-2019
Mandarin (Putonghua)	9 (34.62%)	11 (32.35%)	12 (31.58%)
Spanish	7 (26.92%)	7 (20.59%)	6 (15.79%)
Arabic	1 (3.85%)	1 (2.94%)	3 (7.89%)
Japanese	-	1 (2.94%)	2 (5.26%)
Russian	3 (11.54%)	2 (5.88%)	2 (5.26%)
Hebrew	3 (11.54%)	2 (5.88%)	2 (5.26%)
Portugese	1 (3.85%)	2 (5.88%)	2 (5.26%)
Italian	-	1 (2.94%)	1 (2.63%)
Pashto	-	-	1 (2.63%)
Polish	-	-	1 (2.63%)
Telugu	-	1 (2.94%)	1 (2.63%)
Other	-	-	1 (2.63%)
Cantonese	-	2 (5.88%)	1 (2.63%)

Source: CDE DataQuest, obtained 6/2019

In the 2018-2019 school year, 38 English Learners attended CCA. Self-reported language data indicates these students speak a variety of languages, with the most prevalent languages being Mandarin and Spanish. There has been a slight increase in the number of English learners speaking Mandarin in the past three years, and the number of languages spoken by our English learners has doubled from 8 languages in 2016-2017 to 16 different languages in 2018-2019.

Table: ELPAC Data, 2017-2018 Administration

	Listening	Speaking	Reading	Writing
Percentage of Students Scoring Well Developed	96.43%	78.57%	78.57%	50.0%

Overall 92.9% of English Learners scored Performance Level 4 on the 2017-2018 administration of the ELPAC. As a group, CCA English learners scored highest on the Listening portion of the ELPAC. Only half of CCA English learners scored Well Developed on the Writing domain on the ELPAC. This finding indicates that CCA English learners continue to necessitate specialized academic support in order to progress towards full English proficiency.

D. Data on Addressing the Eight State Priorities

1. LCFF Priority 1 – Conditions of Learning / Basics (Teachers, Instructional Materials, Facilities

Teacher Qualifications and Professional Development

According to district data records, 100% of CCA teachers are teaching with full credentials within their subject area of competence.The majority of CCA teachers have completed coursework beyond Baccalaureate Degrees, and more than half of CCA staff possess a Master's Degree or Doctorate. Teachers at CCA generally possess an average of 9-10 years of teaching experience. Each year, CCA brings on a handful of first year teaching staff. First year teachers who have not completed Induction are enrolled in SDUHSD's in-district Induction program and paired with a mentor teacher. New staff members are also invited to participate in New Raven Luncheons, a monthly gathering intending to foster relationships among new staff members and educate them about school culture and policies.

Table: Teacher Credentials, Canyon Crest Academy

Year	2016-2017	2017-2018
With Full Credential	98	100
Without Full Credential	0	0
Teaching Outside Subject Area of Competence	0	0

Source: 2018 School Accountability Report Card

Table: Teacher Education Levels

Year	Doctorate	Master's Degree +30	Master's Degree	Baccalaureate Degree +30	Baccalaureate Degree	Total
2017-2018	3	9	54	28	5	99
2016-2017	3	9	51	29	5	98
2015-2016	3	9	46	32	5	95

Source: DataQuest, obtained July 2019

Table: Teacher Years of Service and Experience

Year	Avg. Years of Service	Avg. Years in District	# First Year Staff	# Second Year Staff
2017-2018	10	8	4	6
2016-2017	10	8	3	7
2015-2016	9	8	8	4

Source: DataQuest, July 2019

Additional Qualifications of Staff

District Professional Development: The district holds two district professional development days (non-student days) per school year: one in August before school starts, and one during the mid-year break at the end of January. During these days, teachers from each content area discipline throughout the district collaborate with each other. In addition, each content area meets one school day (or more) in the first semester and one school day in the second semester. The district has embraced the ToSA (Teacher on Special Assignment) model to enhance professional development among staff members.

CCA All Staff Professional Development: CCA bell schedule allows for 19 late start Wednesdays throughout the school year which are utilized as either whole staff or departmentalized time for professional growth and collaboration. During the 2018-2019 school year, many all staff meetings were used to train teachers on Social Emotional learning modules implemented schoolwide.

Department Professional Learning Communities: Several of the late start days are allocated for Professional Learning Community (PLC) collaboration. Teachers collaborate with their whole departments and/or with other teachers who have the same classes. Departments use PLC time to develop common formative and summative assessments, analyze assessment data, design curriculum and plan lessons, and share best practices and other information that will impact student learning. A professional learning community staff survey administered in the 2017-2018 school year revealed the following:

- 40% of our teachers need support on a procedure for providing interventions to students
- 33% of our teachers need support on data analysis from common formative assessments (CFAs)
- 22% of our teachers need support on writing these CFAs

In the 2018-2019 school year, WASC home group meetings were held during professional learning community collaboration time, so we did not have as many late start days dedicated to PLC collaboration. This is something we aim to reinstate this school year, since a number of departments expressed an interest in more collaboration via the PLC model.

Instructional Materials

According to the 2018 SARC, all CCA students have access to standards-aligned instructional materials. SDUHSD and CCA chooses its textbooks from lists that have been approved by state education officials. As of July, 2019, 100% of students had access to textbooks in each of the following courses: reading/language arts, mathematics, science, history/social science, foreign language, health, visual and performing arts. All textbooks are aligned to CA Content Standards. In addition, all students have access to science laboratory equipment. The science facilities meet UC A-G course requirements for lab time and chemical storage. Specialized CTE classes, such as Video Film classes and Robotics and Engineering have access to specialized software and equipment

consistent with industry standards. All teachers and students have access to technology such as Chromebooks and projection devices.

While Common Core is “new,” our District’s Strategic Plan articulates values that are already in line with Common Core, making this less of a transition to a new set of priorities, and more accurately, a reinforcement of those things we value:

- We believe in pursuing a culture where all students are engaged in a rigorous, relevant & technology-rich curriculum.
- We believe in sharing a commitment to high expectations for the growth and achievement of each student and staff member.
- All students will have the skills and knowledge essential to the pursuit of their personal long-term educational, career and life goals.
- All students will have the knowledge and skills necessary to meet standards of achievement and performance.
- Students, as lifelong learners, learn best when they are actively engaged in their learning and use relevant applications for solving problems.
- We believe in engaging students, parents and community members as partners in the educational process.

California formally adopted the Next Generation Science Standards (NGSS) in September 2013. A guiding tenet of the NGSS is "All Standards, All Students," meaning all students will have the opportunity to experience learning in all disciplines of science, including: Life Science (Biology), Physical Science (Chemistry and Physics), Earth-Space Science, and Engineering. Our new high school course models integrate Earth-Space into three redesigned courses: Biology, The Living Earth; Chemistry in the Earth System; and Physics in the Universe. SDUHSD middle school have already begun implementation of NGSS aligned curriculum. All district high schools, including CCA, will formally implement new Science courses in the 2020-2021 school year. 9th grade students entering high school during the 2020-2021 school year will be required to complete three years of Science to earn a diploma.

Figure: SDUHSD NGSS Model Overview

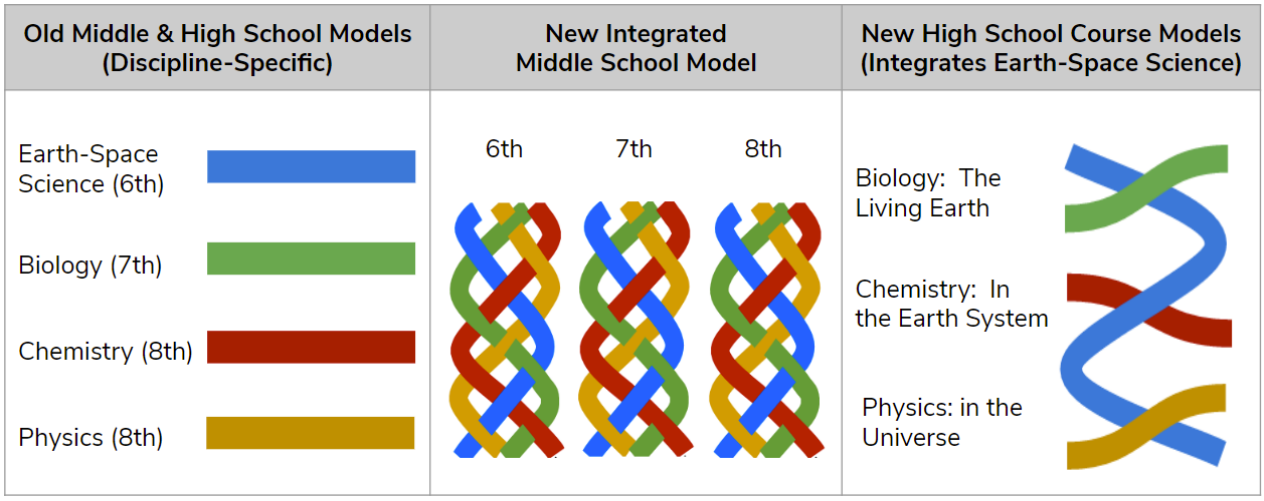


Table: Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials / Year of Adoption
Reading / Language Arts	Language of Literature, adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Source: CCA SARC, 2018-2019

School Safety & Facilities

According to the 2018 SARC, which used the Facilities Assessment Tool (FIT) from the Office of Public School Construction (OPSC), the following were rated as in good repair: gas, sewer, and mechanical systems; all interior surfaces; overall cleanliness including vermin infestation; electrical systems; restrooms and fountains; exterior surfaces including windows, doors, gates, fences, roofs, and school grounds; fire safety including hazardous materials. According to the OPSC's FIT, the school received an exemplary rating, meaning that the school meets most or all of the standards established for good repair by the OPSC, and any deficiencies are deemed insignificant. CCA scored between 99% and 100% on the 15 categories of the evaluation.

CCA is a clean campus free of graffiti and any kind of operational waste. Students take great pride in their environment. 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. This summer, another part of the project is complete with the installation of stadium lights. Phase II of the project included the creation of new baseball and softball fields, along with the completion of the stadium and several soccer/lacrosse practice/game fields. Prop AA funding was also used to construct a new building at CCA and opened in the 2017 - 2018 school year. This building houses fourteen classrooms, eight of which are used for a variety of subjects and six which are dedicated to sciences with lab space.Proposition AA funds are also allocated for replacing projection devices in the older classrooms and to renovate the Learning Commons.

Canyon Crest Academy has a fully developed site safety plan in accordance with district guidelines, including a complete fire, evacuation, and lockdown strategy. This plan is reviewed, rewritten, and approved every year 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. 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, parents, or community members.

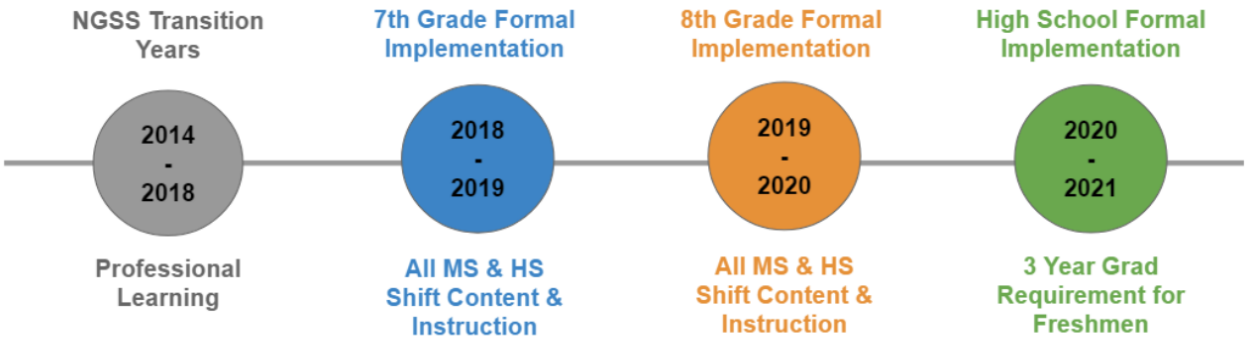
2. LCFF Priority 2 – Implementation of Academic Standards

When our district examines, aligns, and assesses curriculum for the student content standards, we engage in this work as a district. When our district chose Integrated Math as opposed to traditional math pathways, for example, our district leadership worked with departments to build consensus around our decision, and then it went to the Board of Trustees for approval. Similar work is happening now with respect to the implementation of Next Generation Science Standards.

Teachers in subject areas collaborated to created Expected Learning Outcomes (ELOs) for standards, and developed common formative assessments to determine whether or not students are proficient in the ELOs. They then collaborate on how to make changes in instruction to support those students that are not proficient in the ELOs.

CCA continues to implement academic, content, and performance standards in all departments and for all students. Teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. These common assessments allow for meaningful discourse among staff regarding student needs. All core departments have transitioned to Common Core State Standards, and our Science Department is currently transitioning to Next-Generation Science Standards with the support of district personnel.

Figure: Timeline of SDUHSD NGSS Implementation



3. LCFF Priority 3 – Parent Engagement

CCA seeks to partner with parents to provide the best learning environment and opportunities for every student and does this through frequent communication, large scale parent events, and smaller focused parent committees. The Canyon Crest Academy Foundation is CCA's primary vehicle of parent engagement and includes everyone in the Canyon Crest Academy community. CCA does not have a PTA, PTSA, or PTO. The Foundation has a Board as well as liaisons who work with each program on campus that receives the support of the Foundation. The Foundation supports designated giving (donors who give to specific programs) and schoolwide giving to the Raven Unrestricted fund. The CCA Foundation raised approximately $1.9 million dollars during the 2017-2018 school year, and over the past three school years, they have donated nearly $4 million dollars to enrich the educational experience for all CCA students. The Foundation provides funding and volunteer support for programs in the arts, technology, each of the academic disciplines, and athletics. It is unique in that, in addition to providing financial support, it develops community partnerships that will further enhance students' overall experience.

Parents also have the opportunity to attend meetings with school staff members and parent workshops. Parents can meet with the school principal during "Coffee with Killeen." These meetings provide parents with an opportunity to hear about schoolwide events and initiatives and offer input. Parent support workshops are also offered throughout the year. These workshops aim to support parents in supporting their students academic, social, and emotional well-being at CCA. Parent representatives are also part of School Site Council and several are on District Advisory Boards. Communication between parents and the school is fostered through formal newsletters and social media channels. A weekly communication, called the *CCA Connection* also goes out to parents each week and CCA maintains a Facebook Page called The Raven Report and a Twitter handle @CCARaven. The table below provides a specific description of parent engagement events and their frequency.

Table: Parent Engagement Events and Actions at CCA

Event / Action	Frequency / Time	Description
Back-to-School Night	Twice a year (Fall & Spring)	Parents follow student schedules and have the opportunity to meet teachers and learn about student courses.
Campus Tours	Monthly after school	Prospective CCA students and families are welcomed onto campus to tour school facilities and learn about CCA programs and culture from CCA Leadership students.
Coffee with Killeen	4 times a year, mornings	Parents have an opportunity to engage in informal question and answer, discussion, and getting to know more about CCA.
Parent Workshops	4 times a year, evenings	Parent workshops feature YouSchool founder Scott Schimmel and aim to support parents in supporting their students' academic, social, and emotional well-being at CCA.
Parent Wellness Committee	Periodically throughout the year	Parents meet in a small group with Wellness leaders on campus to inform curricular design and implementation of Social and Emotional Learning curriculum.
School Site Council	5-6 times a year, afternoons	Parent School Site Council representatives are elected by the schoolwide population of parents and serve a two-year term on the SSC where they collaborate to monitor and adjust CCA's schoolwide goals and action plan.
Weekly Bulletin / In Touch Parent Communications	Weekly	CCA maintains a digital weekly bulletin that is delivered to parents via email and sends targeted messages with relevant information to parents on a consistent basis.

4. LCFF Priority 4 – Performance on Standardized Tests

CAASPP Results

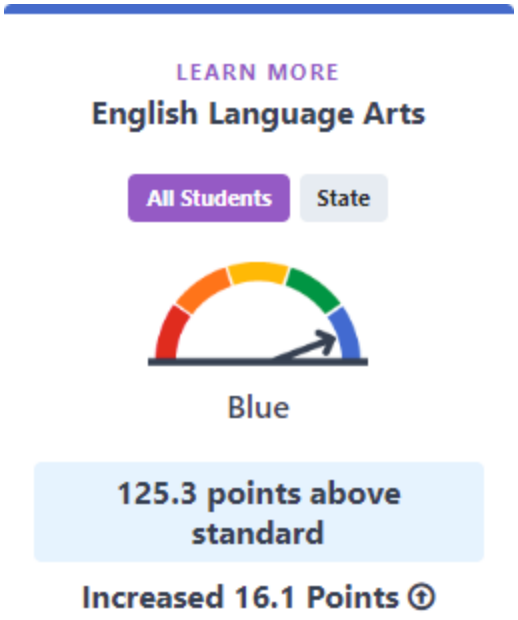
Overall, CCA students score well on state standardized assessments. In the 2018 CAASPP administration, 11th grade student scores increased slightly overall in comparison with the 2017 cohort of students. Historically, CCA's overall achievement data indicates the majority of CCA students are consistently meeting or exceeding both math and English language arts standards. CCA has earned a rating status of "blue" on the California Dashboard in both Mathematics and English Language Arts for all students and surpasses county and state assessment scores.

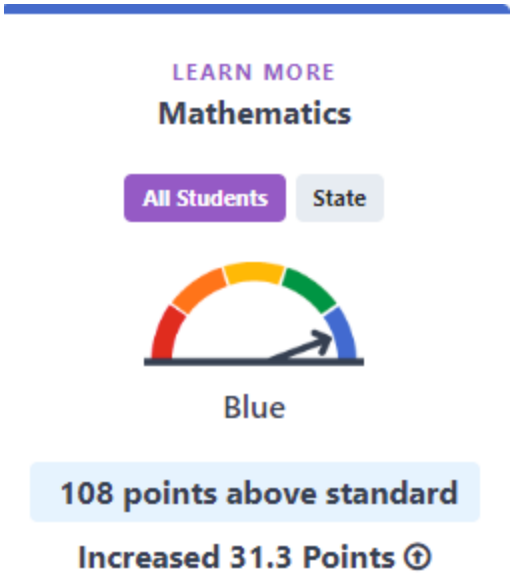
Table: School Overall Achievement Level for ELA and Mathematics, 2015-2018

	2015	2016	2017	2018
Mathematics	Met	Met	Met	Exceeded
English Language Arts	Exceeded	Exceeded	Exceeded	Exceeded

Source: California School Dashboard, obtained July 2019

Figures: CA Dashboard Indicators for English Language Arts and Mathematics





Source: California School Dashboard, obtained July 2019

CCA administers CAASPP assessments during the end of May, after the completion of AP testing. Participation rates are consistently above 95%, with nearly 99% of eligible CCA students participating in the 2018 CAASPP administration.

Table: CAASPP Participation Rates for All Students

	# of Students Enrolled			# of Students Tested			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
English Language Arts	482	596	633	463	587	626	96.1%	98.5%	98.9%
Mathematics	482	596	633	461	589	624	95.6%	98.8%	98.6%

Source: CDE DataQuest, obtained 8/2019

SBAC English Language Arts

Table: Overall Achievement for All Students in ELA

% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
69.0	63.8	68.7	23.0	23.0	21.7	6.0	9.2	5.1	2.0	3.9	4.5

90.42% of CCA students met or exceeded standards in 2018 administration of the SBAC English Language Arts. Student performance on the 2018 English assessment showed an increase of 3.5% in the total number of students meeting or exceeding standards when compared to the prior year's data.

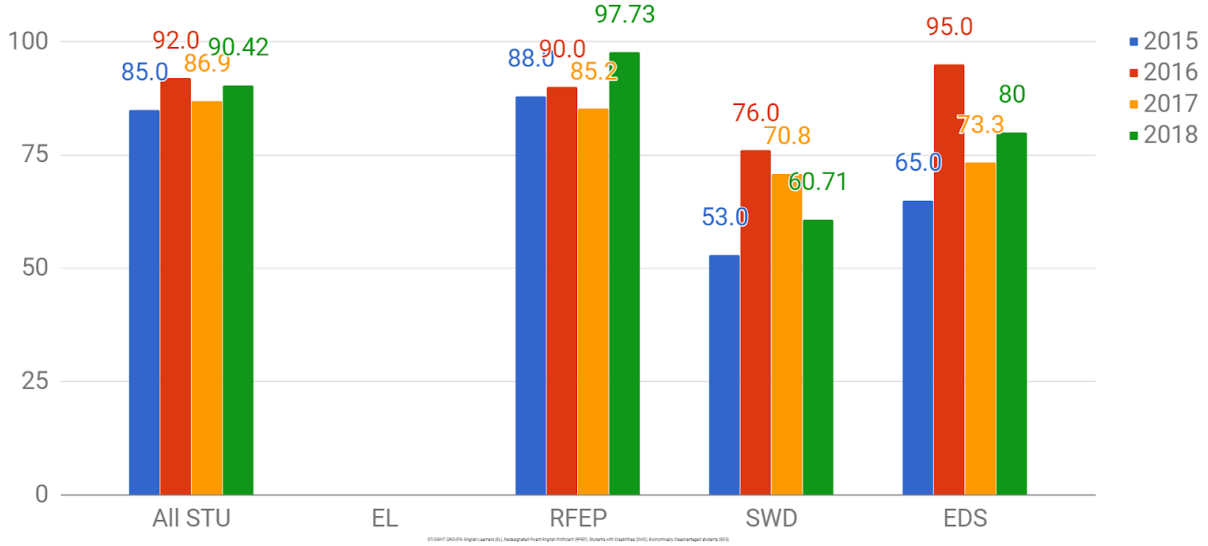
Table: Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA by subgroup

	All Students	English Only	RFEP	English Learner	Students with Disabilities	Socio-economically disadvantaged
2017-18	90.4		97.7	*	60.7	80
2016-17	86.9	85.2	85.2	*	70.8	73.3
2015-16	92	92	90	*	76	95

Source: CDE DataQuest, obtained July 2019

**No data reported*

Graph: Percentage of Students Who Scored in the Standard Met/Exceeded Range for English Language Arts by Subgroup, 4 Year Comparison



Source: SDUHSD Data Collection, obtained April 2019

Students with disabilities performed lower than the previous year on the 2018 English Language Arts assessment: 60.71% of students with disabilities met or exceeded standards in English (10.12% decrease). Socioeconomically disadvantaged students showed growth in English Language Arts from the previous year, with 80% of socioeconomically disadvantaged students meeting or exceeding standards in English Language Arts. Reclassified English Proficient (RFEP) student achievement surpassed scores for English only speakers, with 97.3% of RFEP students meeting or exceeding standards on the English assessment. Student subgroup data indicates achievement gaps between all students and students with disabilities and all students and socioeconomically disadvantaged students. It is important to note that student subgroups at CCA are representative of small numbers of students. These low numbers can lead to volatility of percentages in year-to-year subgroup data, and are too small to generate a performance indicator on the California Dashboard. For example, there were 31 students with disabilities and 30 socioeconomically disadvantaged students who participated in the 2018 CAASPP administration.

English Language Arts Assessment Data by Performance Category for All Students

Table: Reading, Demonstrating Understanding of Literary and Non-fictional Texts

% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
70.0	68.1	73.5	27.0	26.8	21.7	3.0	5.1	4.8

Table: Writing, Producing Clear and Purposeful Writing

% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
72.0	68.3	73.2	24.0	24.9	21.3	4.0	6.8	5.6

Table: Listening, Demonstrating Effective Communication Skills

% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
53	55.4	60.7	45.0	40.4	34.7	2.0	4.3	4.6

Table: Research/Inquiry, Investigating, Analyzing, and Presenting Information

% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
73	62.2	66.8	25.0	32.2	26.4	2.0	5.6	6.9

CCA student scores on each performance category of the English Language Arts Assessment indicate strengths in Reading and Writing. 73.5% of CCA 11th graders scored above standard in Reading and 73.2% scored above standard in Writing. Less students exceeded standards in listening, with 60% exceeding standards when assessed on demonstrating effective communication skills. Between 4-7% of students were below standard in each domain, with the largest number of students scoring below standard in Research / Inquiry (Investigating, analyzing, and presenting information).

SBAC Mathematics

Table: Overall Achievement for All Students in Mathematics

% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
53.0	49.8	64.1	27.0	30.0	17.8	13	16.3	10.3	7	8.0	7.9

81.9% of all CCA students met or exceeded standards on the 2018 SBAC Mathematics assessment. 2018 results indicate of 6.3% in the number of students meeting or exceeding standards in comparison to the 2017 assessment. The amount of students meeting or exceeding standards in Mathematics is approximately 9% lower than the percentage of students meeting or exceeding standards on the English Language Arts assessment. Over the past three years, there has been an increase in the percentage of students exceeding standards and a

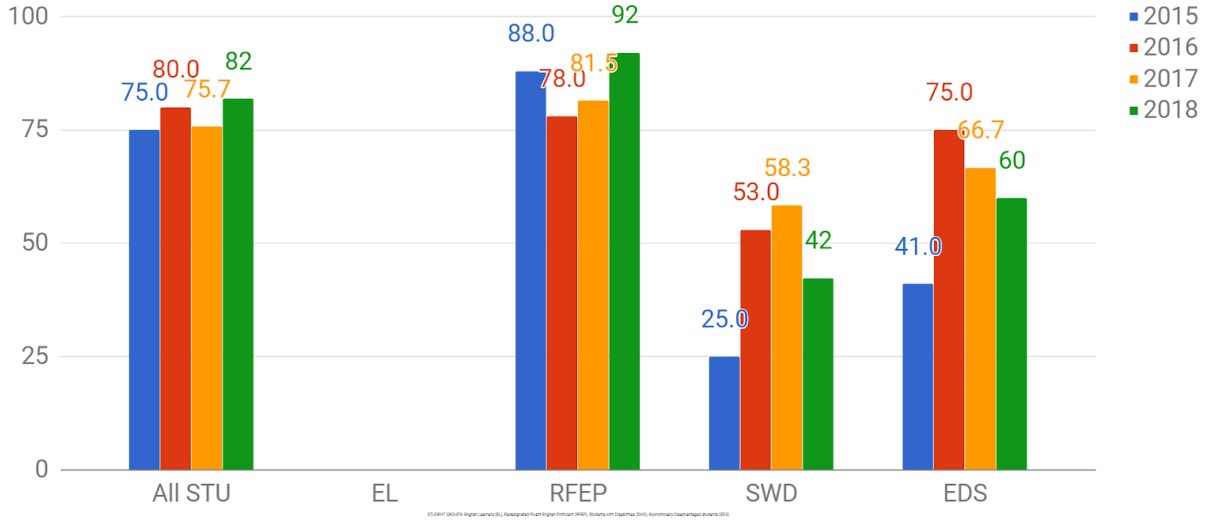
decrease in the percentage of students meeting standards, while the percentage of students nearly meeting and not meeting standards has remained relatively consistent.

Table: Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math by subgroup

	All Students	English Only	RFEP	English Learner	Students with Disabilities	Socio-economically disadvantaged
2017-18	81.89		92.04	*	42.3	60.0
2016-17	75.73	71.83	81.48	*	58.33	66.7
2015-16	80	79	78	*	53	75

Source: California Department of Education, https://caaspp.cde.ca.gov/

Figure: Percentage of Students Who Scored in the Standard Met/Exceeded Range for Mathematics by Subgroup, 4 Year Comparison



Students with disabilities at CCA performed lower than previous years, with 42.3% of students meeting or exceeding standards in math (16.03% decrease from prior year). Reclassified English Proficient (RFEP) students performed well on the mathematics assessment, with 92.0% of students meeting or exceeding standards in math. 60% of socioeconomically disadvantaged students met or exceeded standards in math. The percentage of students with disabilities and socioeconomically disadvantaged students meeting standards in math are lower than English assessment scores, and represent a wider achievement gap specific to mathematics. However, the overall comparative results for our school are positive when compared to our both county and statewide data for student subgroups.

Mathematics Assessment Data by Performance Category for All Students

Table: Concepts & Procedures: Applying Mathematical Concepts and Procedures

% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
69.0	67.4	76.0	23.0	21.7	14.4	8.0	10.9	9.6

Problem Solving & Modeling/Data Analysis: Using Appropriate Tools and Strategies to Solve Real World and Mathematical Problems

% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
50.0	48.6	60.9	41.0	39.4	29.8	8.0	12.0	9.3

Communicating Reasoning: Demonstrating Ability to Support Mathematical Conclusions

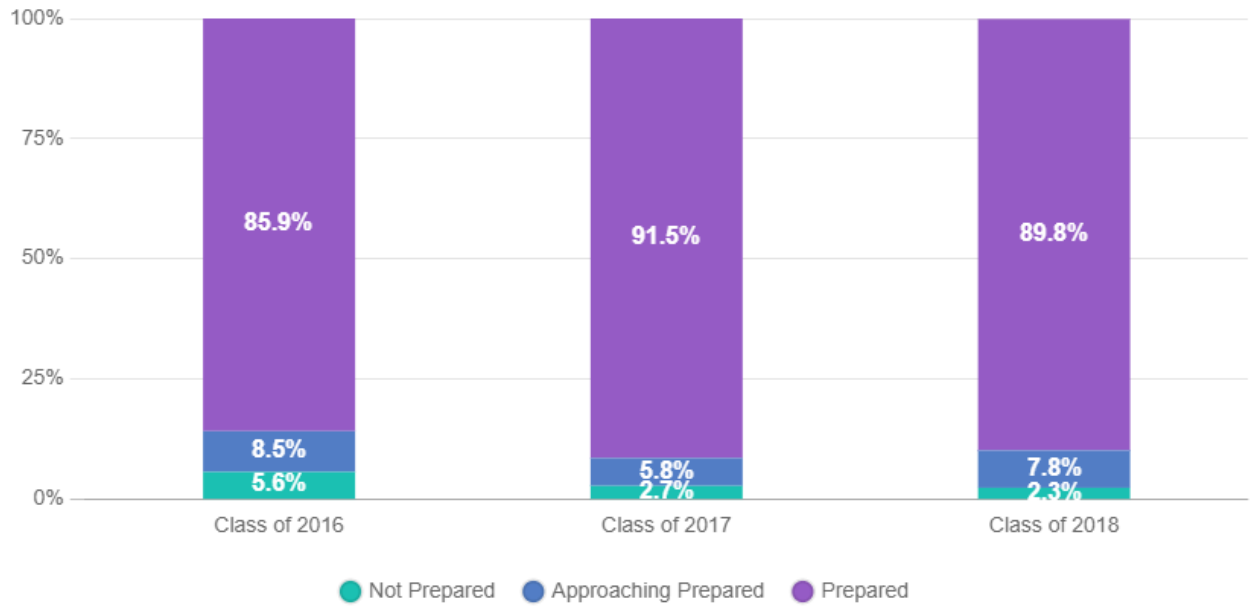
% Above Standard			% At or Near Standard			% Below Standard		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
58	52.8	63.8	38.0	41.1	30.1	4.0	6.1	6.1

Performance category data from the 2018 Mathematics assessment indicates nearly 70% of CCA students excel in the Concepts and Procedures domain. Between 6 and 10% of CCA students are below standard in each category of the SBAC Mathematics assessment. The percentage of students below standard in each category is relatively equal, and the percentage of students below standard in each category has not changed significantly in the past three years.

College and Career Preparedness

According to the California Dashboard, 89.8% of all CCA students are prepared for college and career. Statewide, 42.2% of students are ranked prepared for college and career. CCA student subgroups fall into the two highest performance categories on the Dashboard. White students fall into the Green category, and Asian, Hispanic, and Socioeconomically Disadvantaged students fall into the Blue Category. The remaining subgroups are too small in population to earn a performance indicator on the dashboard.

Figure: Percentage of Students Per Year that Qualify as Not Prepared, Approaching Prepared, and Prepared, 2016-2018



College and Career Preparedness by Subgroup

Subgroup	Number of Students	Performance Indicator	Percent Prepared	Change
Asian	164	Blue	98.8%	Maintained -0.2%
Hispanic	37	Blue	97.3%	Increased 14.8%
Socioeconomically Disadvantaged	45	Blue	91.1%	Increased 2.2%
White	376	Green	85.1%	Declined -5.7%
Students with Disabilities	43	None	62.8%	Declined 5.1%

Source: CA Dashboard, obtained July 2019

Table: Advanced Placement Exam Participation and Results

	2015-16	2016-17	2017-18
Percent of exams with a score of 3+ (passing)	91	94.2	93.5
Number of tests taken	2,494	2,957	3,364
Number of testers	958	1,050	1,155
Average number of tests per student	2.6	2.8	2.9

Source: College Board School Summary Report

Table: AP Course Enrollment by Grade Level, Gender

Year	No.AP Classes Offered	No. of AP Classes Taken / Grade					Gender	
		9	10	11	12	Total	Male	Female
2015-2016	24	30	728	1438	1256	3452	1722	1730
2016-2017	26	8	918	1933	1382	4241	2069	2172
2017-2018	25	4	813	2207	1791	4815	2340	2475
2018-2019	26	8	1095	2252	2202	5557	2825	2732

Source: CDE DataQuest, obtained July 2019

English Learner Proficiency

Less than 2% of CCA's population is comprised of English Learners. In the 2018-2019 school year, this equated to 38 students. Most of these English learners as classified as Level 3 or Level 4. There is a large population of Reclassified Fully English Proficient (REFEP) students enrolled at CCA. The percentage of RFEP students is higher than the district-wide average. RFEP students have consistently performed at or above standard on statewide assessments.

Table: English Language Proficiency Assessments for California Results

ELPAC Performance Level	All CCA Students	State
Level 4 - Well Developed	92.9%	30.6%
Level 3 - Moderately Developed	7.1%	34.6%
Level 2 - Somewhat Developed	0.0%	20.2%
Level 1 - Beginning Stage	0.0%	14.6%

Source: California Dashboard, obtained July 2019

Table: Number and Percent of EL Students, Redesignated

	2016-2017		2017-2018		2018-2019	
	School	District	School	District	School	District
# English Learners (EL)	26	500	34	521	38	554
% Enrollment EL	1.1%	3.9%	1.3%	4.0%	1.5%	4.2%
#Redesignated FEP	259	1,270	327	1,419	368	1,437
% Redesignated	10.8%	9.8%	12.7%	10.9%	14.3%	10.9%

Source: SDUHSD EL Coordinator, Aeries

Table: Number and Percent of EL students Redesignated to Fluent English Proficient

2016-17	2017-18	2018-19
24.9%	26.2%	28.8%

Source: CCA SPSA, approved June 2019

Table: Percentage of Students scoring Well Developed on ELPAC, 2017-2018 Administration

Listening	Speaking	Reading	Writing
96.43%	78.57%	78.57%	50.0%

Local Assessments and Data

Table: D / F Tallies and Percentages

2016-17	Q1 Progress Report	Q1	Q2 Progress Report	Q2	Q3 Progress Report	Q3	Q4 Progress Report	Q4
Number of D/Fs	277	191	356	157	297	186	430	132
Number of students w D/F	214	143	261	115	232	140	324	99
Percent of Students w D/F	8.92%	5.96%	10.88%	4.79%	9.67%	5.83%	13.50%	4.13%
2017-18	**Q1 Progress Report**	**Q1**	**Q2 Progress Report**	**Q2**	**Q3 Progress Report**	**Q3**	**Q4 Progress Report**	**Q4**
Number of D/Fs	226	170	339	137	271	141	342	126
Number of students w D/F	182	135	268	110	224	110	275	97
Percent of Students w D/F	7.00%	5.19%	10.31%	4.23%	8.62%	4.23%	10.58%	3.73%
2018-19	**Q1 Progress Report**	**Q1**	**Q2 Progress Report**	**Q2**	**Q3 Progress Report**	**Q3**	**Q4 Progress Report**	**Q4**
Number of D/Fs	223	149	385	153	288	112	378	125
Number of students w D/F	177	115	283	116	221	85	282	90
Percent of Students w D/F	6.81%	4.42%	10.88%	4.46%	8.50%	3.27%	10.85%	3.46%

Counselors meet with all students on the list after each marking period. After each progress report, these conversations include discussing strategies with the students to improve the grade in the specific course and options on whether or not to continue in the course, which includes offering one of the support classes if needed (Math Support or Academic Lit). These interventions have had a significant impact on the number of D's and F's at the progress report period versus the corresponding quarter. The largest difference during the 2018-19 school year was in the fourth quarter, where the number of students receiving a D or F decreased by 192. After each quarter, counselors discuss options of retaking the course to remain eligible for four year universities.

5. LCFF Priority 5 – Pupil Engagement

Graduation Rate

According to the 2018 CA Dashboard, 99.5% of CCA students graduated, earning CCA a Blue performance indicator overall for graduation rate. Asian, Hispanic, White, and Socioeconomically Disadvantaged student groups received a blue indicator for graduation rate. 7 other student groups were not assigned a performance color on the dashboard due to their small size. CCA's graduation rate is consistent, with 99.6% of students graduating in the 2017 school year.

Five Year Graduation Rate data tracks the percentage of students who entered 9th grade in the 2013-2014 school year who received a high school diploma within five years of entering ninth grade. According to the California Dashboard, all student subgroups consistently earn diplomas within five years. The Hispanic student subgroup is slightly lower than other student populations at 97.5%

Table: Graduation Rate Within Five Years by Student Subgroup

Student Group	Percentage
All Students	99.8%
African American	100%
Asian	100%
English Learners	100%
Filipino	100%
Hispanic	97.5%
Homeless	100%
Two or More Races	100%
Pacific Islander	100%
Socioeconomically Disadvantaged	100%
Students with Disabilities	100%
White	100%

Source: CA Dashboard, obtained July 2019

Chronic Absenteeism

CCA's chronic absenteeism rate is consistently lower than both district and county averages. In the 2017-2018 school year, Socioeconomically disadvantaged students accounted for 10.9% of chronic absentees, while students with disabilities accounted for 9.9%. White (7.1%) and Hispanic (6.7%) students were most likely to be chronic absentees, while Asian (2.5%), Filipino (0.0%), Pacific Islander (0.0%) were the least likely to be chronic absentees.

Table: Chronic Absenteeism Comparison Across School, District, County

	2016-2017	2017-2018
CCA	6.0%	5.4%
SDUHSD (District)	9.4%	8.6%
County (San Diego)	10.2%	11.0%

Source: CDE DataQuest, obtained July 2019

Table: Chronic Absenteeism Rate by Student Group

	2016-17	2017-18
All Students	6.1	5.4
Black or African American	22.2	5.9
American Indian or Alaska Native	*	0
Asian	2.4	2.5
Filipino	3.4	0
Hispanic or Latino	10.8	6.7
Native Hawaiian or Pacific Islander	*	*
White	6.8	7.1
Two or More Races	13.2	1.4
Socioeconomically Disadvantaged	14.6	10.9
English Learners	7.7	0
Students with Disabilities	10.3	9.9
Foster Youth	*	*

Source: CDE DataQuest, obtained July 2019

6. LCFF Priority 6 – School Climate

Suspension and Expulsion Rates

Canyon Crest Academy students are respectful and well behaved. Incidents of violence are rare, in spite of our large student population. Overall suspension and expulsion rates are lower at Canyon Crest Academy than the average across the district, county, and state.

CCA earns a performance indicator of green on the CA School Dashboard for suspension rate, with 1% of CCA students being suspended at least once in the 2017-2018 school year. The suspension rate for the 2017-2018 school year increased slightly in comparison to the years prior. Suspensions are most frequently due to defiance, illicit drugs, and violent incidents with no injury. In the 2017-2018 school year, there was one suspension due to a violent incident causing injury and two suspensions due to possession of weapons. In the past two school years, 3 students have been expelled from CCA.

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 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. SDUHSD is making some adjustments in this program for the 2019 - 2020 school year and school social workers will be responsible, by site, to support these students.

Table: Suspension Data

	2015-16	2016-17	2017-18
Cumulative Enrollment	2,274	2,424	2,590
Total Suspensions	26	26	32
Unduplicated Count of Students Suspended	19	20	25
Suspension rate	0.80%	0.80%	1.0%
Percent of Students Suspended with One Suspension	78.90%	85%	76%
Percent of Students Suspended with Multiple Suspensions	21.10%	15%	24%

Source: CCA SPSA, approved June 2019

Table: Suspension Rate by Subgroup

Subgroup	Number of Students	Performance Indicator	Percent Suspended at least once	Change
Two or More Races	75	Blue	0.0%	Maintained 0%
Asian	799	Green	0.4%	Increased 0.4%
Hispanic	182	Green	1.1%	Maintained -0.1%
Socioeconomically Disadvantaged	175	Green	1.9%	Declined 1.9%
White	1,477	Green	1.2%	Maintained 0.1%
Students with Disabilities	123	Orange	6.5%	Increased 3.1%

Source: CA School Dashboard, obtained July 2019

Table: Suspension Count by Most Serious Offense Category Across School, District, and County

	CCA	SDUHSD (District)	San Diego County	Statewide
Total Enrollment	2,590	13,328	533,142	6,384,919
Total Suspensions	32	349	23,087	363,406
Violent Incident (Injury)	1	21	2,963	46,433
Violent Incident (No Injury)	7	109	11,079	179,219
Weapons Possession	2	16	865	11,786
Illicit Drug Related	9	92	3,426	50,547
Defiance Only	11	89	3,629	59,808
Other Reasons	2	22	1,125	15,613

Source: CCA SPSA, approved June 2019

Table: Expulsion Data, Canyon Crest Academy

	2015-16	2016-17	2017-18
Cumulative Enrollment	2,274	2,424	2,590
Total Expulsions	3	2	1
Unduplicated Count of Students Expelled	3	2	1
Expulsion rate	0.13%	0.08%	0.04%

Source: CCA SPSA, approved June 2019

Table: Expulsion Rate Comparison Across School, District, and County 2017-2018

	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
Canyon Crest Academy	2,590	1	1	0.04%
San Dieguito Union High	13,328	9	9	0.07%
San Diego County	533,142	369	367	0.07%
Statewide	6,384,919	5,369	5,326	0.08%

CA Healthy Kids Survey

CCA administered the California Healthy Kids Survey in the Spring of the 2019 school year to all 9th and 11th grade students. CCA staff reviewed the results of the report in May of 2019 and the report was made available to the community shortly thereafter.

Key Takeaways

School Engagements and Supports

- 71% of CCA students feel connected to school
- 65% of 9th grade CCA students and 68% of 11th grade students feel they have caring adults at school
- 35% of students don't feel they are meaningful participants in the school

Overall, most CCA students feel connected to the campus and feel there are caring adults on campus who are invested in their education and wellbeing. Students reported they were happy to be part of the school, they felt like they were a part of the school, they felt teachers treated them fairly, and they felt safe. However, students struggled to feel like meaningful participants in their education. Nearly one third of students responded that they didn't feel they were able to help decide things like class activities and rules or had a say in how things work.

Social / Emotional Health

- 26% of 9th grade students have had chronic sad or hopeless feelings in the last 12 months.
- 34% of 11th grade students have had chronic sad or hopeless feelings in the last 12 months
- Female students are more likely than male students to report having chronic sad or hopeless feelings

Data from the CA Healthy Kids Survey indicates that the social and emotional is a large area of need for CCA students. 11th grade students are at a slightly higher risk for these feelings. The percentages of students at CCA experiencing chronic sad or hopeless feelings is consistent with district wide averages.

School Safety

- 80% of 9th grade students and 86% of 11th grade students perceive CCA as safe or very safe
- Less than 5% of students were afraid of being beaten up, had been in a physical fight, or had seen weapons or guns on campus
- Approximately one quarter of CCA students reported experiencing harassment, bullying, or had mean rumors or lies spread about them

CCA students report higher perceptions of school safety than district wide averages, and generally report feeling physically safe on campus.

Substance Use and Mental Health

- 6% of 9th grade students report using alcohol or drugs
- 27% of 11th grade students report using alcohol or drugs
- 18% of 9th and 11th grade students reported they had considered suicide in the past 12 months

11th grade students at CCA are much more likely to report using drugs or alcohol than 9th grade students. CCA student substance use overall is lower than district wide averages. The percentage of students reporting considering suicide at CCA is slightly higher than county and district averages. 14% of 9th grade students and 17% of 11th grade students district wide reported considering suicide in the past 12 months; 14% of students in San Diego county reported considering suicide in the past 12 months. Suicide prevention and awareness continues to be an area of concern and need for both CCA and the district at large.

Physical Needs

- 43% of 11th grade students get 6 hours of sleep or less each night
- 34% of 9th grade students get 8 hours of sleep or more each night
- 31% of 11th grade students do not eat breakfast

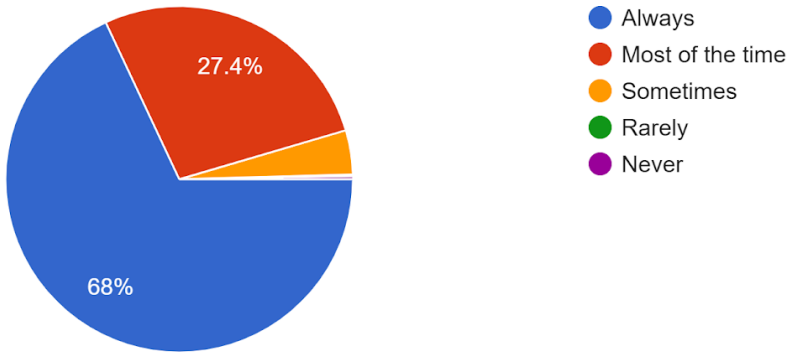
Many CCA students are not fulfilling their physical needs, including getting enough sleep and proper nutrition in the morning.

Senior Exit Survey

Each year, CCA seniors take a Senior Exit Survey designed to gather data to drive school goals. Seniors are asked about their post-high school plans, their feelings of safety and connectedness on campus, and their feedback about CCA areas of strength and growth. 679 seniors from the class of 2019 completed the Senior Exit Survey.

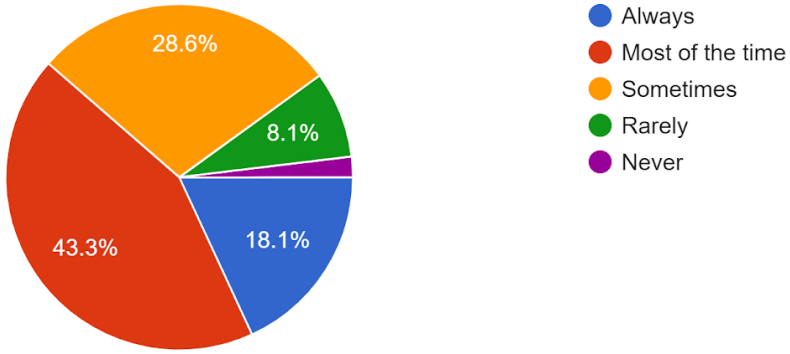
Seniors were asked how often they felt safe as students at CCA. 95.4% of students surveyed said they felt safe on campus “always” or “most of the time. 28 students (4.1%) felt safe “sometimes”, and one student felt safe “rarely.”

Graph: Percentage of Seniors Who Felt Safe at CCA



Seniors also provided feedback on their feelings of connectedness on campus. 61.4% of students felt connected “always” or “most of the time”, whereas 26.1% of students felt connected “sometimes” or rarely.”

Graph: Percentage of Seniors Who Felt Connected at CCA



In comparison to the 9th and 11th graders surveyed through the Healthy Kids Survey, seniors at CCA reported feeling less connected (61.4% of seniors compared to 70% of 9th and 11th graders), and more safe (95.4% of seniors compared to 80% of 9th grade students and 86% of 11th grade students).

Student Participation in Co- and Extracurricular Activities

Athletics

Canyon Crest Academy offers all California Interscholastic Federation (CIF) sports with the exception of football, roller hockey, gymnastics, and cheerleading. Among the 26 athletic programs students can choose from, programs (field hockey, boys soccer, girls soccer, girls volleyball, boys basketball, baseball, and boys water polo) offer three levels of teams (varsity, JV and frosh/novice). At the start of the 2015-16 academic year, CCA was placed as a member of San Diego County's most prestigious athletic leagues, the Avocado West League, by the North County Conference. This league includes neighboring high schools including Torrey Pines (SDUHSD), La Costa Canyon (SDUHSD, Carlsbad, San Marcos High School, and Mission Hills High School. CCA has had a number of varsity team successes in recent years; having earned twelve league titles and 15 CIF titles. There are currently more than 80 certified coaches serving CCA Athletics, including 11 full-time teacher-coaches (18 of them

employed by SDUHSD).

Since the past WASC visit, CCA has continued to upgrade its athletic facilities with Prop AA bond measure funding. CCA has a state of the art turf field and track, which serves the athletes participating in field hockey, lacrosse, soccer, cross country and track and field. CCA will also has an updated baseball and softball field and practice and game fields used by lacrosse/soccer. During the 2019-2020 school year, CCA is installing stadium lights which will allow start times for games and practices to be later in the afternoon. This will increase the amount of time student athletes spend in class and reduce the need to pull athletes out of class early. All of this, in addition to the recent on-field success by the CCA athletic programs, has resulted in a large percentage of CCA students choosing to participate in CCA Athletics.

Table: Number and Percent of Students Participating in Athletics

Year	Total Student Athletes	Percentage of Enrollment	Females	Males
2016-2017	920	38.2%	433	487
2017-2018	1,020	40.0%	481	539
2018-2019	966	37.6%	469	497

Source: Aeries, obtained August 2019

Other Extra-Curricular Student Engagement

In addition to athletics and Envision, many CCA students are involved in extracurricular activities in a variety of ways, including:

- ASB Clubs
- Academic Teams
    - North County Academic League
    - Speech and Debate
    - Robotics - Aluminum Narwhals
    - iGEM
    - Mock Trial
    - Science Olympiad
    - Model United Nations

7. LCFF Priority 7 – Access to a Broad Course of Study

CCA strives to ensure all students are college and career ready and provides a variety of A-G courses to meet the needs of all students. In addition, CCA's unique 4 x 4 schedule provides opportunities within the course of a 4-year plan for remediation to be able to meet A-G eligibility requirements if it becomes necessary. UC and CSU eligibility rates at CCA for all students in the 2017-2018 school year was 92.3%. Over the past three years, all subgroups have shown increased rates of eligibility.

CCA's robust Career Technical Education program also contributes to student college and career readiness. CTE school site and district leaders continue to work towards refining CTE pathways and integrating A-G eligible courses within all pathways.

Table: UC/CSU A-G Eligibility Rates by Ethnicity and Student Group

	2015-16	2016-17	2017-18
All students	86.1	92.3	92.3
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	92.2	97	97
Filipino	*	*	*
Hispanic or Latino	88	78.9	94.6
Native Hawaiian or Pacific Islander	*	*	*
White	83.2	92.7	99.2
Two or More Races	*	*	*
Socioeconomically Disadvantaged	80	86.1	88.9
English Learners	*	*	*
Two or More Races	*	*	*
Students with Disabilities	*	67.9	69
Foster Youth	*	*	*

Table: Career Technical Education (CTE) Total Course Enrollment

Subject	2015-16	2016-17	2017-18
Arts, Media, and Entertainment	448	292	433
Business and Finance	151	57	110
Information and Communication Technologies	32	253	187
Engineering and Architecture	68	71	78
Multiple Industry Sectors	*	*	67

Table: Number of CTE Pathway Completers by Pathway

	2016-2017	2017-2018	2018-2019
Design, Visual, and Media Arts	2	89	73
Performing Arts (Professional Music)	9	0	14
Production and Managerial Arts	69	52	97
Engineering Technology	5	9	9
Software and Systems Development	-	22	20
Business Management	10	9	26
Total	95	181	239

8. LCFF Priority 8 – Other Pupil Outcomes

School Budget and Expenditures

Table: District Expenditures per ADA

School Year	Per Pupil Spending in Dollars
2017-2018	$ 10,867
2016-2017	$ 10,851
2015-2016	$ 9,952

Source: CDE: DataQuest, obtained July 2019

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: School Budget, 2019-2020

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	$0
Site LCFF Supplemental Funding - Site Tutoring Funds	$0
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	$125,000
Title I Funds - Does Not Apply	$0
Total	*$125,000*

Source: CCA SPSA, approved June 2019

Table: CCA Foundation Donations and Spending

Academic Year	Amount Fundraised	Amount Donated to School
2018-2019	$2.052 Million	$1.522 Million
2017-2018	$1.946 Million	$1.087 Million
2016-2017	$1.734 Million	$1.391Million
2015-2016	$1.47 Million	$1.486 Million

Source: CCA Foundation

E. Schoolwide Learner Outcomes

Schoolwide Learner Outcome 1: All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.

All CCA students have access to a broad course of study at CCA. The flexibility of the 4 x 4 schedule allows students to meet college and career readiness requirements, pursue special interests and/or enrichment opportunities, and access support. Resources and supports are available to all students at CCA and are designed to provide opportunities at the correct level for every learner. For example, CCA offers a variety of Advanced Placement classes open to any student wishing to challenge themselves in a high-level course. On the other hand, CCA has also implemented support for general education students, including Math Support and Academic Literacy class. These courses are available to any student who needs support to achieve their individual potential and demonstrate growth. Despite the availability of supports, student perception data indicates many students find CCA to be an overly competitive academic environment and struggle with social and emotional well-being, indicating students may need strategies to ensure they are making educational decisions that are best for

promoting their own individual potential.

Home and Focus group data indicate that CCA students have access to adequate course offerings and academic support; however, many of our textbooks and instructional materials are aging, and it is necessary to continuously maintain and update our existing technology devices and systems. In addition, teachers continue to identify a need for consistent professional learning community (PLC) to be able to best support academic growth for all students.

Standardized test results indicate the majority of CCA students are performing above standards for all subject areas. However, there are some students who are not meeting or exceeding standards. For example, our special education and English learner subgroups continue to score lower than our overall student population on standardized exams. In order to ensure all students, including small student subgroups, we need to continue to develop systems to identify struggling students as early as possible to offer the available academic supports to enable them to be proficient.

Schoolwide Learner Outcome 2: All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.

Students at CCA currently have access to a variety of programs and practices designed to increase connectivity, wellness, balance, and safety. For example, CCA's social emotional learning programming is designed to reach all students and continues to grow each year. In the 2018-2019 school year, weekly social emotional programming was piloted. Student and teacher feedback indicated the curriculum was not being implemented with fidelity and indicated a designated time and space was essential to implementing this curriculum moving forward. This feedback led to the establishment of a weekly Homeroom period to be implemented in the 2018-2019 school year to serve as a dedicated space for this programming. In addition, CCA staff includes 6 counselors and a school social worker who are all committed to the promotion of balance and wellness on campus. In addition, SDUHSD and CCA continue to create protocols and procedures for identifying at-risk students and connecting them with support. Despite these initiatives and advancements, we still have room to grow in developing and implementing practices that address these four areas. In order for all students to have access to these programs, CCA will need to continue to allocate resources and time for teacher professional development in the areas of social and emotional learning.

Students perception data from the senior exit survey indicates student feelings of connectivity are varied; 18.1% of seniors "always" felt connected, 43.3% of seniors felt connected "most of the time", and 28.6% of seniors felt connected "sometimes." CA Healthy Kids data indicated that 70% of freshman and juniors felt connected during the 2018-2019 school year. Supporting students' social and emotional wellbeing continues to be a large area of need for CCA students, as many students are reporting feelings of chronic sad or hopelessness on our campus.

In terms of physical safety, student perception data indicates students feel fairly safe on campus. For example, senior survey data indicates over 95% of CCA students felt physically safe on campus "most of the time" or "always". However, feedback from home and focus groups indicate staff continues to identify safety concerns on campus. For example, home and focus group findings indicate staff feels increased security measures such as perimeter fencing and surveillance cameras, will increase student safety on campus. According to schoolwide climate data, the frequency of violence, drug use, and possession of weapons on campus is lower than district, county, and statewide averages.

Schoolwide Learner Outcome 3: All CCA students will be college and career ready.

Most CCA students expect to attend college and meet A-G CSU/UC course eligibility upon graduation. For example, nearly 90% of all CCA students met A-G requirements in the 2018-2019 school year. Asian students surpass all other subgroups in terms of A-G eligibility. White students and students with disabilities are less likely to be A-G eligible than their Asian peers. CCA has systems in place to encourage and monitor A-G eligibility, including meetings and presentations from school counselors each year to ensure students are on track to remain eligible.

Despite the high percentage of students who are college ready, we have room for growth in ensuring students are career ready. In the past three years, both CCA and district leadership has worked to enhance our Career Technical Education (CTE) program. Although many students take a CTE class, the number of students who complete a CTE pathway is limited. CTE teachers at CCA continue to partner with district leadership to fine-tune their pathways, ensuring the curriculum is centered around real world projects and use industry standard tools and resources. In addition, teachers continue to work towards developing more articulation agreements with local community colleges.

F. Perception Data

CCA collects perception data from our school community through a variety of formal and informal means each year, including the biannual CA Healthy Kids Survey, yearly Senior Exit Survey, Raven Advisory Board meetings, School Site Council Meetings, Parent Foundation and Wellness Team meetings, Cabinet and Department Chair meetings, and focused surveys designed to collect data on timely topics, including student safety and wellness.

Parent Perception Data

CCA elicits feedback regularly from our parent community through both formal and informal channels. Oftentimes, surveys are used to direct the spending of Foundation funding. For example, the 2016 “Big Ideas to Benefit all Students” Survey asked for parent input regarding what resources or initiatives would most benefit all students. 626 parents responded to this survey and indicated their agreement with a series of “Big Ideas” curated by students, parents, and staff. Other surveys are used to collect information regarding school policies, procedures, and initiatives.

In the 2018-2019 school year, CCA collected parent perception data to inform the redefinition of CCA’s vision, mission, and values. Parents participated alongside staff and students in the process of brainstorming, drafting, and approving the vision, mission, and values. CCA also focused on eliciting parent feedback regarding student wellness and social emotional learning during the 2018-2019 school year. This perceptual data helped guide schoolwide social emotional learning programming and led to the addition of a homeroom period during the 2019-2020 school year.

Table: Big Ideas to Benefit all Students, 2016 Parent Survey

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Our Students would benefit from access to more technology, such as Chromebooks in our classrooms.	31.1%	36.3%	19.4%	10.2%	3.0%
Our Students would benefit from Student Services, such as Extended Study Hall Hours, Department Test Centers (to make-up tests without missing class), the College and Career Counseling Center, and Enrichment Classes.	63.2%	30.0%	5.3%	1.3%	0.3%
Our Students would benefit from Programming for Wellness, Balance, and Connectedness.	37.6%	33.8%	20.0%	6.7%	1.9%
Our Students would benefit from Leadership and Life Skills Seminars in the areas of Communication, Presentation, Entrepreneurship, and Innovation offered by the UCSD Rady School of Business.	46.3%	37.3%	12.1%	3.2%	1.1%
Our Students would benefit from our Teachers going to Professional Development training that supports new and innovative ways to teach and support student learning.	35.6%	39.6%	18.4%	4.8%	1.6%
Our Students would benefit from Learning Environments that have Flexible, Collaborative, and Innovative furnishings, such as rolling desks, standing desks, group configurations, and flexible presentation spaces.	39.9%	29.4%	18.4%	9.5%	2.7%
Our Students would benefit from having outside experts, such as guest artists and industry presenters, support real-world learning in the classroom.	52.2%	38.9%	6.3%	1.9%	0.6%

Parent groups such as the Parent Wellness Committee and Canyon Crest Academy Foundation frequently provide perception data during regular meetings throughout the school year. CCA often uses this data as a starting point to further examine student needs and align schoolwide goals, or brings ideas to these parent groups for discussion and feedback.

Following self-harming incidents on campus in the Fall of 2018, parent community members formed a group and provided additional feedback in how they believed staff, students, and parents could work together to alleviate pressure and stress on campus. The following items were suggested in this parent feedback:

- Implement a quarterly online anonymous student survey/evaluation for students to provide feedback to teachers in order to encourage reflection and lead to reduction in unhealthy practices.
- Hire one or two more counselors to provide additional support and guidance to students in need.
- Consider starting the school one week earlier to provide additional time for students to learn AP course content in the Spring and avoid the first quarter coinciding with early admission application deadlines for most colleges.
- Standardize certain test rubrics, course difficulty, and homework amount for the same class among different teachers.
- CCA should allow students to make the AP course selection decisions based on his/her ability with teachers' inputs and parent suggestions, and AP course selection decisions should not be limited.

Parents from this group also expressed gratitude for all the efforts that CCA has implemented to protect students social emotional help, and expressed their willingness to continue to participate through the established Wellness Committee and Canyon Crest Academy Foundation.

Student Perceptual Data

Raven Advisory Board

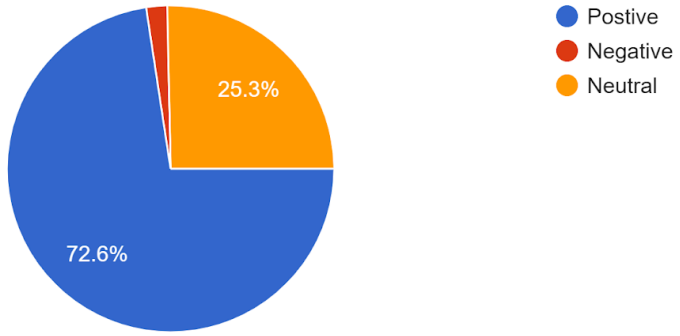
CCA's Raven Advisory board, which also served as a Home group for this self-study, is comprised of students of mixed grades and genders and meets monthly with school site staff and administration. Students who participate in Raven Advisory Board are affiliated with different programs and disciplines on campus and bring their unique lenses and perspectives to schoolwide issues. During the 2018-2019 school year, Raven Advisory Board met 7 times. During these meetings, students discussed ways to actualize our vision, mission and values, how to enrich the experience of all students at CCA, how to address the social emotional needs of all students, and how to achieve our schoolwide goals.

Senior Exit Survey

Each year, graduating seniors provide valuable information about their experience at CCA and their plans post-graduation through the Senior Exit Survey. 679 graduating seniors completed the Senior Exit Survey during the Spring of 2019. Overall feedback from the Senior Exit Survey indicated most students view CCA as positive and feel safe on campus. When asked about areas of strength and growth for CCA, students provided written responses that aligned with themes that appeared during our self-study.

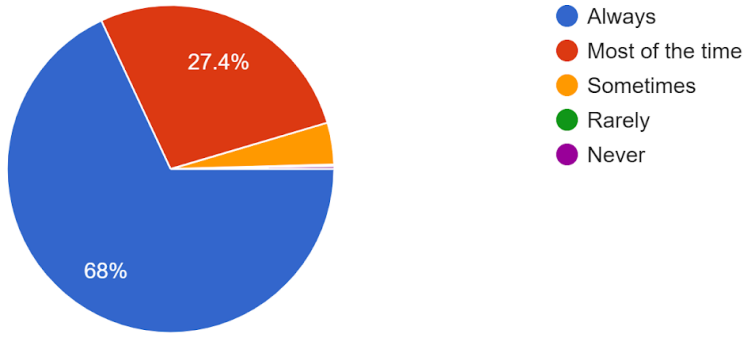
Graph: Please choose a word to describe your overall experience as a student at CCA.

679 responses

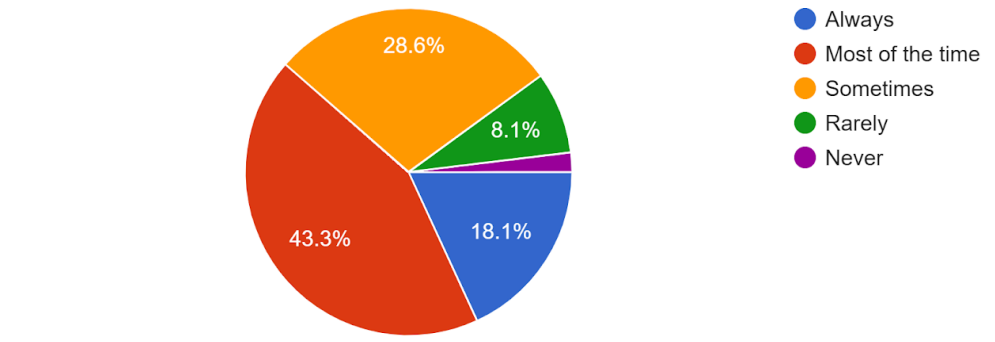


Graph: Please rate how often you felt safe as a student at CCA.

679 responses



Graph: Please rate how often you felt connected as a student at CCA.



Word Frequency Cloud: What did you enjoy most about your experience at CCA?

When asked what they most enjoyed about CCA, many student responses centered around the connections they formed with both teachers and other students during their 4 years on campus. Students made positive comments about their classes and the quality of the education they received, and also frequently commented on the open-mindedness and accepting culture of the school. Many of CCA's activities and programs were called out in student comments, including Envision, ASB, Robotics, Clubs, and Athletics.

Student Responses:

- *Cliche though it is, I loved the people most. CCA's academic atmosphere is unparalleled (based on rankings as well as my own experience) but the people I have met here have helped me grow as a student and as a person. I am eternally grateful to the staff and the students for making me feel welcome here.*
- *I enjoyed the atmosphere at CCA, the events, sports, CCA TV, interacting with teachers, etc. I also loved how we had a strong community with an open mind.*
- *The accepting culture*
- *The wide range of programs that I actually wanted to take instead and helpful, good teachers who made even the boring classes fun*
- *The intellectual diversity, open-minded community, and resourceful campus*
- *The casual environment that allows for professionalism but also the availability of a tight-knit relationship between faculty and students*
- *I enjoyed the people that I was able to meet and the many educational opportunities I was able to take advantage of.*
- *The overall atmosphere of inclusivity. People are not judged (at least not openly) for their interests, political beliefs, or hobbies, which creates an environment where students can pursue whatever they want.*
- *The overall accepting culture of the campus.*
- *There are some very strong teachers. They are informative and entertaining, prompting students to pay attention.*
- *The 4x4 schedule and freedom with classes*

Word Frequency Cloud: Where do you see areas for growth or improvement at CCA?

When asked about areas of growth for CCA, many Seniors commented on increasing mental health support,

reduction of stress and homework, limiting of AP classes, and a focus on combating the competitive academic culture of the school. Students made suggestions regarding increasing social-emotional learning programming, making time for mental health and wellness, increasing school spirit and community, and increasing connectedness among students.

Sample Student Responses:

- *CCA is a high pressure environment that is not for everyone, and this could be addressed.*
- *More about taking care of your mental health.*
- *Put more emphasis on wellness and decrease the levels of academic stress*
- *School culture is too cutthroat. There is a way to encourage competition without detriment to mental health.*
- *I think that CCA should include more mental wellness awareness because since the environment is very competitive it's really easy for students to feel overwhelmed or stressed out constantly.*
- *This is a minor thing, but having more school spirit (maybe more encouragement for students to get involved in/support CCA sports teams?) or just encouraging a sense of community in general might have made school a better experience.*
- *I think the CCA community can and should do more to emphasize the importance of mental health, because the CCA culture is unfortunately super competitive. I love this school, but I think improvements could be made surrounding the culture around academics and college admissions.*
- *Finding ways to limit the competitive nature of the culture and making sure each student feels connected to a member of CCA staff who they can turn to.*
- *Everyone is too competitive with grades and it is looked down upon if you score poorly. I suggest improving the way students see classes as a learning experience, not as a statistic in the transcript.*
- *To make sure that mental health is talked about more on campus. I think it is hard for students struggling to come talk directly with a teacher because it may seem intimidating. Finding ways to make it not as daunting for students going through tough times would be very beneficial.Less stigma about rejection and pressure to perform well solely for college (I love the rejection wall).*
- *Growth on SEL and better accommodation for mental health*

G. SUMMARY OF PROFILE

Implications of Data with Respect to Student Performance

CCA students are high-achieving overall. The majority of CCA students are college-bound and score well above county and state averages on standardized exams. Although they are small in number, there are students at CCA who are not meeting academic standards and are earning Ds and Fs. Schoolwide, we must continue to identify struggling students and ensure they have access to resources and support. The implementation of our CCA intervention sequence, sheltered reading support class for English learners, and Academic Literacy and Math Support have been valuable resources to support struggling students. Social and emotional support emerges from our school profile as the greatest area of need for CCA students.

Data	Summary	Implications
CAASPP	90.24% of students met or exceeded standards in ELA. 82% of students met or exceeded standards in Math. Students with disabilities and Socioeconomically disadvantaged students performed lower than average on CAASPP exams and had higher percentages of students not meeting standards.	We need to focus on students who did not meet standards, including our special education students. Identifying these students early is a priority.
AP Exams	93.95% of 3,342 AP Exams taken in 2017-2018 earned a 3 or higher. In the 2017-2018 school year, 1,155 students took AP classes. On average, students took 2.9 AP classes. The number of AP classes taken by students has increased each year.	Students performance on AP exams is excellent. We need to focus on ensuring students maintain balance and social and emotional wellbeing as they continue to challenge themselves.
College & Career Readiness	89.8% of CCA students are considered to be college and career ready. CCA's graduation rate is 99.8%.	Most students are college-ready upon graduation from CCA. Fewer students are career ready. CCA's Career Technical Educatio (CTE) program growth is a continued area of focu
English Learner Performance	There were 38 English learners at CCA during the 2018-2019 school year. Most ELs (92.9%) were classified as "Level 4, Well-developed." The number of English learners attending CCA has grown each year. 14.3% of CCA students are Reclassified Fully English Proficient. These students outperform all students on standardized tests. English learners scored lowest in the area of "Writing" on the last ELPAC administration.	English learners are few in number but will require extra support to be successful at CCA. Our RFEP population is especially successful, and may be a resource to assist our English learners.

CA Healthy Kids Survey	71% of CCA students feel connected to school. 65% of 9th grade CCA students and 68% of 11th grade students feel they have caring adults at school. 35% of students don't feel they are meaningful participants in the school. 26% of 9th grade students have had chronic sad or hopeless feelings in the last 12 months. 34% of 11th grade students have had chronic sad or hopeless feelings in the last 12 months.	Many students need social and emotional support on our campus. Although many students feel connected, there is a large number of students who do not. Social and emotional learning is an area of student need.

Preliminary Student Learner Needs

1. Targeted interventions, resources, and support for underperforming students and subgroups.

2. Additional programming, resources, activities, and procedures aimed at increasing student connectedness and providing social/emotional support.

3. Data suggests our students are college ready and career ready. There is no doubt our students are prepared for college, and most go on to college, but we have not done as much as a school with regard to alternatives to college nor career skill readiness.

Important Questions

1. How can we increase all students' social and emotional wellbeing and feelings of connectedness on campus?

2. How can we improve identification of struggling learners and ensure they receive access to necessary supports?

3. What support and resources to teachers need to be able to support the identified preliminary student needs?

4. Do our students have enough options regarding non-traditional pathways and exposure to a variety of possible career pathways and educational options?

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; 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 and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
In 2017/2018, teachers, classified personnel, students, and parents contributed ideas toward the creation of a new Vision, Mission, and Values. The school has grown dramatically since the creation of the original Vision, Mission, and Values, so it was time to re-evaluate this as a school. The Vision, Mission, and Values addressed the following questions: Where are we going? How do we want to get there and actualize the Vision? How do we treat one another? The school, overall, has historically performed at a very high level academically, but we have identified a need for balance so that students are striving to achieve their individual potential and not try to take too much rigor, because their friends are doing it, or they perceive a college requires it. The Healthy Kids Survey has reinforced for us a need to focus on wellness and balance. We also heard from our community that we want to maintain a culture at CCA that is inclusive and supportive, even as our school has grown significantly. We recognize that though our school is high performing, we have subgroups and individual students who need additional academic and non-academic support to improve. The majority of our students go to universities, but we recognize that we need to do more in the area of career interest, especially if college is not the choice of some students.	-Vision, Mission, Values folder, which includes the following evidence: --Input from teachers, classified personnel, students, and parents --A committee to analyze the feedback, synthesize it, and craft new language for a Vision, Mission, and Values statement -August 2017 PD day agenda -Coffee with the Principal -Foundation meetings -Class presentations -Healthy Kids Survey data -School Profile -LCAP District Priority Areas -SPSA
At the beginning of the 2018/2019 school year, the new Vision, Mission, and Values were unveiled to the community and it was published and posted.	-Mission/Vision/Values
Vision: "We are Creative, Confident, Accepting" Stakeholders reported a desire to maintain our roots as a creative and accepting school, with a desire to develop students into being confident	-Stakeholder feedback on posters -Healthy Kids Survey data

and competent.	
Mission: "CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that it is ready to thrive in tomorrow's world."	-Healthy Kids Survey indicated a need for balance and wellness -"...thrive in tomorrow's world" leverages a focus on college and career readiness
Values: Integrity, Authenticity, & Creative Risk-Taking Collaboration, Diversity, & Curiosity Perseverance, Resilience, & Determination Weirdness	-Stakeholder Feedback
To help actualize our Vision and Mission, stakeholders collaborated to craft the **Raven Manifesto**--a list of competencies we want each student to be able to do upon graduation. This work resulted in the framework for modules for our Social Emotional Learning (SEL) program.	-Raven Manifesto -SEL Program Modules
We have identified our **Schoolwide Learner Outcomes** in the following way: -SDUHSD LCAP Priority Areas = *Districtwide* Areas of Focus and Alignment: 1. Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level. 2. All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP). 3. All district graduates will be college and career ready. 4. Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents -Vision, Mission, Values = *Broadly* stated desires for our students to be able to accomplish at CCA -Raven Manifesto = *Specific* statements in alignment with the Vision, Mission, and Values about what our students ought to be able to *think, say,* and *do* as a means to actualize the Vision, Mission, and Values. Our **Schoolwide Learner Outcomes** came out of our updated and aligned School Plan for Student Achievement (SPSA) with 3 big goals along with robust actions and tasks to actualize the goals for our students: 1. ***All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.*** 2. ***All CCA students will have access to programs and***	-SDUHSD LCAP Guiding Document = Districtwide guiding document -Vision, Mission, Values = CCA's Guiding documents -Raven Manifesto = Specific strategies to actualize the Vision, Mission, and Values -SPSA = Schoolwide Learner Outcomes and WASC Action Plan to actualize Schoolwide Learner Outcomes (the 3 goals)

practices that increase connectivity, wellness, balance, and safety. ***3. All CCA students will be college and career ready.***	
Counselors conduct grade level presentations that emphasize college and career opportunities to support our mission and college and career readiness.	-College and Career Scope and Sequence -CTE Pathways -Counseling website
We have added support for our more diverse population (EL students), including offering a Reading Support class and hiring a reading specialist. Additionally, we gave our lead EL teacher a release period to support EL students. We will now cluster EL students in a mainstream English classes in a sheltered environment in 2019/2020	-Staffing Allocations -Master Schedule
In order to provide learning opportunities to all students, we offer co-taught integrated math classes designed to provide extra support to low-level math students.	-Master Schedule

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
A collaborative, representative, and thorough process was established in the development of an updated Vision, Mission,and Values, as well as in the creation of the Raven Manifesto and the Schoolwide Learner Outcomes that are articulated in the SPSA. The plan is to continue to engage our community, as needed, to ensure our vision, mission, and schoolwide learner outcomes are updated and relevant.	-Vision, Mission, Values folder documenting process -Raven Wellness meetings -Meetings related to SPSA, including School Site Council agendas and documents
SDUHSD and CCA have historically been very collaborative professional environments, and input is encouraged. A variety of stakeholders have input on schoolwide decisions and help us to refine our vision, mission, and schoolwide learner outcomes. A list of these collaborative entities is documented in the evidence column and each of these collaborations typically includes an agenda.	-District Board and leadership meetings -Principal meetings -Assistant principal meetings -District department meetings and professional development collaboration -District Coordinating Council meetings - Site Cabinet meetings (ASB, PALs, Special Education, Classified, Counseling, Athletics, Administration) -Foundation Board meetings -Department Chair meetings

	-Administrative team meetings -School Site Council meetings -Raven Advisory Board meetings -ASB meetings -Coffee with Killeen meetings with parents and community members -Vision, Mission, Values committee -Homeroom / Advisory committee meetings -PLC teams -Focus Groups -Homegroups -Wellness team meetings -Career Technical Education articulation meetings
Through the WASC process, we received positive feedback insofar as there are many ways to provide input in our school, but some stakeholders don't know what all of the governance entities do. A recommendation was made to identify all of the governance entities and share their roles and responsibilities, so that everyone understands how they all work.	-WASC focus group feedback

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. 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
Data, trends, issues, strengths and areas of needed growth for our school are shared regularly with a variety of stakeholders in the CCA community. This information enables us to collaborate on a regular basis about our vision, mission, and schoolwide learner outcomes. The Vision and Mission is still fairly new, so it is shared in as many contexts as possible so that our community knows what we want for our students at CCA. We will continue to need to articulate how our Schoolwide Learner Outcomes in our SPSA are derived from data and how they are aligned and supported by our district LCAP, SPSA, and Vision and Mission statements. The school community has generally been very engaged and supportive of our work around Vision, Mission, and SPSA. With strong support from all constituents, for example, we are able to roll out our new	-Vision, Mission, Values statement shared in meetings and venues, including board presentations, site meetings, commencement, and publications -Google survey respondent data

Homeroom / Advisory program in the 2019/2020 school year in an effort to actualize part of our Vision and Mission. We will need to do more as a site to convey SDUHSD districtwide LCAP goals, although our SPSA is in alignment with them.	

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness 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 Control and Accountability Plan.

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
As part of SDUHSD, the community is aware that CCA is a public school and is governed by an elected School Board of Trustees. Trustees formerly were elected by constituents districtwide, but recently a change was made where voters can vote for trustee candidates based upon a defined geographic area within the district boundaries. Community members are generally aware that the elected Board of Trustees hires the Superintendent, and the Superintendent is responsible for staff, which includes management, certificated, and classified employees. There is parent representation on a variety of district level committees, including curriculum, proposition AA bond, social-emotional health, LCAP, special education task force, and other district/parent collaborations. At the site level, the community generally understands that we have an administrative team, including a principal and three assistant principals, certificated staff, and classified staff. Many community members use our website to access additional information about how to participate in the school's governance. The school communicates annually with parents about open positions on School Site Council and shares agendas and minutes on the school website.	-SDUHSD website -SDUHSD board policies -CCA Website -InTouch messages -Twitter -Facebook -Athletics and ASB Instagram -Meetings, events, and forums, including Coffee with Killeen -CCA Connection (weekly newsletter) -School Site Council communication, agendas, and minutes -Parent Foundation Board members and liaisons and website -Administrative Duty Chart

The CCA Foundation exists to enrich the experience of students at CCA, and this entity has a governance board and program liaisons who have a role in supporting the school's needs and initiatives. CCA has many governance entities, making it possible for one to have many opportunities to have input. However, this also makes it difficult to understand what the role and purpose is for each of these governance bodies. Staff at CCA is aware of an Administrative Duty Chart, but they may not, and the public may not know the various roles and responsibilities for entities such as: Cabinet meetings, Raven Advisory Board, Foundation Board, Department Chairs, SDFA Site Representative, etc.	

A2.1. 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
N/A	N/A

Relationships between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
Stakeholders understand that Trustees and district leaders have the power to enact board policies and administrative regulations that govern what we do as a school and how we do it. Some examples of how stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school include: -Proposition AA: This bond was passed to improve facilities in the district, and CCA has benefited with a new building, and other facilities-related enhancements, such as stadium lights and technology infrastructure improvements -SDUHSD LCAP: Stakeholders understand that the district equivalent of a site SPSA is the LCAP, and this results in expectations and initiatives that guide site-level work, as well. -Stakeholders understand that SDUHSD regularly reviews student achievement data, using multiple sources, to re-set expectations and promote initiatives to achieve them. -Special Education Task Force and Strategic Plan: This task force was established to address how we serve our students with special needs and it resulted in expectations and initiatives	-Meeting agendas and minutes for the SDUHSD Board of Trustees and other representative groups at the district level -District website -District and site level communication about student achievement, including data from SAT, ACT, AP, CAASPP and data sources, such as the California School Dashboard -Administrative Surveys -District Departmental Goals -PLC agendas and minutes

-Visual and Performing Arts Strategic Plan: This task force had community representation on it, and it has helped to update districtwide initiatives for visual and performing arts -District Social Emotional Learning Committee: This committee, which includes parents, has helped promote expectations and initiatives that focus on student wellness -District and Board approval of site SPSAs: Most stakeholders know that CCA's SPSA must be approved by our district and school board, and they are posted to the district website on the SDUHSD LCAP page -SDUHSD Student Summits: The new superintendent has established periodic summits to gain information from students directly to inform district practices, some of which have resulted in expectations and initiatives for schools -SDUHSD Curriculum Advisory Committee: There is parent representation on this district level committee which focuses on curriculum and instruction expectations and initiatives in SDUHSD -Start Smart: Parents are made aware of a districtwide policy that student-drivers and parents must attend a class presented by the CHP about safe driving in order to get a free parking pass to park on our campuses -Teacher Collaboration and Professional Development: Districtwide initiatives are shared with teachers in their content areas and departments establish goals. At the site level, departments work to implement initiatives (ex/ Next Generation Science Standards) and they also collaborate in Professional Learning Communities (PLCs) by course titles	

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
Prior to directing stakeholders to the Uniform Complaint Procedures, the administration attempts to understand the complainant's concern and helps to resolve the issue. A common issue is a parent may call administration regarding a student's grade without attempting to engage the teacher. Administration would engage the teacher and help to facilitate communication between the student, teacher, and parent. On CCA's website, the principal is designated as the school site Title IX Coordinator. There is a link on this page to the district website, and it includes relevant information about Title IX, rights, and how to file a Uniform Complaint. District administrators attended a training on Title IX and Uniform	-CCA website -District website -AR 1312.3 -AR 1312.1

Complaint Procedures in 2018. Community members who request to make a generic complaint about an employee are directed to the process noted in AR 1312.1.	

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders*.

Findings	Supporting Evidence
School Site Council and School Plan for Student Achievement (SPSA) -This representative body has treated the SPSA as a "living document," and constantly refines it based upon incoming data and school needs. -Department chairs provide input to the SPSA -The SPSA is shared schoolwide and input is sought from all stakeholders -The SPSA is reviewed by district personnel and is approved by the Board of Trustees -The SPSA has been effective in taking stakeholder input and narrowing the scope of our goals in order to address the needs of our students	-Meeting agendas and minutes -SPSA
District Departments, Site Departments and Professional Learning Communities (PLCs) -Districtwide departments have release time several times per year to collaborate on goals to drive staff work on improving student achievement. Professional development is offered to provide teachers with strategies to support students. -Site departments work to implement district goals. Site departments also review site-based data sources and establish strategies, practices, and policies to achieve goals. -PLCs are course-alike groups of teachers who: 1) establish Expected Learning Outcomes (ELOs) based upon the content standards, 2) create and administer common formative	-SDUHSD LCAP -Department Goals -Department Agendas and Minutes -PLC agendas and minutes -Universal Design for Learning training

assessments, 3) review results of assessments, 4) figure out what students are learning and where they are struggling, and 5) collaborate on ways to help students improve and achieve using curricular and pedagogical resources. -The result of department and PLC planning time is a more cohesive educational program for our students	
Late Start Collaboration -A Calendar is implemented which includes professional development days and 19 Late Start collaboration days -The calendar documents what work we need to do, when we are doing it, and in what group structures the work is to be done -The CCA WASC Timeline 2018-2019 is an example -The time to meet in departments, PLCs and all-staff ensures department priorities and schoolwide goals are aligned	-CCA WASC Timeline 2018-2019
Department Chair Meetings -Department leaders, elected by their peers, meet with administration monthly to collaborate on schoolwide needs and initiatives as well as share what is happening in each department -The agendas include 3 parts: 1) Informational Items 2) Action Items 3) Departmental Once-Around	-Department Chair meeting agendas and minutes
Cabinet -Comprised of administration, classified leadership, ASB, PALs, counseling, athletics, special education -Meets and collaborates monthly to provide feedback on school initiatives and program planning	-Cabinet meeting notes
Homegroups and Focus Groups have been effective in ensuring all department priorities and input are represented in our schoolwide areas of focus.	-2018-2019 collaboration notes in preparation for WASC
Raven Advisory Board -Established in 2018, this representative group of students provides candid feedback on schoolwide initiatives, especially SEL programming	-Notes from meetings
Coffee with Killeen -The principal meets with parents 4-5 times per year to share schoolwide initiatives with them and seek input from them to improve as a school -Ex/ parents contributed to the Vision, Mission, and Values and participated in programming related to student wellness	-Presentations and agendas
Foundation Board Meetings -The principal attends these monthly meetings and gives reports and presentations regarding schoolwide initiatives. -Ex/ The principal shared results from the California dashboard, as well as the district LCAP and CCA SPSA, and used this parent group as a WASC homegroup	-Notes / minutes from meetings

Raven Wellness Team -Teachers, administration, classified personnel, and parents meet to review data and promote programming that fulfills the SEL needs of our students and actualizes the Raven Manifesto / Schoolwide Learner Outcomes	-Notes / minutes from meetings -website page -surveys -Healthy Kids Survey

School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
SPSA goals, actions, and steps are directly linked to an analysis of student achievement, student and staff well-being, connectivity, and safety, and college and career readiness. District LCAP goals and state priorities are embedded and aligned in the SPSA, along with data from a variety of student performance data.	-School Site Council Meeting Minutes -SPSA -Data embedded in SPSA, including: -CAASPP results -Dashboard data -EL performance data -AP results -Healthy Kids Survey results -D/F progress
The CA Dashboard results were analyzed and shared with stakeholders.	-Interactive presentations with staff, parents, and students
SDUHSD has an established College and Career Scope and Sequence which is implemented and monitored by the counseling team.	-Counselor presentations -College and Career Scope and Sequence
In the Fall of 2018, CCA participated in a Federal Program Monitoring Audit to with a focus on CTE programs.This audit helped us to focus on our CTE offerings and resources which assist our students to be college and career ready	-FPM documents -CTE Pathways

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt*: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
CCA is a collaborative school environment and input is encouraged when making significant schoolwide decisions about student	-Staff meeting agendas -Department chair agendas and

learning. -All meeting agendas include time and space for staff input and contributions -The administrative team receives feedback on shared decision-making in annual surveys conducted in conjunction with the San Dieguito Faculty Association -Committees have been established for input on significant issues, such as the Wellness committee and the Exploratory Committee for Homeroom / Advisory	minutes -School Site Council agendas -Cabinet meeting notes -Focus and Homegroup notes -PLC agendas -Google docs used to support collaboration and input -SDFA / SDUHSD administrative surveys

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
All staff has access to email.	-Gmail is organized in groups, such as “All CCA”, departments, and individuals
All-Staff meetings have agendas and always include a “good of the group” so that any staff member can share .	-Agendas from All-Staff meetings
Our district and site use Google docs/forms that are frequently used to communicate and solicit input and collaboration.	-Google Suite
The principal sends out a weekly communication on Mondays to share information, solicit input, and share schoolwide and programmatic events.	-Weekly emails
Department chairs regularly communicate with their department members.	-Department emails
PLC teams communicate in person and via email and google docs with their team members.	-PLC emails, docs, and agendas
Frequent communication takes place between administration and the site representatives from employee groups such as the San Dieguito Faculty Association (SDFA), and CSEA. Many issues are resolved through this collaboration.	-Notes from meetings with SDFA and CSEA
Syllabi are shared with and reviewed by administration.	-Start of school year google folder
Department curricular alignment is inconsistent (some yes, some no).	
A sunshine committee exists to celebrate and support employees and the staff frequently engages in social activities on and off-campus.	-Corn hole competitions -Staff bowling -Cookie party -Notes and flowers
Staff is provided the Administrative Duty Chart so they know who to go to with needs associated with their program and/or department. Administrators communicate with the groups for which they are	-Administrative Duty Chart

responsible.	
In the focus group for this area, suggestions were made regarding internal communication: -strive for face-to-face communication -anonymous way to share a concern -ensure that we don't miss a group in email communication, such as the Classified or Counseling groups -a desire for greater awareness about how to resolve issues and who to go to -a desire for an all-call system that includes staff (InTouch, unlike ConnectEd, does not include staff)	-Focus group notes

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
The SDUHSD Human Resources Department includes division for Certificated and Classified Employees. Each department is responsible for recruitment (typically using Edjoin.org), selection, pre-employment screening, and hiring of employees. The Certificated HR department verifies that employees are appropriately credentialed to teach their assigned sections. The Classified HR department ensures employees are qualified through the personnel commission process. Hiring in SDUHSD is a collaborative process, and often involves administration, teachers, and classified personnel. Administration maintains a position control to keep track of hiring with respect to master schedule needs and the district allocation.	-Human Resources processes -Edjoin -Position Control -Induction Program
New Teacher Induction Program -Teachers who are new to SDUHSD and need to clear their credential participate in the Induction Program, formerly known as BTSA. CTE teachers working to clear their credentials are assigned a mentor. -As a condition of employment, new teachers are required to attend	

a New Teacher Induction training preceding the start of the school year in August. -Two teachers are assigned to lead the Induction Program in the district. One of the teachers works at La Costa Canyon High School, and the second teacher works at Canyon Crest Academy. They teach at their sites, but are released by HR to be the Induction Program leaders.	
SDUHSD has a history of attracting highly-qualified employee candidates, and we have the ability to be very selective.	-Competitive salary and benefits packages -Employee resumes, education and experience
To comply with the law, staff takes annual training in: -Annual Notification -Mandated Reporter -Suicide Prevention Protocol -First Aid/CPR (every two years / management) -Sexual Harassment (every two years / management)	-Online and in-person trainings
At CCA, we also have “New Raven Lunches,” where we invite our new teachers to monthly lunch meetings on various topics.	-Agendas for New Raven lunches
To ensure that teachers are qualified and grow professionally, the district offers District-wide Department Professional Development Days during the school year.	-District departmental professional development day agendas
To ensure that Classified employees are qualified and grow professionally, the district offers Classified job-alike trainings.	-Classified job-alike training invitations
A recent Federal Program Monitoring (FPM) visit / audit focused on our Career Technical Education (CTE) program and staff to ensure program compliance.	-FPM visit

Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
Districtwide professional development days are held in August and January.	-Agendas
Districtwide departments have “release days” to focus on goals, curriculum, and professional development during the school year.	-Agendas
At the site level, departments occasionally ask for release days to collaborate and work on curriculum, instruction, and assessment, such as the implementation of the Next Generation Science Standards.	-Emails / Agendas -NGSS plan, curriculum transition docs, graduation requirements, presentations
Professional Learning Communities (PLCs) -Departments are allocated time for course-alike groups to	-Late Start calendar -PLC agendas

collaborate on Expected Schoolwide Learning Outcomes (ELOs), common formative assessment implementation and analysis of results, and the sharing of best practices related to curriculum, instruction, and remediation -PLCs did not have the opportunity to meet as much during the 2018-2019 school year during Late Start times due to WASC focus group and homegroup collaboration	-Feedback during WASC process
CTE teachers had a visit and feedback from the FPM process	-FPM visit / feedback
AP by the Sea and other trainings	-Agendas
Universal Design for Learning professional development for administrators and some teachers during the 2018-2019 school year	-Agenda
Advanced Placement teachers have been tapped by AP to be Readers	-AP Readers in math, social studies, and English
Late Start Collaboration -Used for all-staff training, department professional development, PLC collaboration	-Late Start Calendar
Teachers are encouraged to attend professional development opportunities, and if a site budget is insufficient, there is access to the Raven Unrestricted budget for professional development in the CCA Foundation	-CCA Foundation budget for professional development
District Teachers on Special Assignment (TOSAs) support teachers' professional development in curriculum, instruction, and assessment	-Educational Services
Resources have been purchased to enhance teacher and student learning: -Chromebooks (hundreds have been purchased in the last several years) -Innovative classroom furnishings (the new B building and specific classrooms in the older buildings)	-CCA Foundation Raven Unrestricted account -B building furniture -Various classrooms on campus
Resources have been provided to give staff training on Social Emotional Learning, including access to a YouSchool consultant and modules for SEL	-CCA Foundation Raven Unrestricted account
Resources are available for teachers for curriculum and instruction beyond their departmental budget	-CCA Foundation Raven Unrestricted account

A4.2. 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
NA (NO Online classes)	

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
Previous versions of our SPSA had a specific goal related to professional development. However, we found it difficult to "measure" professional development. Therefore, we aligned professional development with student achievement, because we can measure student achievement and understand that effective professional development implementation yields increases in student achievement. Our new SPSA reflects this change.	-SPSA goal #1
Teachers at CCA work hard to develop quality curriculum in AP classes. This includes collaboration with district colleagues and attending professional training such as AP By the Sea. AP pass rates have been above 90% for the past three years, even with increased test registration numbers.	-AP participation rates and results
Science teachers attend NGSS Professional Development. CAST results are forthcoming and will help indicate whether teachers are preparing students to meet new NGSS standards.	-CAASPP results
Externships/partnerships with outside companies to provide short term practical experience related to CTE classes.	-CTE participation data
Staff at CCA received Wellness professional development (SEL) in order to provide SEL lessons to students.	-Healthy Kids Survey data / trends
PLCs provide time for teachers to collaborate and develop assessments. This process has led to increased calibration in course-alike classes.	-Standardized test results
Teachers new to the profession participate in SDUHSD's Induction program. These teachers receive professional development and coaching from a district mentor. Mentors collaborate with administration to ensure new teachers have support and resources they need to teach effectively and ensure students are meeting course standards.	-Grade data comparisons in course alike subjects -Induction meeting agendas

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Administrators conduct informal walkthrough observations and provide feedback to teachers to keep the focus on learning	-Walkthrough notes
Administrators evaluate teachers -annually for new teachers -every other year for permanent teachers -every 5 years for teachers who meet the contractual criteria The process, based on the California Standards for the Teaching Profession, involves observations, feedback, reflections, and	-Evaluation lists -Evaluation forms

evaluation. Teachers who need additional support may be eligible for a professional growth plan, where additional supports and resources are available. Some teachers, who are eligible, participate in the alternative evaluation process. Classified employees are evaluated by their assigned supervisors. Department chairs conduct observations of new members of their departments twice annually and they fill out a form. The induction program supports new teachers through this process, as well. Through the WASC focus group process, some members conveyed an interest in asking for student feedback.	

A4.4. 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
N/A	N/A

A5. 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) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards

Findings	Supporting Evidence
All stakeholders, including leadership and staff have the opportunity to provide input on the LCAP which determines resource allocation. Support sections in the master schedule for students in need are based on unduplicated pupils who generate the resources. At CCA,	-LCAP surveys -Position Control -Master Schedule

these resources are used for support classes and EL release to support ELs. Leadership and staff also allocate sections in the master schedule to additional support classes using the general fund allocation.	
SDUHSD district leaders provide non-formula resources to support student achievement in special education, English Learners, and CTE.	-EL non-formula sections -Special Education program sections and program coordinators -CTE grant resources and Perkins grant resources
The School Site Council ensures that resources are aligned to support the LCAP and SPSA goals.	-SPSA
Departments, led by department chairs, are allocated a site general fund budget by the principal, and they are encouraged to spend it to support professional development, student learning, and resources.	-General fund budget allocation for each department
In addition to district resources, the school has allocated CCA Foundation resources to fulfill work on the Vision, Mission, and Values.	-Foundation Budget
Staff was encouraged to contribute ideas for “Big Ideas to Benefit all Students at CCA” which could be used by the Foundation to raise funds and support. Teachers contributed ideas such as a need for more chromebooks for teaching, learning, and assessment. We were able to fund these using Foundation donations. We also used these funds to hire a consultant from YouSchool to help us create programming for Social Emotional Learning.	-“Big Ideas for CCA Students” document and survey -YouSchool contract
Resources have been provided to support Enrichment classes, tutoring, and Study Hall.	-CCA Foundation Raven Unrestricted funds
The Master Schedule is student-demand driven, so course tallies result in section allocation. The master schedule process involves teachers, department chairs, and administration in developing it.	-Master Schedule process language in the contract

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. 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
SDUHSD Business and Purchasing departments work with site administration and clerical staff to ensure processes are in place for budgeting, purchasing, and accurate accounting.	-Business Associate Superintendent and Director met with principal and secretary to go over budgeting -Template was provided for budget development
-SDUHSD Business and Purchasing departments provide regular	-E-mails and trainings

feedback to site on budget.	
-SDUHSD conducts regular internal audits in addition to external audits.	-Business Services documentation
-Site creates a budget based upon district template.	-Site budget
-Departments know what funds that they have available in their allocation.	-Site budget updates
-ASB gets training on managing the ASB funds and there are regular audits.	-Business Services documentation
-CCA Foundation, a 501(c)(3) organization hires an external auditor to conduct an annual audit.	-CCA Foundation annual audit

Facilities Conducive to Learning

A5.3. Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students*.

Findings	Supporting Evidence
The CCA campus has enough classrooms to support students and staff in their learning. Full-time teachers typically have a classroom of their own. Some part-time teachers share classroom spaces. A new building, the B building, was constructed and opened in 2017 - 2018 to serve a growing school population. This building has 8 classrooms downstairs for math, English, PALs, social studies, and Spanish, and 6 classrooms upstairs for lab science. The new B building has innovative and flexible furniture.	-Physical Campus -New B building
The floors in the Gym upper level, Proscenium Theater lobby, and The Cage have all been refurbished as polished concrete. This update makes it cleaner and easier to maintain. This project was funded by the Foundation.	-Polished concrete project completed summer, 2019
The stadium lights were installed during the summer, 2019, so that events may happen in the evening, and students would not have to leave class early.	-Stadium Lights project completed summer, 2019
The alarm system was replaced in summer, 2019. The former system did not function well.	-Alarm system installed in summer, 2019
The new B building came with a retrofitted gate between the B and C buildings that has panic bars so students and staff could leave campus, if necessary, but someone from the outside could not come into campus unauthorized. The staff and community has expressed an interest in retrofitting the remaining perimeter gates with the same hardware so the campus could be better secured during the school day. The District has hired an architect, PBK, to review this request, draw up plans, and submit them to the district to put out to bid.	-B Building project -Assignment of an architect -Architectural visit to CCA 8/7/19 -Architectural drawings
Teachers have been offered resources to replace chair/desks with contemporary flexible furnishings with the financial support of the	-Classroom updates in specific classrooms

Foundation. Approximately 5 classrooms have been accommodated thus far.	
STEM Innovation and Design Center -The former book storage room has been converted into a learning space for robotics and other STEM areas. This is a work in progress with the goal of serving robotics, engineering, and computer science.	-Robotics Room
The Proscenium Theater is in need of a new Sound System. Bids are currently being accepted to initiate this project. This will be funded by the Foundation.	-Sound System proposals
The gym floor and dance floors are refinished every year to ensure that student-athletes have a safe floor to play on.	-Annual gym floor and dance floor refinishing
Fields and grounds are maintained by a Grounds Department. The Grounds Department comes to the school once per week for the purpose of mowing, weeding, blowing, and sweeping and twice per week to empty trash in the parking lots. While they do the best they can to maintain the grounds, it is difficult to keep up, especially when we had a wet year and foliage is growing rapidly.	-Grounds schedule
The custodial team, comprised of day and night custodians, works very hard to maintain the campus, though we have had challenges with staffing. One of the custodians has been out for an extended period of time, and it has been difficult to backfill these responsibilities on a regular basis. Deep cleaning occurs annually during the summer (ex/ carpet shampoo, strip and wax hard floors).	-Custodial staffing and vacancies
Classroom labs have been replaced on a regular basis using a combination of district and foundation funds.	-Computer labs for video/film, imaging, photography
Parking lots have been enhanced with solar power and coverings and electric charging stations. The parking is adequate for typical school days, but it can be challenging to find parking for big events. Further, a community center just opened across the street, and they share our parking lot.	-Parking maps
Digital projection devices in the older buildings are ready for replacement, so a plan is in place, beginning in late summer/fall 2019 to begin replacing them with short-throw projection devices.	-Technology Department plan for replacing projection devices
Technology space conversion to an Art Gallery -The Envision Visual Arts department has expressed a desire to utilize this centralized space for an art exhibit area and move the technology support team to the adjacent space. -The principal is in preliminary talks with the technology department and art department to make this happen.	-Conversations between Technology and Art

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
Textbooks -The SDUHSD Educational Services Department handles textbook purchases. No new adoptions have occurred recently, but replacement purchases are made and paid for by this department. -In some cases, district departments are using digital resources in lieu of or in addition to textbooks. -Significant resources have been allocated at CCA due to an increase in student enrollment. -The last textbook adoption was many years ago, and there are differing opinions about whether we should purchase new textbooks, adopt digital textbooks, or a combination of the two.	-Educational Services protocols for textbooks -Science resources, including physics due to increased enrollment
Supplemental Books and Resources -The site funds supplemental learning resources using either the site general budget and/or Foundation resources.	-Site expenditures
Department chairs place orders with the School Secretary for normal supplies.	-Department supply orders
The CCA Foundation supplements district resources for enhanced experiences in teaching and learning.	-Ex/ Chromebook purchases, graphing calculators, write-on chromebooks, math formative check for understanding system, video/film lab

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
The principal and department chairs, along with SDUHSD Human Resources, collaborate to recruit for vacancies. For large recruitments, several schools may participate in panel interviews. Otherwise, interviews are held for the site, but include representation from administrators, teachers, and sometimes other stakeholders.	-Recruitment and hiring practices
New teachers receive additional support from the Induction program and CTE mentors.	-Induction support
The site hosts New Raven Lunches to support our new teachers on various topics.	-New Raven Lunch calendar and agendas
Department chairs work closely with new teachers and all department members to ensure that they have what they need to be successful and optimize learning for their students.	-Department chair responsibilities

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
School Site Council collaborates to ensure alignment between the District LCAP priorities and CCA's needs.	-SPSA
Due to our demographics, CCA does not have many unduplicated students in areas of need that may generate supplemental and concentration funds. CCA receives 1.0 FTEs of non-formula staffing from SDUHSD to support students in need. We supplement this with general formula staffing support and other programs are utilized using foundation funds.	-Staffing allocation -LCAP sections (1.0 non-formula FTE sections for unduplicated students who generate funding) -CCA Foundation funds
The SPSA is a "living document" and changes are made and approved as needed given our students' needs.	-SPSA minutes
Site resource decisions are made in collaboration with SDUHSD leadership, department chairs, teachers, students, and community.	-District allocations -Collaboration with stakeholders in a variety of contexts -Google forms / surveys

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

Summary

The San Dieguito Union High School District has a succinct Vision: Engaged, Inspired, and Prepared. Our new Superintendent has emphasized these three words in his messaging to the community. Our district has a lot of pride in the quality of education we offer our students, and our staff, certificated and classified, is very strong. Student achievement in our district is among the highest in the state, and Canyon Crest Academy is in the top tier among high schools in the state and nation in academic achievement. We attribute much of this success to our strong vision, governance, leadership, staff, and resources, but we also know we are fortunate to serve a community of students, parents, and community members who care a great deal about quality education. In fact, many families move to our district specifically because they desire high-quality schools.

The District's LCAP priority areas are in alignment with CCA's priority areas as noted in our School Plan for Student Achievement (SPSA), and districtwide professional development, trainings, time, staffing, and resources are allocated to focus on these goals and objectives.

Canyon Crest Academy has a brand new Vision, Mission, and Values statement and it is a guiding document to share with our community where we want to go, how we want to get there, and how we desire to treat one another. It also embraces and promotes our unique culture. This was important to us, because we didn't want to become just another high performing high school without cohesive cultural language which brings us together.

At the same time we were promoting our new Vision and Mission, we collaborated through the WASC process and fine-tuned our School Plan for Student Achievement. We have worked hard to treat our SPSA as a "living document" and we adjust whenever data and other evidence suggests that we need to make changes. Our plan has three simple goals, and these goals have become our Schoolwide Learner Outcomes. We want to leverage our Schoolwide Learner Outcomes, in alignment with our updated Vision, Mission, and Values to do the right thing for our students. Our students are achieving at such high levels that we are most concerned about balance. While we applaud outstanding achievement results, we worry that our students are sometimes taking on too much, and this pressure is of concern to us. This is why our Schoolwide Learner Outcomes address not only academic achievement, but also incorporate words, such as, "individual potential," "connectivity, wellness, balance," and not just "college readiness" but "career readiness."

The actions and tasks in the SPSA, along with the Raven Manifesto, which focuses on Social-Emotional Learning, are designed to actualize our Vision and Mission, as well as our Schoolwide Learner Outcomes.

CCA uses a variety of communication tools to ensure that all stakeholders are involved in the guidance and direction of school policies, programs and procedures. Staff, students, administration at the site and district level, and parents/community members are all involved in the growth and direction of CCAs many programs and initiatives.

Canyon Crest Academy has clear structures in place for raising, monitoring and spending funds from district level and site level budgets, as well as through ASB and the CCA Foundation.

Prioritized Areas of Strength

Vision and Purpose

- CCA has a clear and updated Vision and Purpose
- CCA's Vision and Mission is supported by an updated School Plan for Student Achievement (SPSA)
- The SPSA's 3 goals are CCA's Schoolwide Learner Outcomes
- CCA's SPSA goals are in alignment with the SDUHSD LCAP priority goals
- The Raven Manifesto specifically supports the SPSA and the Vision and Mission

Governance

- Governance at the SDUHSD district level is stable with a new executive team in place, and there are positive and constructive relationships between this leadership team and staff with the Board of Trustees and employee labor groups

Leadership

- The stakeholder community is aware of our student achievement data and needs and our SPSA addresses these needs.
- There are many ways for the CCA staff, parents, students and community to provide input on CCA policies and priorities. These many collaborative entities are a strength, but also an area of growth, because we need to be clear about what each of these groups' roles are and their areas of responsibility

Staff

- There is a strong history of collaboration and there are many avenues for two-way communication between site leadership and employees, including the principal's weekly emails to staff, meetings, GoogleSuite collaboration, "good of the group," etc. This is also an area of growth, because staff desires more PLC time for small group collaboration and they want to know more about informal ways to address concerns.
- The CCA staff has historically been a team that enjoys working with one another, and the staff loves CCA. Many staff members communicate informally outside of school regarding student needs/collaboration.
- There are well-known avenues for conveying a concern in the complaint resolution process.
- CCA, with the support of the Human Resources department, has been able to hire highly-qualified staff during a rapid period of growth. We lost a few good staff members as our enrollment has leveled-off.

Resources

- CCA has adequate resources to support our students, using district resources as well as Foundation-funded resources for enrichment. This is also an area of growth with respect to our changing demographics and needs.
- The staff at CCA is adept at using technology and GoogleSuite (google docs, google surveys, etc.) Many of these tools are used regularly for collaboration and input.
- CCA students are among the highest performing students in the state and nation.

Prioritized Areas of Growth

Vision and Purpose

- Now that we have a new Vision and Mission, we need the community to buy into it and to begin to make decisions that are best for their students in terms of balance
- We have a new program--Homeroom / Advisory--that will be implemented this year to address connectivity, balance, and wellness, and we want it to work

Governance

- We need to make our community aware, on a continuous basis, about our SDUHSD LCAP, CCA SPSA, and Student Learner Outcomes
- We need to make sure our community knows what each governance entity is, and their roles and responsibilities

Leadership

- We need for our community to buy-in to our Vision and Mission, as well as our SPSA goals, especially

around the areas of individual student achievement, balance, wellness, and career readiness. Students are often under a lot of pressure to achieve high grades at all costs to get into specific universities
- Teachers need more Late Start time dedicated to PLC team collaboration
- Communication:
    - We need to do a better job of making all stakeholders know what our governance entities are, as well as their roles and responsibilities
    - Direct communication among staff tends to be strong- staff relationships tend to be strong and collaborative
        - CCA could benefit from specific protocols if this current process of communication does not resolve concerns.
        - Communication tools and apps could be used to increase, improve staff collaboration and planning
    - Tend to have stronger communication outward to parents and students, but need improvement internally in some areas, and within district and other sites. (In-Touch does not include staff).

Resources:

- Ability to have more resources such as textbooks at home and in the classrooms (need more textbooks in general). The digital resource vs. hard copy resource discussion is still ongoing at the district level
- Learning commons printing costs/needs are a challenge, as is teaching students how to interact with digital resources to maximize their comprehension of the curriculum
- We need to provide teachers with more collaboration time (PLC time) during Late Start days. We did not have as many Late Start days dedicated to PLCs in 2018-2019 due to WASC collaboration time in Focus Groups and Homeroom Groups
- The stakeholders at CCA would like to see the perimeter fence gates retrofitted as soon as possible to include panic bar gates so that the rest of the campus is as secure as the area between the B building and the C building
- The custodial team staffing needs to be stabilized to allow them to stay on top of the needs of a larger campus (with the new B building)
- The grounds team may need to focus time on weed abatement given our wet year and foliage growth around the campus
- We may need more non-formula resources moving forward with our growing diversity of students, such as English Learners and support classes for students who are struggling

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
Science has started implementation of complete curriculum overhaul based on NGSS research and standards, including new course sequences and models.	-NGSS Standards NGSS -SDUHSD ToSA Workshops -Science Department Resources on District Website Science Resources -CA social studies framework redesign -High school alignment with middle schools
Math has implemented CCSS and recommended math sequence, resulting in complete curricular program changes (traditional math sequence to Integrated Math sequence) in the entire HS program.	-CCSS--Standards for Mathematical Practice -School Course Description -Math Department resources on District website -Math ToSA training sessions and numerous PD
The CCA Envision program has an established course progression for each of the disciplines comprising the program (i.e., Drawing/Design to Painting to Advanced Drawing, etc.).	-SDCOE Strategic Arts Plan Strategic Plan Docs -SDUHSD Board Adoption of the Strategic Arts Plan -Detailed course progression and profiles for both day classes and Conservatory are available on the CCA Envision website
CTE has formed six different Career Pathways in order to implement state standards for course sequencing.	-CCA Pathway Courses -Program of Study established for counselors -SDUHSD has a designated ToSA for CTE, Jayme Cambra -Counseling has a designated CTE “specialist” to advise students and colleagues of program/attend PD

	related to the pathways -Most, if not all CTE courses are also UC A-G approved courses -CTE pathways include Envision pathways
A Social-Emotional Learning program has been established to emphasize connections with students and the importance of emotional and social balance with academic learning.	-Weekly SEL programming via partnership with YouSchool -District appointed Social Emotional Scope and Sequence that counseling is required to deliver to all students SEL/Counseling -Bimonthly parent workshops via partnership with YouSchool -Teacher and student SEL team (Raven Advisory Board) meets monthly to guide and advise progress of SEL Programming -Whole-staff PD with YouSchool to help with schoolwide SEL facilitation -Finals Wellness conducted by students from the PALS program. -Community Days conducted by students and teachers through the PALS program to emphasize student connectedness and emotional well-being. -Advisory “Homeroom” Exploratory Committee
English Department classes have realigned writing assignments and prompts modeled after research informed CCSS and SBAC benchmarks.	District Writing Benchmarks
English Department has reviewed and revised the Core Authors List to reflect evidence-based cultural diversity of fiction-based works.	-Revised Core Title List -Site English 12 teachers included *Angels in America* to diversify literature selections and fulfill state Social Science LGBT inclusion standards
English Department has infused a greater number of non-fiction texts into course readings and writing assignments.	-Shared departmental resources for non-fiction texts.
English Department has engaged in Professional Development on Universal Design for Learning based on current educational research.	-Professional Development Seminar led by ToSA - Shared resources through Share Drive and District website English Professional Development
World Language Spanish and French classes have realigned writing assignments and prompts (at all levels through AP) modeled after research informed CCSS and College Board Modes of Communication (Interpretive, Presentational, and Interpersonal) benchmarks.	-Electronically shared resources for Spanish 1, 2, and 3 -AP Shared Document for Spanish 5 through AP -College Board revised standards

	and curriculum for Spanish classes. District World Language Resources
AP Physics B was converted to AP Physics 1, 2 and Chemistry overhauled to focus on conceptual and "big picture" ideas.	-College Board curriculum and redesign documentation; implementation of CB specified "Big Ideas")
Science has realigned/is realigning course offerings to better support research offered in NGSS standards, including non-UC approved (i.e., not College Prep) science courses to meet graduation requirements.	-Defined College Prep vs Honors -District-level committee meetings for Biology, Chemistry, and Physics -Eventual replacement of Earth-Space Science courses -NGSS CP Bio, CP Chem, and H Chem have all been UC approved -NGSS CP Physics submitted, awaiting UC approval
Special Education has ensured that IEP goals are aligned to CCSS standards in the general education program.	-IEP documentation
Special Education classes have included emphasis on Social-Emotional Learning curriculum.	-Support Class Curriculum -Support Classes Scaffolding Document
An onsite EL Coordinator position formed at CCA to provide push-in support for EL/recent Redesignated students and to ensure implementation of new State integrated EL standards and designations.	-Section allocation in Master Schedule -EL Coordinator job description
Special Education teachers have included transition goals and services in support classes and IEPs.	-Workability Push-In Support -Professional Development provided by Department of Rehabilitation, Mira Costa College, SDCOE reps SPED PD Resources -Teacher created lessons around transition: syllabus, work samples, Aeries, CA Career Zone, and ITP goals -Implementation of Read 180 Resources -Master Schedule allocation -General education support classes: Math and Academic Literacy -Curricular materials Peer Tutors scheduled
Departments have attended staff development workshops and trainings for specific ELD integration strategies within content area instruction.	-District ELD ToSA Materials EL Support -Shared Departmental Resources

Physical Education in 9th grade (Y1PE) provides students with a broad range of student activities, kinetic movements, team building, organizational roles, and an overall knowledge of lifelong physical fitness. Students are provided a more specific physical education pathway through specialized PE/Envision classes.	-9th grade (Y1PE) -10-12- Surf, Weight Training, Personal Fitness, Sports Performance, Dance

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
CP Biology, CP and Honors Chemistry meet UC standards and facility requirements for "wet labs." Course titles have changed for the 2019-2020 academic year.	-Annual UC approval list -Master Schedule -Course Syllabi -Counseling Dept course profiles Course Profiles
CP Physics has piloted an NGSS-ready curriculum.	-Lesson plans -Course syllabi -Piloted Active Physics -Continuing to use PhET and argument-driven inquiry
QUEST (through Science Department) offers UC-approved elective Research Methods course, and places students in career-related internships (at higher levels of the program).	-QUEST description -Course syllabi -UC approval list -Counseling Department course descriptions
All Advanced Placement courses have been verified through the College Board Audit.	-College Board audit list
All Advanced Placement courses are annually verified and renewed by the school AP Coordinator.	-College Board audit list
English Department has adopted writing rubrics at each grade level that incorporate Common Core exemplars.	-District ELA Shared Resources rubrics
All English 12 CP courses require the "Senior Project," with research and internship component within a career-field of interest. Students are required to present their findings before a panel of teachers and parents.	-Course syllabi -Project specifications -Counseling Department course profiles -Class websites
College Application class contains curriculum regarding career interest assessment test, interview skills, and resume building	-Course syllabi -Google Classroom
Envision courses (VPA) are UC-approved and matriculate to	-Envision Website

pre-professional and college-level Conservatory programs which involve working with professionals involved in the field of study.	-Course profiles -Course syllabi -Envision course pathways Envision Course Pathways -Final juries, thesis, portfolios, performances, presentations, college level literature, arts shows Students have opportunities to intern with guest artists and professors
VPA/Envision courses in Cinema, Digital Art/Design, and Photography are aligned as CTE career-pathways programs.	-Counseling Department course descriptions -Counseling Department Website: CTE Pathways Envision CTE Pathways -Teacher websites -Course syllabi -Annual Counseling grade level presentations.
Counseling Department annual grade-level presentations link courses and programs to specific college majors and fields of career interest.	-Presentation slide deck -Grade-level materials -Big Futures -College data -Counseling Department website
CCA offers career pathways programs in Business Management (Intro to Business Management, Advanced Business Management) aligned to CTE standards.	-UC course list -Master Schedule -CCA Career pathways Counseling Department website -Annual grade-level Counseling presentations
CCA offers community college articulated courses which allow students to obtain college credit with Mira Costa College.	-Course profiles -Course syllabi -Master Schedule
AP and CP Economics courses have career and personal finance components.	-Course websites -Course syllabi
Speech and Debate elective classes embody standards from state-level and national-level forensics organizations.	-Course profiles
The Special Ed department supports students in the general education setting to meet A-G requirements.	-Student schedules and logs -Learning Academy transition binders. -IEP goals are aligned with Common Core standards.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and*

skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
Work Experience/Internship classes embody lessons in which students apply real-world work experiences as a basis.	-Assignments -Student work
Math courses have adopted specific CCSS standards as the basis of curriculum; all curricular materials and lesson plans are linked to specific standards.	-Curriculum Materials/Math -Modules -Curriculum Guides -ELOs -Common Assessments
English Department teachers have worked with other district teachers to identify student work samples as “anchors” that demonstrate adopted writing benchmarks; this is extended to PLC time onsite.	-PLC Meeting Minutes -District PD Agendas for each grade level (October 2018) -District Level PD Coordinator trainings
Teachers regularly share sample lessons/assignments via Share Drive and District Website.	-Shared files -Google Share Drive
Science Department, in advance of actual District adoption, implements new learning objectives for class activities and lab assignments.	-Specific Course lab assignments -Course assessments -Teacher websites -District Draft Learning Objectives (NGSS aligned) in progress, has not been rolled out school/District wide
World Language courses emphasize consistent minimum standards across course levels and within vertically aligned courses.	-Pacing guides -Course profiles -Curricular materials -PLC minutes
World Language courses use assignments and presentations that are aligned to CCSS core skills.	-Assignments -Student work -Course syllabus
SPED: Support classes facilitate transition activities and lessons to support post secondary outcomes. Some support classes in special education offer mini-lesson that require life / career skills and a focus on Social Emotional Learning.	-IEP transition pages, and corresponding IEP goals/goal progress, student work samples from support class, support class activities
Envision/CTE: Students are able to apply their content area knowledge and learned skills to college and career pathways.	-Experience working with industry professionals, tools, and projects-juries, portfolios, shows, presentations, exhibitions
Envision faces challenges in utilizing industry standard technology in the classrooms.	-District IT does not support current industry standard equipment and software -Lack of needed support staff

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
READ 180 Universal provides a useful College and Career Report depending on the Lexile Level of the student	-READ 180 reports
Envision facilitates integration between arts disciplines and academic and CTE courses.	-Course pathways and course profile descriptions -Articulation agreements between local community colleges for CTE courses -Humanities Conservatory
Math Department offers opportunities for students to study math that would be relevant in workplace contexts.	-Business Math, Advanced Math for Decision Making -Advanced math classes for STEM-focused students:: Calc 3, Linear Algebra, Advanced Topics
Envision Program performances are often interdisciplinary and integrated with CTE (ex/ video/film and stagehand technology).	-Envision productions and performances

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Students receive training from outside resources on Sidewalk CPR, organ donation, and tobacco, alcohol, and vaping prevention education.	-Encinitas Fire Dept. -Donate Life -TUPE grant
Math Department routinely partners with local colleges to extend student learning and pathways to future careers.	-Two math classes at CCA are offered in conjunction with SDSU and MCC
SPED consistently works with community resources such as Mira Costa, Department of Rehab, Regional Center, and local business, and collaborates with outside service providers.	-Workability website CA Workability -IEP transition pages, release of information documents, middle school transition meetings -Professional development during district in service and NCCSE professional development opportunities
Senior CP Students get local internships each year, and present	-Student Portfolios

results to a community panel composed of parents and teachers.	
Envision and CTE classes regularly collaborate with community businesses, promote programs to feeder middle schools, and connect with industry partners.	-Info Night for middle schools -Meetings with industry partners -Actual workplace field trips and recording collaborations with Studio West -Internships- Wasserman Group -Industry guest speakers -Honor Choir and Band -Taste of the VIllage/performances at local businesses -Humanities-Involvement with San Diego City Hall (“dedicated left” signal, International collaborations (Panama and Mexico) -National Art Honor Society Veterans mural -International collaboration with Brazil (Pollution) -Collaboration with guest composers -Public Art Project for San Elijo Conservancy -Collaborations with schools across the country with a STEM research project (STEMANITIES) -Theatre devised piece with Diversionary Theater, Verbatim piece in collaboration with Blind Spot, performed at NYU Ethno Theater -Music and Humanities partnership with Center for World Music (gamelan for last 9 years, program, recurring world music workshops, 24 Hr Arabian Nights Project
The counseling department conducts a Senior Exit Survey to gather candid feedback about their high school experience and preparedness for college and career. However, we have not conducted longitudinal surveys for our graduates. We have discussed doing this as a way to measure the effectiveness of our new programs, such as Homeroom.	-Senior Exit Surveys

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and 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
During support class and IEP meetings, SPED staff supports students in course selection from a continuum of options to help pursue their post secondary educational goals, aiding in a high graduation and college acceptance rate.	-4 year plans -IEP transition pages
All students have access to honors and advanced placement courses.	-Open access district philosophy -Course profiles -Honors / AP enrollment data
All students have access to CTE pathways, and there is a one-year high school graduation requirement for practical arts.	-Graduation requirements -CTE pathway chart
Students are advised to make appropriate choices when it comes to course selection. However--too many students take on too much rigor in their course selection, and this results in social emotional challenges and stress. This is an area of growth for our school. We are concerned that students and families do not consider viable alternatives to a four-year university. Some students and families are not satisfied with any four-year university, and place a significant amount of pressure on what four-year university to which a student student ought to be admitted. We understand we need to convey that a four-year university is not the endpoint, but rather an opportunity for many to prepare for careers. This is an area we need to work on for our students and families.	-Counseling presentations -Registration night presentations -Principal coffees, tours, and middle school presentations -High School Selection presentations -Vision, Mission, Values -California Healthy Kids Survey results -Senior Exit Survey results

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
All students have access to all CCA courses and curriculum that is focused on context, student communication, discourse, and problem solving.	-Open access to honors courses -Students are advised regarding course selection and pathways -course profiles updated annually -Ability to double up and access advanced math course -AP classes have much more real world contexts, particularly AP Stats and AMDM -Expansion of CP and H Chem option, exploring need for non-CP pathways for all students all NGSS standards
Teachers engage in departmental and PLC collaboration to share best practices around instruction to make learning accessible, relevant and coherent for all students.	-District and department collaboration and professional development -PLC collaboration agendas and minutes
SPED Department supports student access to programs with real world applications by encouraging their pursuit of CTE pathways.	-4 year plans -IEP transition pages
Curriculum is rigorous at CCA and many students choose to take demanding courses. Some students choose rigor, such as AP classes, because they find it to be very relevant to their interests. Some students, however, choose rigor and advanced placement not because it's relevant, but because it will enhance their resumes for college consideration. This is an area of needed growth for our campus.	-AP data -California Healthy Kids Survey feedback -Senior Exit Surveys
CTE courses have real world applications, including the opportunity to take a work experience / internship course. QUEST has an internship component opportunity.	-CTE articulation with industry -QUEST level 3 course

B2.2. 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
NA (No Online Courses)	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Student and Parents have access to the Aeries parent/student portal, which teachers use to post progress, scores, and grades. This establishes transparency between teacher grade books and parents and students and aides in monitoring student learning. Parents and students often reach out to teachers based on what they see in Aeries to better understand student progress and potential. Teachers also use Aeries email capabilities to notify parents when students are struggling to meet class standards. Parents and students also have access to teacher websites and Google classrooms that often include such things as daily class assignments, homework, major assignments, worksheets, practice tests, supplemental videos covered in class, etc.	-Aeries student and parent portal -Teacher/parent communication through Aeries -Google Classroom
Case managers for students with disabilities monitor and communicate student progress toward achieving their IEP goals through student-case manager meetings, parent-teacher conferences, emails, phone calls, and annual IEP meetings.	-IEP pages, teacher communication logs, calendars -Course selection meetings with counselors -Transition services, Individualized Transition Plan to map out students post secondary goals and provide supports to students
We work to educate all students and parents on developing responsible four year plans, and we encourage students to advocate for their needs and plans. Many opportunities are provided to parents to collaborate with the school counselors in developing and monitoring academic plans for students throughout their 4 years at CCA.	-Counseling presentations -Counselor appointment slots -504 plans for students without IEPs -SDUHSD College and Career Night -College Resource Tools -4-year plans -CCA website
Parents have an opportunity to receive overviews of their students' courses at the two Back to School Nights offered each school year (one in the fall and one in the springs). These nights provide an opportunity for parents to receive information about their students' classes for the semester and meet their teachers. These nights are well attended both terms. These informational opportunities provide parents an opportunity to better understand the course offerings and post-secondary opportunities offered to their students.	-Back to School Night agenda -Back to School Night teacher presentations
In prior years, our families had access to an experienced and knowledgeable advisor in the College and Career Center, and they were also accustomed to using Naviance as a tool for college and	-Counseling, admin, and parent volunteers are filling in the advisor

career exploration. The position was eliminated when this employee retired, and our district is no longer using Naviance. Other resources have been shared with the community, but it will take some time for all stakeholders to adjust to the changes, even if some of the resources are better than Naviance.	gap -Students no longer have access to Naviance

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options*.

Findings	Supporting Evidence
CCA has a great relationship with staff at Mira Costa Community College and they have provided us a student representative who comes to CCA weekly to meet with students interested in taking classes at/or attending Community College after high school. We also hold a transfer workshop for parents and students in the Spring to discuss how students transfer from any CA Community College to a 4 year university.	-Senior log with students postsecondary plans -Notes in Aeries
Counselors hold individual meetings with student/parent to discuss their postsecondary plans/options and outline a plan to achieve their goal.	-Notes in Aeries -Meetings on calendars
We have over 200 different colleges/military reps come speak to students throughout the year about what to expect from their programs and what life is like after high school and how to be best prepared.	-College and Career Center Calendar -Counseling Website
SDUHSD holds a College and Career Fair at the Del Mar Fairgrounds in the Spring of each year, with over 200 different colleges/trade schools in attendance.	-SDUHSD Website -Posters around counseling office/school
Counselors have a College and Career Scope and Sequence that we implement in grades 9-12 each year via presentations to students then posting the presentation on the counseling website for students and parents to review. Each grade level has a lesson and presentation.	-Career Exploration page of Counseling Website -Classroom presentations during advisory period
CCA offers a College Application course in the fall for senior students. The College Application seminar class is dedicated to helping students create the best college application possible and preparing students for the transition to college. Students have time to research colleges, explore majors and careers, fill out applications, and find money and scholarships to pay for college. Students are able to get any questions about applying to college answered, such as how to respond to college application questions, how to be an attractive applicant, and how to write the best college essay possible. The second half of the course focuses on handling roommates, time management, study skills, and finances for the first year college student. In addition, the course helps with housing	-CCA Course Profile for College Apps Seminar

applications and choosing the best fit school for when students are accepted to more than one college. This is a great class to take if students want to get ahead on college applications, or if they feel like they need some assistance when filling out applications.	

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

Summary

Canyon Crest Academy offers a diverse and inclusive curriculum designed to prepare students for college and career. The curriculum is research based and addresses the most current standards adoptions in all subjects. Resources are catching up, but providing the most current and appropriate classroom materials and technology is still a challenge at the district and site level. An open access philosophy for AP courses and SPED support classes ensure that CCA's curriculum is accessible to all students.

Students and families have numerous opportunities to shape their high school experience, information sessions are designed for each grade level, as well as evening information sessions for both parents and students. Counselors and other advisors on campus regularly make time to work with individuals to help with future planning. Departments have clear course descriptions, outline course recommendations and pathways in every subject, so students can make informed decisions about their future plans. During these opportunities for collaboration and communication, CCA staff members continue to advocate for balance and wellbeing among students as they continue to access rigorous course curriculum.

The 4x4 schedule allows for students to easily satisfy graduation requirements and have room in their schedules to explore topics of interest in greater depth, or access support classes if needed. Most CCA courses are UC approved. Students have opportunities to pursue CTE pathways, a depth and breadth of electives in every subject and receive the academic support they need.

Prioritized Areas of Growth

Rigorous and Relevant Standards Based Curriculum

- Educational research is routinely the basis of our curriculum planning. CCA is supported by TOSAs specializing in their course subject areas as well as general topics such as UDL. The YouSchool curriculum is supported through constant contact with YouSchool leaders and semi-scripted curriculum. Professional development opportunities are available to site staff, as well as opportunities for district wide collaboration
- Academic courses are CCSS based and sequential. Course progressions are clear and satisfy graduation requirements, A-G requirements and allow students to explore career pathways. CTE are robust, and include capstone courses in many areas.
- Collaboration between staff members, departments, and the greater community is frequent and ranges from small informal interactions to very large scale and developed partnerships in learning. Local university, non-profit organizations and businesses are regular collaborators in our students' education.

Equity and Access to Curriculum

- All students have open access to enrollment in any course without a prerequisite. District policy allows students to select the level of rigor they feel most appropriate.
- Alignment and expansion of curriculum: Courses in Math and Science have been reworked to better align with standards. Opportunities for students to study in greater depth have also been added to World Language, and our CTE pathways have become robust and better defined. Higher level elective courses have been added to give students greater options in preparation for college and career.
- SPED IEP and 504 communication between staff, students and parents ensures students have appropriate accommodations while working to achieve their goals

Prioritized Areas of Growth

Rigorous and Relevant Standards Based Curriculum

- PLC time is needed for Science classes to fully transition to NGSS for all three courses that have been changed to include Earth Space Standards, especially as we are looking as a district to adopt new curriculum resources. PLC time spent to work on shared pacing guides would be helpful for departments with new teachers
- Academic rigor is very high, students often find themselves overextended academically and emotionally
- Social Emotional Learning Implementation: Concern that not all students are having the same experience-Homeroom will be piloted in 2019-2020 to help formalize this work

Equity and Access to Curriculum

- Classroom resources need to keep up with the curricular demands
    - Consider going 1 to 1 with chromebooks or similar as many class materials are delivered online.
    - Industry standard tools and technology need to keep up with the demands of CTE coursework to ensure their classes remain relevant to current job market demands, as well as maintaining a balanced way to organize classroom spaces (theater, learning commons classroom, etc). Some classes are in need of updated materials, teachers need the time and funds to get those materials approved and purchased.
- Open access can lead students to overprogram themselves, resulting in feeling overwhelmed, academically and emotionally
- College and Career Center advisor position has been eliminated-counselors are not able to maintain the same level of support in addition to their own duties

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Students are highly active in challenging and relevant work in all their classes. CCA's student-driven master schedule and student course selection demonstrates a depth and breadth of curricular options. The Course Profiles describe the rigor of the course, including the expectation of work outside of class time. Students generally choose a rigorous course load, taking advantage of advanced level classes, and more than satisfy graduation and A-G requirements.	-Course profiles -Variety of course offerings -AP exams taken and pass rates -A-G completion rates -Course selection contracts -Course enrollment data -Courses taken beyond college A-G entrance requirements
World Language utilizes many performance based tasks in the target language-including expressive videos, written student submissions (paper and google docs), student reciprocal conversations.	-Student videos & written work -Classroom observations -Students taking courses beyond college entrance requirements
Reading/English regularly employs structured language instruction.	-Classroom observations -Read 180 Universal program data -Oral participation -Written work -Student workbooks -Senior Projects for English 12 CP
In Math courses, task based group learning is a common teaching tool at all levels and assignments include real world applications to make concepts more relevant.	-"Task" portion of module printout worked on and completed by students -Personal finance project and course work for Business Math
In Science, students are active participants in their learning and are able to perform investigations, analyze data, draft conclusions, and make arguments from evidence.	-Lab reports -Posters -Student/group presentations -Project based learning (e.g. egg drop) Egg Drop
In Special Education, Specialized Academic Instruction practices are used on a daily or weekly basis depending on each students	-Student work and classroom observation

individual needs and services defined in their IEP.	-Group collaboration
In the Social Sciences, cross-curricular projects challenge students to synthesize their knowledge and apply it to their understanding of other subject areas.	-Art/psych cross collaborations -Solutions project -Project learning -In-class simulations
In Envision classes, students are active participants in all classes and at all levels of preparation, engaged in scaffolded work with short and long term goals.	-Class observations -Collaborative work -Student directed feedback and analysis -Daily class student demonstrations -Conservatory program has a three year/level progression, with culminating thesis/project/performance
In Career Technical Education programs, courses are directly aligned to career readiness standards, which have recently been reviewed with all CTE teachers and select participants. Classes often partnered with industry professionals to work on authentic projects and present their work to both peers and the larger community.	-CTE pathway completion rates -Articulation Agreements -Advanced Engineering student projects -Advanced Business class project and competition -Digital Art and Design class projects and partnerships -Computer Science and Engineering Advisory night
Student work is examined in PLC teams and team members discuss ways to adjust instruction and curriculum to meet the standards as well as the students' needs.	-PLC team agendas and minutes

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
All CCA courses have a course profile that is accessible to students at any time. Course profiles contain an estimated level of difficulty, estimated amount of homework, suggested prerequisites, a course description, a list of requirements the course may fulfill, and additional course-specific information such as standards or necessary skills. Standards and expectations are also shared commonly with students at all levels through the use of rubrics, syllabi, summative learning objective lists and other class-specific documents.	-Course profiles -Course syllabi -rubrics -Expected learning outcomes (ELOs) at front of packet in Math classes
Science students participate in unit summative assignments which help students review learning expectations before formally being	-Summative learning objectives assignments prior to test review

assessed at the Unit test.	
English/Reading students have access to rubrics for large and small scale assignments, and have regular teacher and peer editing of their work.	-Student work -Written responses/workbooks -Observation of whole group instruction -Rubrics
SPED department provides transition activities and instruction to ensure students are focused on the appropriate expected learning outcomes.	-Observation of Support Class activities/instruction -Student work samples and artifacts
All Envision disciplines use rubrics and demonstrations as teaching tools. Students, teachers, and guest artists provide examples, and peer feedback is a common class tool to demonstrate an understanding of the class standards.	-Rubrics, adjudication forms -Class discussion -Class/teacher demonstrations and performances
Social Studies students use rubrics and study guides to help maintain focus on the expected learning outcomes, and students run through practice exams to learn the material and how to engage with the exam format as well.	-Student work and projects -Rubrics -Study Guides -Mock AP tests
Students who participate in CTE pathways gain skills necessary for future careers and gain insight into expectations and skills required for a variety of careers within the larger pathway.	-Partnerships with local businesses and industry professionals -Guest speakers
Students are aware of the standards to be met in advanced placement courses as they prepare to take the AP exams	-AP approved syllabi -AP results
Students take courses beyond A-G requirements and pursue advanced courses, additional electives, and extracurricular activities. Many students graduate with more than the required amount of credits for graduation.	-Number of students participating in Conservatory -Number of students participating in athletics, clubs, and academic teams -Enrollment in AP courses and CTE pathways

C2. Student Engagement through a Variety of Strategies and Resources 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 creative and critical thinking skills, and applications.

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers at CCA maintain their own unique instructional styles and no two subject area classrooms look exactly alike. Teachers across campus use a variety of teaching tools and methods to deliver instruction and differentiate for students.	-Variety of teaching methodologies observed
SDUHSD and CCA is committed to using research-based instructional strategies to meet the needs of all learners. Recently, SDUHSD began to offer Universal Design for Learning (UDL) professional development to small groups teachers. Not all teachers are currently well versed in UDL specifically, although most are already incorporating pieces of this in their classroom without formal training. Teachers in Envision classes and many other classrooms regularly use the principles of Universal Design for Learning (UDL) to deliver instruction	-District Training opportunities for UDL practices will be made more widely available starting in 2019-2020
Project Based Learning is a regular part of most classrooms and learning is active and LOUD at CCA. There are many days where you will see a class outside of the walls of their classroom.	-Group rubrics and assignments -Class Observation -Egg Drop science experiments -Japanese lessons in dance, movement and games -Collaborations between humanities and art classes -Photography and Cinema filming all over campus
Teachers and students have access to and regularly use appropriate technology for their subject area, including technology and items that are course specific.	-Shared chromebooks available in each building and in the Learning Commons -Use of Google Classroom and G Suite for Edu tools -Class projection devices -Specific software and learning devices for CTE courses -Designated computer labs for cinema, visual art, music, photography, computer science -Theater scene shop -Theater light and sound boards -Robotics lab -Science lab classrooms -Potter’s wheels and kilns -Instruments and music specific furniture -Weight Room exercise equipment
Guest speakers and outside sources are frequently used to enhance instruction through the use of authentic materials and perspectives in all subjects.	-Japanese exchange visits occur frequently, and include home stay options

	-No Place for Hate Week, sponsored by the SLATE club brings a series of speakers to campus -Student ambassadors from Humanities travel to Sister Cities to promote the sharing of ideas and culture -Guest Artists are a regular part of Envision courses, offering small workshops to regular weekly participation in class instruction
Class size is very large in some areas, making it difficult at times for teachers to create as many personal connections with students and provide differentiated instruction with more efficiency.	-Master Schedule -Courses with one section -Courses with multiple sections taught within the same class period
Student growth has outpaced technology available in some situations, and our tech is becoming dated or unreliable in others. SDUHSD, using proposition AA funds, will begin to replace the projection devices in the older buildings with new short-throw projectors in 2019/2020. Hundreds of chromebooks have been purchased in the last several years, but we could always use more. A new sound system for the theater will be purchased this year. We are currently reviewing bids.	-Most classrooms utilize technology, so the demand for chromebooks is high -Projection devices in older buildings -Current theater sound system
PLC agenda template was shared with all staff that provide consistency around collaboration and to provide reminders and links to pedagogical resources surrounding common formative assessments, reteaching, and evidence-based teaching strategies.	-PLC Template 2018 2019
Administration has noted, through walkthroughs and formal observations, teachers engaging students through diverse instructional strategies, including project based learning, peer teaching, presentations, collaboration, Socratic Seminars, debate, digital presentation, flipped lessons, checking for understanding devices (math), etc.	-Notes from walkthroughs and observations -Student work

Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students have a great deal of ownership over their own learning. The teacher acts as a facilitator in the classroom, while the students engage in the content through their own involvement and inquiry in many classroom settings.	-QUEST and Science Fair research/projects -Senior Projects -Internship opportunities -CCA TV productions -Envision performances and displays -Vocal Conservatory students frequently compose their own shows; most recently a fully orchestrated opera The Promise -Level III Theater Conservatory students write and direct their own plays -Level III Dance Conservatory students choreograph and direct dance shows -Robotics competitions -Opportunities for material choice in English classes
Students are asked to demonstrate their knowledge through a variety of methods using appropriate technology for their subject area.	-See also Assessment -Course Syllabi and Rubrics -Student presentations -Classroom observation in specialty labs
Students engage in their learning through flipped classrooms, Socratic seminars, peer teaching opportunities and many other forms of guided discovery.	-Classroom observation -Online resources such as teacher websites and google classroom
Students are asked to synthesize their knowledge, extend their understanding of course concepts and apply them to cross-curricular projects and real world applications.	-CTE Business Class projects / Junior Achievement -Humanities Conservatory Arabian Nights collaboration -CCA Unite event -Tea Ceremony (Japanese/Sculpture collaboration) -Vocal Music Conservatory recorded at Studio West, for a film written and directed by CCA alumni with Warner Brothers and Hans Zimmer support -Rock Band Tour project -Peer Tutoring -Regular class curriculum in all CTE courses

Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Courses are built on a sequential and scaffolded structure to ensure students are able to continue to work towards mastery of older topics while they acquire new information. For example, in Integrated Math courses students are pulling in their prior knowledge of Algebraic situations and applying them it to Geometric concepts. In English, students may learn the various components of an essay to reinforce the concepts before being asked to apply the knowledge of these skills to author a cohesive essay. Similarly, AP Social Science courses support students by teaching difficult skills one at a time and then supporting students as they layer these skills to complete larger projects.	-Course syllabi -Course profiles -Math course restructuring
Teachers regularly check for foundational knowledge at the introduction of a topic.	-District Writing Benchmark (DWB) given in all English classes -Music class Sightreading -Journal prompts and other classroom cues and reminders
Staff feels that a greater emphasis placed on the smaller, interior steps of a project may help to relieve student pressure and anxiety over larger scale work.	-Project Based Learning steps and sequencing -Progress Checks
Research methods are taught in a variety of subject areas, including testing the validity of sources, the proper structuring of a survey module, scientific method, explorations of bias. Students are taught how to seek out information from a variety of appropriate sources	-Science lab work -QUEST technical writing -Science Fair projects -Statistics class student survey project -Social Science projects related to primary sources
Students are trained on, and have access to a variety of scholarly works via a number of school sponsored subscriptions and online archives.	-My SDUHSD research hub -Subscriptions to Encyclopedia Britannica, ProQuest, JSTOR -IMSLP (classical music)

Students in capstone courses are able to craft their own projects to demonstrate their learning, and push through to greater discovery.	-QUEST and Science Fair research/projects -Senior Projects -CCA TV productions -Senior Thesis in Theater and Dance Conservatories -Senior Recitals in Music Conservatories -Robotics competitions -Business class student businesses

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
There has been a big push in the last few years to develop the CTE pathways at district sites to include capstone classes, to offer students more than an a la carte experience in a particular field of study. CCA has responded with 7 distinct career pathways: Business Management, Design Visual Arts and Media, Engineering Technology, Film, Video Production, Performing Arts, and Software/Systems Development. Students may start a career pathway in their freshman, sophomore, or junior year and still have the option of taking a single course or completing all courses in a pathway. The number of students participating in CTE courses continues to grow, and CTE teachers continue to advocate for students to complete a pathway if they are interested after completing the introduction or concentration course.	-CTE Course Pathways -CTE course enrollment data
Envision and QUEST programs rely on strong community partnerships to bring relevant curriculum, experts in their fields and current real world skills to our classrooms.	-District VPA 5 year Strategic Plan for Arts Education SPAE Documents -See Appendix list of partnerships -QUEST research partners in science industry -Summer research internships through QUEST
Students have the opportunity to participate in an internship course designed to allow students 16 years old and older to develop skills and knowledge about various careers and occupations through non-paid internships with local community partnerships in conjunction with classroom instruction. The internship course allows them to receive academic credit while working in their chosen career path. Students may also enroll in Work Experience, a class that provides work experience through supervised employment and in-class instruction.	-Internship Class course profile -Work Experience course profile -Internship course enrollment

Envision Conservatories offer pre-professional training in the arts disciplines: Cinema, Dance, Visual Art, Humanities, Instrumental Music, Vocal Music and Theater.	-Envision Conservatory participation -Class observation

C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
N/A (No Online Instruction)	N/A

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

Summary

Students at CCA regularly complete authentic, real-world projects and activities that challenge them to think critically about content in each class. Students engage in a variety of instructional modalities. There is a new district directive that highlights lessons with (Universal Design for Learning) UDL principles, teachers are currently being trained on these concepts. Technological tools are used regularly in our classrooms to provide students with the most current educational practices.

Instruction is guided by informal and formal assessments from the classroom, department, district and state level on standards based curriculum. Students are able to articulate their subject matter understanding through a wide variety of classroom activities. Students are active in their own learning process. Their classwork often extends beyond their subject matter to tie their learning to other subject areas and real world applications. Instruction continues outside the classroom through the widespread use of google classroom and other online learning tools.

Prioritized Areas of Strength

Student Involvement in Challenging and Relevant Learning

- Students are highly challenged daily in class. Lessons are relevant and preparatory for college. Instruction and evaluation covers many discursive modes and opportunities including independent and group: exploratory investigation, projects, seminars, internships, blended learning.
- Rigor of program develops student study and problem solving skills that prepare them for life/college. Class length allows a variety of content to be learned each day, as well as allowing students to complete a lot of their learning in class.
- Student autonomy has led to efficacy in their own learning. Choice in books they wish to read in English or topics they wish to research and write about has developed student interest in learning and produced quality evidence of their own curiosity and passion for learning.

Student Engagement through a Variety of Strategies and Resources

- Though there is room for improvement, students experience the regular use of technology tools and a general ease of access to the relevant tools for their needs.
- Students engage in their materials through a great variety of ways. Teachers regularly used project based learning, flipped classrooms, seminar settings and other techniques to lead students to mastery.
- Guest Artists and lecturers regularly present information that is relevant to current job skills and knowledge, bringing the “real world” into the classroom.
- Students have a variety of opportunities outside the classroom to extend their knowledge, through field trips, internships, and collaborations with local universities, businesses and non-profit organizations..

Prioritized Areas of Growth

Student Involvement in Challenging and Relevant Learning

- Standards are high and the learning material is typically challenging, but efforts can be made to ensure the learning material is highly relevant to students, even if class sizes are fairly large.
- CCA teachers can work towards a lower pressure academic environment by helping students to celebrate growth, gradual success, and focus on the positive and find the joy in small victories.

Student Engagement through a Variety of Strategies and Resources

- New classroom furniture recently auditioned by the B building classrooms would be very helpful in other classroom spaces. More teachers would like more flexible seating options - to allow for quick and easy change from group instruction to independent work atmosphere and also allow for different size groups.

- While technology is a major component of instruction and delivery of curriculum (indeed, the school was founded as an Arts and Technology focused campus), there is a need to update technology in many classrooms. Chromebooks are provided on carts that teachers share, but scheduling conflicts between teachers and the maintenance of the computers have caused issues. Projectors/ classroom speakers and other media upgrades are becoming increasingly necessary as the school ages and the original equipment begins to fail.
- Expansion of digital learning subscriptions (ie NoRedInk Premium) to enhance one on one instruction with technology.
- Not all teachers are familiar with UDL principles and more training is needed in this area.

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

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
CCA Staff and stakeholders analyze a variety of assessment data in department meetings and staff meetings, including: ● CAASPP assessment data ● D/F rates ● AP data ● ELPAC data ● California Dashboard Indicators	-Staff meeting agendas and notes -All staff CA Dashboard presentation
Student performance is communicated to parents and other stakeholders in the community using a variety of methods, including Aeries, our School Profile, our School Accountability Report Card, and the CA School Dashboard.	-School Profile - produced in the fall for colleges, has ACT, SAT, GPA, SBAC etc. -Aeries -California School Dashboard
Teachers effectively share individual feedback with students through in-person communication, digital feedback, and Aeries grade book. In many courses, students are given opportunity to re-teach/mastery of concepts via quizzes, test reflections, class reflections, mentoring, and peer tutoring.	-Google Classroom -Aeries -Teachers office hours -Mastery quizzes -Students share best study/their study habits -World Language check off /reflection sheet check off list for students -Vocal Conservatory mock auditions and performances with teacher and peer feedback, prior to the actual events
School Site Council collects and analyzes student achievement, school climate, and college and career readiness data as part of each year's SPSA review and development. Data shared at these meetings is available to all shareholders and published as an appendix to the SPSA.	-SSC meeting agendas and meeting notes -School Plan for Student Achievement

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
Departments' staff meet regularly to review and reflect on assessment processes to ensure effectiveness. During PLC time, teachers to try to understand exactly where those performance boundaries are and push for consistency from class to class and depending on content area, site to site. Some school site to school site alignment is still in progress in some departments across the district.	-PLC meeting schedule -District department meetings and professional development agendas -Science release days to look at assessment boundaries for our updated CP level courses
Several departments face challenges in determining the value of their assessments. Before the transition to CAASPP, departments previously used STAR testing in Science to compare that data with their own grade data for students. Currently, there is not a push from District to use common assessment to determine if students are achieving standards in Science. World Language assessments also tend to vary between teachers: many categories to grade on (grammar, vocab, etc), and the weight of grades for those are not the same in regards to tests and exams.	-Science assessments -World Language assessments -Course grading practices (syllabi and course profiles)
Departments are good at communicating aligned standards for grading categories/weighting of grades.	-Teacher syllabi with shared department norms -Aeries grading records

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
The school as a whole and all departments use monitoring tools to review and communicate regarding student progress and grades. Administration makes available reports from the CA Dashboard and DataQuest to showcase large scale schoolwide trends and CCA's comparison to other schools and the county at large. Counselors use Aeries to pull D and F data each reporting period to identify struggling students. Teachers monitor student progress in their respective grade books, and often reach out to other teachers if achievement in multiple subject areas is below	-School Profile -Staff meeting agendas -CA Dashboard presentation to staff -D/F report communication -Aeries communication -SST referrals

standard. Students who are not meeting standards with Tier 1 classroom interventions may be referred to a counselor, provided with an academic support class, or referred to a Student Study Team for further evaluation and the development of a personalized action plan.	
Many course-alike classes use common assessments to be able to consistently measure student growth. Teachers are able to work in PLCs to analyze common test data to inform teaching and improve students learning	-ELA District Writing Benchmark -ELA common assessments -Science and Social Science common assessments -Math common assessments -Envision common analysis activities around the Principles of Art and Design
The data we have access to, including CA Dashboard college and career readiness indicators, demonstrate that CCA students are college and career ready. However, it is difficult to measure success post-high school in relation to our schoolwide learner outcomes because we lack sufficient data gathering tools (other than anecdotal) to track student progress after students graduate from CCA and we are challenged with transition from Naviance to Collegedata.com. We do track plans that senior have through the senior exit survey. Additionally, with the implementation of homeroom classes, we will be asking students for permission to send them a survey after they graduate to collect this data in the future.	-CA Dashboard -Naviance cancellation -Collegedata.com -Senior exit survey

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Site and District sponsored Professional Development opportunities are easy to schedule and are made readily available if a need is presented. ● Science meets frequently because of the NGSS transition, site and district wide, including work on the non-CP potential pathway. ● World Languages collaborated during a PD day to restructure all levels of Spanish so they are on the same page regarding content taught at each level. They hope to continue to do this 1-2 times a year to maintain this work. ● Health is taught with the online component-Edgenuity, which perhaps loses some effectiveness not being face-to-face. There is some movement in our district to create a face-to-face course. ● TUPE is a tobacco program the district has a grant for an educator to come in at the end of the semester to have a week long course in our 9th grade PE class ● In Math, discussions within the department on homework policy/category weights in addition to planning scope and sequence of coursework together ● ELA uses collaborative time in department and district-wide to address assessment matters. The push for and work toward consistency in all areas is ongoing.	-Professional Development calendars and agendas -Release days -Edgenuity -Department meeting notes
District administration communicates district data, including state assessment data, attendance data, graduation rates, and CTE participation and pathway completion rates to CCA administrators and department chairs. This data drives discussions about progress towards meeting schoolwide goals and necessary resources to support students who are at-risk.	-Principal's meeting agendas -Department chair meeting agendas -School Site Council meeting agendas -Coordinating Council (district dept chairs) meeting agendas -CA Dashboard presentation
Teachers share information about grading policies, course expectations, pacing, and ELOs with their department chairs. Site departments work with district department coordinators to ensure they are offering comparable courses from site to site.	-PLC agendas -Shared syllabus language -Pacing guides -District assessments/site course alike assessments
While CCA staff is highly collaborative, it is challenged to devote time to collaboratively review our assessment processes. The increasing need for wellness training and SEL curriculum has taken time for PLC groups to be able to work on class achievement data and common assessments. In addition, homework and grading policies are not a regular part of some subject areas PLC conversations.	-Late start calendar and designated PLC time

Schoolwide Modifications Based on Assessment Results

D1.5. 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.

D1.5. 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
The assessment data gathered as part of the Healthy Kids Survey drive much of the social-emotional learning programming at CCA. Examining the social-emotional needs of our students led to the implementation of an established SEL curriculum provided by YouSchool during the 2019-2019 school year, and the establishment of a Homeroom Exploratory Committee tasked with determining how the addition of a Homeroom period might provide support for student social-emotional needs. Assessment data collected by the Homeroom Committee, including surveys to all stakeholders, resulted in the creation of a Homeroom period to support SEL programming during the 2019-2020 school year.	-Healthy Kids Survey -SEL/YouSchool meeting agendas and presentations -Homeroom committee meeting agendas
The Counseling department tracks trends in the types of student interactions/needs they see, and alter their programs to meet students' needs. This includes providing different counseling support groups and access to a quiet space in the counseling office.	-Counselor one on one student check-ins -Intervention Sequence -Counselor led student support groups
Examination of school climate assessment data and the number and reason for which students are suspended or expelled has led counselors, teachers and administrators use alternative discipline and other restorative practices to support students in their classes.	-Suspension data -CA Dashboard indicators for school climate -READI program referrals
PLC time is used in many subject areas to analyze assessment data and adjust future teaching/testing, but the 4x4 pace makes it a challenge to retest/react quick enough to affect current students. This effort is more a tool to inform future class cohorts. AP teachers find it a challenge within the time allotted for collaboration to work with data from the AP.	-NGSS transitions and college prep physics aligned exam development -Common assessments -PLC agendas
Many departments use assessment results to make small adjustments, but would like to focus on changes that would be essential to the program as a whole. Currently, PLC work includes calibration of assessments themselves. The math department is working to make comments on prior assessments to drive modifications for future classes. Teachers are encouraged to share experiences and assessments at the District level, so that curriculum writers can make adjustments District wide	-PLC agendas and meeting notes -District department PD agendas

Given the high percentage of high performing students at CCA it is easy to overlook the need to support our middle students and those students that are not excelling. Certain subgroups are small and sometimes have not statistically relevant over the years such as our English Learners. To identify these individual students and their needs, we analyze the D/F list and hold SST meetings when appropriate. In order to address the needs of these students we created the Math Support and Academic Literacy classes and have been enrolling an increasing number of students in these classes each year.	-California Dashboard -AP participation and pass rates -Master Schedule -D/F list -SST meetings -Intervention Sequence

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
CCA's leadership and instructional staff regularly use Aeries, Illuminate and the CA Dashboard to gather, analyze, and share student assessment data. This data is accessible by parents, students, teachers, counselors, and administrators. Departments analyze and adjust common assessments appropriately when possible. For example, the Math department uses comments in Google Docs on each assessment to share feedback, as well as using Google Forms to adjust future assessments.	-Aeries -Google Classroom and Google Forms for assessments -Illuminate
Many classes at CCA have a culminating exam or activity for students to demonstrate their knowledge. Capstone classes contain opportunities for students to demonstrate their accumulation of knowledge and skills over a specific course progression. Envision students in each of the 7 disciplines must complete senior theses, recitals, portfolios, and research projects. AP Statistics work on a final project where students create their own studies and complete them. Seniors complete senior projects, a term-long research project on a chosen topic, in English 12 and present their projects to groups of stakeholders.	-CTE capstone class projects/rubrics -English 12 Senior Project rubric -AP Statistics final project rubric
Special Education students are assessed annually as part of the IEP process on their progress toward career and living skills. General education teachers and parents review student progress at annual IEP meetings, and adjust goals accordingly.	-IEPs updated yearly
As we begin to implement SEL and new programs such as homeroom we will need to initiate a more formal assessment process to monitor the effectiveness of our social emotional learning programs and initiatives; for example, we may begin using more internal surveys to support our students. Currently, the Raven Advisory Board, the Healthy Kids survey, and the Senior Exit Survey have assessed wellness and safety student outcomes.	-SEL program surveys -Threat assessment and other intervention records are maintained -Healthy kids survey -Raven Advisory Board
The Finals Schedule was altered this year due to classroom minutes compliance and has sparked a debate over the efficacy of end of term finals, final test weight and the length of time needed to assess students at the culmination of the class.	-Department Chair meeting agendas -Administration/staff communications -Student/teacher conversations

D2.1. 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 schoolwide learner outcomes.*

Findings	Supporting Evidence
N/A	

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
CCA staff frequently use assessments to help inform instruction. In Science, mastery quizzes, assessments with retake opportunities; data is reviewed in PLCs. Math teachers use information from check ins, homework quizzes, and entrance/exit tickets to inform teaching; also as check ins with students to see how they are progressing. Teachers share experiences year to year to adjust teaching. Dance uses video assessments, filmed on baseline skills, review with students, informative for teachers, can see that turns needed improvement. As dance students tend to dislike watching themselves, itself a teachable moment. Vocal Music students complete juried (with rubric) performances of solo repertoire each term; new literature and goals are determined based on the assessment data. World Language students are performing well on formative and summative written assessments, can answer a question, but aren't able to speak very well; teachers are working on creating summative assessments that are more authentic: creating something, speaking, maybe videos, making adjustments for more authentic assessments, also working to be aligned from class to class.	-PLC agendas and meetings notes -Math assessment and participation data -Project rubrics in music and dance classes -World Language assessment data
Special Education assesses quarterly IEP goal progress that is shared with parents. SPED teachers regularly work with Gen. Ed teachers to ensure students are reaching their goals and getting the appropriate support.	-IEPs -SPED/Gen Ed Correspondence/Forms -Support classes are aligned with student need

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. 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 in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

Findings	Supporting Evidence
Class assessments are based on real world applications and expectations when appropriate. There are many CTE pathways at CCA. Some are certification or at the least are tied to partnerships with local businesses. Envision students study directly with working guest artists who are experts in their disciplines and role models for industry standards and expectations. Envision conducts jury assessments in each arts discipline, which are designed to be similar to what students would experience in college assessments.	-CTE Pathway documents -Individual Envision discipline project rubrics -Student testimony
Most teachers at CCA provide feedback to students in a timely manner and provide additional avenues to obtain more feedback, such as office hours or email communication. In Special Education students have an Annual IEP where teachers give feedback to parents and students about college and career readiness, including quarterly IEP goal progress. In World Language, there are formative assessment projects where students receive instant feedback, including tasks where they connect the language to its use in everyday life; this includes talking on phone, addressing letters, make eye contact, how to compliment, decline requests politely. The Math department has students work on test corrections. Many students come by during office hours to have one-on-one time with their teacher. Some math teachers highlight mistakes on tests without providing scores to ensure students focus on the content and not the grade.	-Aeries: grades, interventions -SST (student support team) data -Math assessments -Teacher office hours and email communication
Some CCA teachers use peer review as a method of grading/feedback. Computer science teachers use randomly assigned peer grading to provide direct feedback from student to student. English classes use some form of peer review for approximately half of writing assignments. AP Statistics uses peer review FRQ multiple times a week. Instrumental Music students use informal assessment tools to guide rehearsals	-Assignments in English, Computer Science,and AP Statistics
Many teachers provide feedback on assessments in multiple formats. For example, in Chinese class the teacher uses Google Forms to give assessments and give feedback for students for the written final. In Physics, there is a peer review on lab reports for students to then make revisions afterwards. Additionally, on all FRQ exams students get feedback from teacher. As mentioned above, there are test corrections in Math and other subjects.	-Chinese, Physics and Math curriculum

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

Summary

CCA uses a wide variety of assessment tools to gauge student progress in a standards based curriculum. Students are assessed informally and formally through a battery of activities designed at the classroom, site department, district department, state, and national level. PLC time is spent looking over assessment data at all these levels to guide future instruction and curricular improvements. SBAC and AP test results confirm strong instruction, but tend not to be used to drive continuous improvement. Student performance data also has presented the need for new courses such as Math Support and Academic Literacy to provide a stronger foundation for some of our lower achieving students. The California Dashboard shares assessment data with all stakeholders on a global level, and the Aeries program shares information with individual students and families about their daily progress.

CCA uses other assessment tools, such as the Healthy Kids Survey and other, less formal surveys of stakeholders to help guide the SEL programming and address the non-academic needs of our campus. All these various data sources are used regularly to guide CCA's progress as it relates to program design, curriculum and instruction, as well as providing for the wellbeing of staff and students.

Prioritized Areas of Strength

Using Assessment Tools to Analyze and Report Schoolwide Student Progress

- Internal and district wide assessments, as well as state CAASPP and College Board AP tests demonstrate that students are overwhelmingly mastering content areas.
- Teachers collaborate well with each other on site and across the district to develop similar expectations for classes.
- Resources were allocated to allow departments PLC time to meet with other school sites within the district to develop consistent expectations across all our campuses.
- CCA uses CA Healthy Kids Survey data to drive SEL programming and other supports.

Using Assessment to Monitor and Modify Learning in the Classroom

- There are multiple ways that students receive timely feedback about assessments. Departments offer remediation and assistance in a variety of ways to help students reach mastery based on that feedback.
- Informal assessments are used regularly to adjust teaching "on the fly" in our classrooms-students are active participants in their learning and share indicators of understanding or the need for clarification daily in their classroom activities.
- PLCs regularly address student assessments, both to assist current students and to inform the teaching/learning process for future classes. The 4x4 pace does not allow a lot of time for revisions that would affect the current class, more commonly, changes are made to improve both instruction and the assessments themselves for the next round of students.
- Culminating exams are administered in all areas. Teachers are able to track data over time, concerning key concepts and standards. PLC assessment discussions are largely centered around these types of formal assessments.

Areas of Growth

Using Assessment Tools to Analyze and Report Schoolwide Student Progress

- Further training is needed to fully utilize Dashboard data-not all teachers are aware of this newer data tracking system and how to disaggregate the data that is most relevant to them..
- More emphasis is needed on assessments that are relevant to the connection between content areas and

future real-world application, rather than a focus on grade or college admission. Our students are excellent test takers, but our school needs indicate that we need better data on “softer skills” and how to best prepare our students for the future job market.

- Need more formal assessments of or gathering of data regarding the benefit and progress and benefit of our newly-implemented SEL programming.

Using Assessment to Monitor and Modify Learning in the Classroom

- PLC assessment cycles were attempted in all departments except for science, but were difficult to implement for current students on the pacing of the 4x4 schedule. Changes were made to benefit future students, but this model doesn’t do much to help current students. Other modifications are made to assist current students achieve their goals
- Finals schedule discussions and the efficacy of final exams was a recent topic of discussion that might bear more conversation moving forward. Teachers were concerned about their necessity given the amount of other assessments taken, the weight of the final exam to the overall grade and the level of stress placed on the students in order to complete a class.

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

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
CCA reaches out to the community, and has many events for parent and student involvement. “Coffee with Killeen” forums are held throughout the year for the principal to communicate with and hear from families the concerns they have about CCA. Foundation events such as annual Gala and Envision soirées engage parents and community to raise funds for the school. Parents, teachers, and administrators serve on our School Site Council and Wellness Committee.The Raven Advisory Board, comprised of students, meets regularly with our principal to guide a schoolwide vision for our mission and values. Envision Cinema, Dance, Humanities, Instrumental Music, Theater, Visual Art, and Vocal Music hold events throughout the year that are open to families and the local community. Annual all Envision Festival of the Arts each December. World Language holds events such as the Kyojo Japanese exchange student cultural presentations at Pacific Trails Middle School Feb, 2019, our annual Little Tokyo and Zoo school trips, which are inclusive to all students and parent volunteers, and Mandarin cultural presentations with invited experts to teach calligraphy and water painting. Our CCA Foundation partners with nearby malls for fundraising and community building: Taste of the Village, Holiday Tree Lighting, as well as regular parent socials.	-“Coffee with Killeen” schedule -Foundation calendar -SSC agendas -Raven Advisory Board agendas -Envision calendar -Field trip request forms
CCA staff communicate regularly and effectively with all stakeholders. We maintain a website with parent resource links. Our Schoolwide Canyon Crest Connection is distributed to all families for weekly announcements. Social media is updated regularly: Raven Report, Envision, Athletics, and other departments maintain both official and student created Facebook, Twitter, and Instagram accounts. Envision maintains its own website with course offerings, audition processes and applications, event information, and ticketing links. The Athletics department site provides instruction on PE credit for	-CCA website -CCA Connection archive -CCA social media accounts @CCARaven facebook.com/CCARaven Report Canyoncrestacademyfoundation.org, -Athletics website -Email communication archive -Envision website website

athletics and clearance information for sports participation. In Touch E-blast communications are sent to CCA family and staff as needed. Our Foundation publishes a yearly calendar of events, which is sent to CCA family homes. CCA TV is linked to CCA social media.	-Foundation website -Department newsletters -Event flyers on campus and in the community
With the growth of our student body we have established parent organizations such as ELAC and DELAC. We have a site liaison to represent our special education parents' concerns regarding special education to site administration and to the district. ELAC and DELAC meetings are held quarterly. School Site Council meetings include ELAC updates. Parent Liaison for Special Education works with a site administrator to address site issues and concerns regarding special education at our site. Both the liaison and site administrator attend district wide Special Education Liaison meetings.	-ELAC and DELAC agendas
CCA makes meaningful connections between our students, staff, and our local community with industry leaders and businesses for lectures, workshops, and partnerships. Guest speakers are invited to present to classes on a variety of topics. Industry professionals are asked to speak with students regarding current and future career opportunities. These speakers are often parents of our students. Envision students work alongside guest artists who are industry professionals in each discipline, and Envision classes partner with local universities and other arts organizations.	-Guest artist request forms -CTE partnerships in Business, Comp Sci, Eng, Digital Arts
CCA routinely holds presentations and events led by administrators, counselors, teachers and current students to inform families of schoolwide opportunities and processes. Our Annual Information Night is held for parents and prospective parents to learn more about CCA and programs offered. The Annual Elective Fair for incoming freshman and families. Counselors present to students during the day and parents at night re: course selection, college application, registration for incoming students; all information is found on the counseling website. Other regular meetings include Athletic Night, PALS & ASB's Orientation for incoming freshman, Back to School Night at the beginning of each term, Parent Preview Night for Family Life Education i.e. Understanding the Health curriculum, SPIN (Senior Parent Information Night), and Districtwide College Fair is held for students and parents.	-Information Night agenda -Elective Fair communication -Counseling presentations -Orientation plan

Regular wellness, Social Emotional Learning (SEL), and suicide prevention presentations and workshops for both students and parents are presented by CCA counselors as well as contracted speakers. We host Coffee with School Psychologist and Counselor, a morning meeting/presentation for parents around balance and wellness. Other wellness presentations include Quarterly Parent Workshops, Raven Wellness Team presentation created to address students' emotional health, assembly in May to share SEL programs, and a suicide prevention assembly.	-Parent Resources tab on the CCA webpage -Emotional health presentation -SEL programming

E2. School Culture and Environment Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
CCA's custodial staff works hard to maintain general cleanliness of classrooms, bathrooms and offices. We have added an additional building on campus and have not hired additional custodians to clean the classrooms in this building. Although our custodial staff works to maintain a clean campus it is evident that they are under staffed.The staffing issue leads to an inconsistency in cleanliness.	-Classrooms are swept regularly -Trash removed every day -Staff usually respond to requests within a day -Regular cleaning of drinking fountains for health safety -Each member is responsible for an overwhelming number of rooms, and as a result Some areas are not cleaned regularly -Many teachers don't know when their classrooms are being cleaned; some spaces that are utilized by outside agencies and are not cleaned up after
The CCA grounds staff is responsible for both the general areas on campus and the athletic fields. A recent change has been made in the assignment of our grounds crew. We now have a crew that is assigned specifically to our campus. This will lead to consistency, ownership,and accountability for the grounds on our campus.	-Administrative check- ins with District grounds supervisor -Site observation and condition of grounds are communicate to grounds crew and district
Envision Conservatory for the Humanities worked with local government over the course of 4 years to install a dedicated left	-SEL weekly groups -PALs referral system

hand turn only leaving campus. We have two panic gates on campus. The district plans to have all gates retrofitted with panic bars. We have a check-in system for all visitors entering campus. The Raptor system in use, which uses all visitors' driver's license data to determine whether it is safe to allow them on campus. See Something, Say Something campaign encourages our community to report unsafe situations. Suicide prevention information on website, parent presentation on social emotional wellness which address many topics to help parents in supporting our students.	-Fire drill system changed (wait for fire drill announcement to ensure safety) -Students and staff have Run, Hide, Fight protocol/training -Custodial staff are on campus during after-hours events as an added level of safety -TUPE grant for student-driven campaign regarding tobacco awareness and the dangers of vaping: Envision students have designed posters that will be placed around campus Anti-Vaping Posters -Reflective coating on glass doors to protect from intruders -Lock blocks on doors -Staff has received active shooter/intruder intervention training with SDPD Police Internet use is regulated -Threat assessments for students in critical need -Routine safety drills throughout the year -Admin and campus supervisors communicate with walkie talkies -Safety Committee meets monthly -Staff IDs -Parking stickers for students and staff -Earthquake and evacuation drills -Low incidence of fights on campus
Administrators,Counselor, School Psychologist conduct threat assessments for students safety.	-PERT -Counseling office is a safe space for students to talk with counselors and school social worker
Staffing has been adjusted to account for school growth and student/staff needs.	-Addition of second campus supervisor -Added Assistant Principal -Added Athletic Director position so that the Assistant Principal's office no longer has to coordinate Athletics as well
Staff is highly involved in campus decisions and participates in many forums outside of their classroom.	-Strong communication between staff/AP office/Counseling -Common for several teachers to attend IEP/504 meetings -Raven Wellness team -School Site Council -Staff involvement with SEL education -Safety Committee

Students are also highly involved in the betterment of their school programs and surroundings.	-EcoClub collects recycling -PALs initiatives -Think Before You Post -No Place for Hate designation involves campuswide participation -Students on Wellness Team, Raven Advisory Board, ESEB and Site Council -Vision, Mission, Values Committee -Raven Manifesto
There are protocols for filing complaints to protect all parties involved.	-Williams Complaint Classroom Notice -Parent Civility Contract Uniform Complaint process is communicated on site and district website
Special Education: Classrooms operate on an open door access policy where a room is always staffed with a credentialed teacher to provide student support (Academic, social/emotional, and planning/executive functioning)	-Master Schedule and student utilization logs

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
CCA staff is working continually to address the social and emotional wellbeing and needs of our students, in an inclusive environment that honors their differences. For example, we were the first school site in the district dedicated to having an all-gender bathroom and we have a variety of clubs dedicated to minority groups (LGBT, ethnic groups, etc.) This year, we launched an investigation and addition of Homeroom in 2019-2020 to better implement SEL training. Our school social worker and counselors provide additional support to students with identified needs including groups for students to meet and discuss struggles at school in a safe/supportive environment. In addition, after a tragedy occured on campus, a grief group presented by Elizabeth Hospice (contracted company) provided support to impacted students. Overall, there are many other examples of staff contributing to positive student experiences.	-Schoolwide SEL training and presentations -No Place for Hate guest speakers (LGBT speakers, Holocaust survivors) -Body Aloud -Red Ribbon Week -Yellow Ribbon Week -Suicide prevention trainings -Community Days -Academic dishonesty protocol -504 reviews conducted every year, federal law mandates every three years -Community Day -EcoClub collects recycling

	-Think Before You Post -Strong communication between staff/APs/counselor -Students sign academic honesty policy -PALs -Raven Wellness Team consisting of staff, parents and students of Raven Advisory Board -Site Council
CCA Counselors are doing their best, but are overloaded and are in need of further support. We need to focus on identification of students with social-emotional needs and referrals to appropriate support outside of school. Some students report that their counselor doesn't have time for them, or are hard to get an appointment with, and others are not aware of all the services available to them if needed.	-Counselor caseload -Counselor calendar detailing add/drop periods, senior recommendation letter writing and other duties
Staff is looking for more ways to reach more students, with consideration for not singling them out when possible. The school has gotten really big and staff is looking for ways to foster more connection between staff and students.	-Teachers are interested in bringing back student intervention post-it note activity -Freshmen wishes & freshman lunches are facilitated by ASB/PALs - could this be extended to other classes? -Student support groups run by counseling -Staff v. Student events: basketball, dodgeball, volleyball
CCA offers a variety of elective offerings to support student interest, and allows for significant student expression through curricular and extra-curricular performances, exhibitions and events.	-Master Schedule -Theater Usage Calendar -Speech and Debate -Japanese Cultural and Academic Proficiency competition (JCAP) -Academic Team -Student travel related to their courses of study -CCA Unite -Envision
The SLATE club sponsors “No Place for Hate” week in conjunction with the Anti-Defamation League. CCA has earned No Place for Hate status yearly as a result of a campus-wide commitment to create a safe space for students of different backgrounds and cultures. Speakers representing oppressed peoples share their experience and their message to our community, and lunch activities involve the student body.	-No Place for Hate week activities -SLATE club -GSA and other inclusive clubs -Butterfly Project Mosaic on Learning Commons Stairs
CCA students and teachers are involved creating and publicizing campus wide activities that promote connection and school culture. Students take an active role in promoting balance and helping their	-We Are CCA (WACCA) Week -Community Day

peers through peak times of academic pressure.	-New Student Activities -Raven Readiness -CCA TV/daily bulletin -StressLess Week -Pep Rallies -WellRally -Peer Tutoring
Students and staff cultivate the quirky nature of our campus with impromptu acts and some traditional oddities. The celebration of art and performance has always been important to the CCA community. For example, one tradition among staff is to prank one another on birthdays. There are other celebrations and performances that occur during the year, including on Bob Dylan's birthday in a teachers'; classroom, and at pep rallies, where staff have typically taken an active role in the fun. "Keep CCA Weird" is a slogan represented on campus and in our values.	-Pop up performances/flash mobs -Random classroom spirit "decorations" -CCA Pep Rallies and Spirit Week -Choir "caroling" in classrooms throughout the year -Sidewalk chalk club leaves artwork and positive messages around campus -Art installations across campus: stained glass, butterfly heart, statues, Edgar Allen Poe stairs, rainbow stairs, Envision "Projects" benches and art, new sculpture garden, Proscenium Theater marquee, classroom murals -"Weirdness" as a CCA Value
Special Education: Classrooms operate on an open door access policy where a room is always staffed with a credentialed teacher to provide student support (academic, social/emotional, and planning/executive functioning); staff communicates consistently on student issues so all staff are in the loop on pertinent issues regarding student support.	-Support class student access logs

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
CCA Admin is professional and respectful of teachers, and works consistently to communicate effectively.	-Fair/helpful evaluations -Regular communication for staff from principal, via weekly update emails
CCA Staff meets regularly to communicate and collaborate.	-PLCs -Department meetings -All staff meetings -Collaboration between disciplines -Department Chair Agenda and shared notes

CCA staff are supportive, visible, and accessible to students and families. Our administrators are always present during extracurricular events such as performances, athletics, and after school activities. Students feel that admin are approachable and have a willingness to share. Staff actively engage in student/staff events, such as basketball, flag football, dodgeball, Comedy Sports, wellness days. Admin and other staff are consistently visible during lunch and passing period; in addition, most staff have an open door policy. Teacher websites communicate class expectations and often serve as resources for assignments and information.	-Admin athletic coverage spreadsheet -ASB/PALS event requests -Google Classroom sites
Staff has a predictable and well communicated schedule for staff meetings, and time to collaborate within the department.	-Late Start schedule -PLC agendas
CCA staff enjoy working in a collegial and often fun environment. For example, staff has a tradition of pranking administrators to welcome them to CCA; in the past these pranks included a mariachi band following the principal around campus, creative Christmas cards, and other creative ways to embrace a culture of trust and respect among staff. There are also staff organized events that are well attended at various points during the school year.	-Killeen portrait, coffee mug, and Christmas cards -Book of support for Principal when school hit a rough patch -Dracula for Ms. Brunache's b-day - Mariachi band -Annual Bob Dylan celebration -Staff bowling, bocce, go-karts, cornhole, etc., 5th Period, (team building/fun opportunities away from campus) -Sunshine Club: colleagues supporting one another -CCA Staff members in District band, "Poncharello"
CCA staff hold themselves to a high professional standard, with strong communication between staff/APs/counselors and with response time commensurate to need.	-Intervention Sequence -Regular staff communication
General Education staff is open and communicative with SPED staff regarding student support and concerns.	-Teacher emails -Participation in IEPs/IEP feedback -Ongoing face-to-face communication

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
CCA works hard to provide the appropriate supports for all students, including English learners, Special Education students, and at-risk general education students. We have hired an EL Lead and assigned an administrator to oversee EL to support our ELL students academic needs.	-Transition services, Individualized Transition Plan to map out students post secondary goals and provide supports to students -Academic literacy and math support.
In spite of our limited resources, our Special Education students perform remarkably well academically and socially.	-Class size/section allotments -Our team picks up the slack where course offerings are impacted for students with special needs
While our ELL population is very small, support is needed to better serve this growing group of students. Teachers are being trained on Universal Design for Learning practices to help improve their reach to all students in their classes.	-California Dashboard performance data -Regular education support classes such as Academic Literacy, and Reading Intervention are available. -PD in UDL practices and other techniques to better serve this population
Intervention classes are offered to help students maintain their trajectory and receive extra assistance. There is concern that there needs to be more class period options to better support our second language learners.	-Academic Lit class -Math support classes -Reading Intervention classes
NGSS curriculum reorganization has given students more options related to rigor within the science courses.	-Master Schedule (Science)
With the growth of our student population we are seeing an increase in initial assessments for IEPs and 504s. The Student Study Teams work to ensure that all students receive the appropriate and least restrictive accommodations.	-SST meeting schedule -504/IEP initial assessment procedures
SDUHSD has an open enrollment policy, allowing all students to select the level of rigor most appropriate for them, as long as they have satisfied any course prerequisites. Course profiles are available for students to learn more about their course selections, the level of rigor, amount of expected homework and other course descriptors, so they may make an informed decision about their course selection.	-Course Profiles

Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
CCA provides social / emotional multi-tiered support systems. The schoolwide Intervention Sequence offers a number of strategies, services and next steps, from classroom modifications to district programs, based on the severity and immediacy of the student need. The Intervention Sequence is followed by staff and administration; staff receives training on the various intervention	-Intervention Sequence -Late Start agendas (Intervention Sequence training) -Aeries student information

options, and has access to student records to see which intervention a student has needed in the past. Interventions can be curricular/classroom accommodations, disciplinary, social-emotional and health related, involving the entire team of student services.	
CCA offers SEL curriculum that is supported by school leaders to help create alternative learning opportunities in which students can explore strategies for mental wellness.	-YouSchool Curriculum -YouSchool Wellness survey
SPED staff pushes into classrooms to provide support to students (works with Gen Ed and SPED), provide a safe/quiet space for students to access throughout the day for testing, decompression, access technology and supports; SPED teachers support Gen Ed teachers in providing accommodations/supports to students through collaboration.	-Special Education liaison model districtwide moving to a co-teaching model
CCA provides support outside of the regular school day for students who need extra help, study time or accommodation.Teachers are available before school, at lunch, and after school many days a week to provide extra help for students. Study Hall is a staff supervised opportunity for students to have a focused place with teacher support on a consistent basis. The space is open 3:00-5:00 pm 4 days a week in the Learning Commons. Home Hospital Instruction is provided for students who are unable to come to school for medical or social emotional reasons. They are able to access the curriculum from home through a district teacher. Peer Tutoring Club (TOPS) - peer tutoring program provides additional after-class support.	-Teacher office hours (set hours or by appointment) -HHI documents and requests -Study Hall schedule -TOPS website
Leadership and Staff have developed and implemented personalized academic multi-tiered support systems.	-Gen Ed & SPED support classes -504 -IEP -Regular meetings with all involved, including students
The growth of our student population has increased the work demands on our school psychologist. These demands are cause for the district and site to pay attention to our school psychologist caseload.	-School Psychologist hours -PLC agendas

E3.2. 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
N/A	N/A

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
Student groups provide meaningful academic and emotional support for their peers in a variety of ways. Some examples include ● Peer Tutoring Program-Teacher directed program where students can sign up to be tutored by other peers who have volunteered their time. ● PALS students host Community Days, lunch meetings, 1:1 support, Stress Less Week, and support for in class SEL lessons. ● ASB students plan lunch time activities; promotes shared culture and pride; themed weeks to support students in various ways and educate students (e.g. Yellow Ribbon Week, Red Ribbon Week, No Place for Hate Week, Stress Less Week, Earth Week, Spirit Weeks). ● School dance attendance remains strong- 1300 students attended last formal dance ● 2 pep rallies a year with all students (2400) in attendance. ● The reclassification of student Teacher's Assistant to Peer Tutor has provided a more systematic, effective peer academic support system.	-Peer Tutoring schedule and participation -Campus lunchtime activities schedule (PALs and ASB) -ASB event participation -Peer tutor course description
The Intervention Sequence is routinely used by teachers and administrators to support all students. It is refined as needed to address the changing needs of our students	-Intervention sequence student records in Aeries -Cabinet Meeting agendas -Department Chair Meeting agendas
Training is provided as needed on the Intervention Sequence and SST process.	-Late Start agendas
SPED, the School Psychologist and Counseling Staff collaborate monthly to support struggling students	-Counseling meeting calendar
504 and IEPs are distributed at the start of each term ensures that students are receiving the support they need to be academically successful.	-Counseling secretary emails
Different Wellness programs over the years have evolved into the current SEL model. This model includes weekly student modules as well as opportunities for the community to become involved with the curriculum through parent information nights. Not all teachers actively participate, but this is the widest spread and most formalized program yet.	-YouSchool Curriculum -Wellness Committee -Counseling Parent Night schedule -Homeroom (2019-2020)

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet*.

Findings	Supporting Evidence
N/A	N/A

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
CCA students benefit emotionally from being a part of a group, team or club, and have access to all co-curricular and extracurricular activities that extend the learner outcomes and academic standards. Our students actively seek involvement in these programs. If there is not a group they are interested in, they can create their own. Their interests can support what they intend to do with their future.	-ASB club list -Envision courses and ensembles -QUEST -Athletic teams -ASB, PALs participation -Various academic team participation -Envision calendar
CCA was built around the desire to offer a robust arts curriculum to all students. CCA offers students the opportunity to engage in Music, Dance, Fine Art, Cinema, Theater and the Humanities at a rudimentary level through pre-professional course offerings. More students are enrolled in arts classes than the total population, which indicates that students regularly double up on arts class participation. In addition, there are numerous ways to engage in the arts outside of class as well.	-Master Schedule -Envision Master Calendar -Student enrollment data -Envision student post graduation college and career information
The Athletic programs at CCA have established themselves as strong contenders in our local CIF league and beyond. There is a depth of training options within the athletics programs and PE department that promote school connections and team pride.	-Athletics Team list -Athletics Team rosters -CIF standings -ATC Training for Sports Psychology -Sports Performance PE curriculum -Weight Training PE curriculum -ISPE policies
QUEST is a three year tiered curriculum in science and research methodologies course pathway that prepares students for off campus science research based internships and encourages their own inquiry and project based learning.	-QUEST enrollment -QUEST class Syllabi -Science Fair results and incredible success of our science students in international competition
The College and Career Center allows students the opportunity to explore their post graduation options, attend college information sessions, and learn about potential scholarships. Counselors run student and parent information sessions ranging from how to create a successful 4 year high school plan to how to navigate college applications.	-College and Career Center Visitation calendar -Collegedata.com

Students are able to remain on campus in the afternoons to work in a teacher monitored Study Hall.	-Staff Study Hall schedule -Student sign-in sheets
Students have several avenues available to them for internship opportunities and applied capstone projects, allowing them to work through their classes and off campus in our greater community to demonstrate their knowledge and create new projects and experiences.	-Advanced Engineering syllabus -Computer Science syllabus -Senior Projects -CTE pathways -Internship class

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A	N/A

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

Summary

CCA works hard to cultivate a campus culture that is open, accepting, adventurous, and appreciates student success in academics, arts and athletics. There are many organizations and opportunities on campus designed to give students a place to express themselves, get involved and dig deeply into areas they are passionate about. The pursuit of excellence is evident in both staff and student attitudes and work ethic. CCA is a reflective and responsive school, a variety of committees and groups are actively involved with all major campus decisions.

Our biggest challenge to maintaining an intimate student centered campus is our recent population growth. We have experienced many growing pains as we reaffirm our identity. We have had to implement more systems to make our infrastructure run smoothly, and add staff members and even a building to address these needs. With our increased student body, we are noticing shifts in student and parent priorities for their high school experience. As a community we are beginning to work with students who are feeling pressured to succeed to look at what success actually means. Student SEL work, parent education and college planning sessions are increasingly centered around finding a balance between finding students' optimal course load, exploring areas of passion and curiosity, and being a healthy human.

Prioritized Areas of Strength

Parent and Community Engagement

- Many stakeholders were involved in the revamping of the CCA Mission and Vision Statements as well as the Raven Manifesto. These documents are referred to when guiding program direction on large and small scale.
- CCA communicates with all stakeholders through a variety of sources, including email, websites, social media, and in person through individual appointments, parent meetings, and grade level student meetings.

- Parent involvement is high. They show a deeply committed interest in students' individual and schoolwide program success.
- Strong community partnerships allow our students opportunities to work with incredible artists, scientists, entrepreneurs and policy makers on the local and international level.

School Culture and Environment

- Site and district level response to safety concerns has been strong. Physical concerns have been addressed including "panic bars" on gates and a designated left turn arrow leaving campus. There is a safety committee that meets to further work to address the concerns of both staff and students.
- Staff and students are committed to the cultivation and constant nurturing of school culture. Teachers are available to students outside of class time for office hours, extracurricular activities, and by providing extensions of their subject matter. Students are able to assist each other to feel more connected to their school through Peer Tutoring, PALs, and ASB.
- Students are active in health and safety campaigns on campus.
- Students and staff celebrate the quirky, unique aspects of themselves and our school to "Keep CCA Weird".

Personal and Academic Support

- The intervention sequence is followed by teachers, counselors, administration and all others as needed to support students who find themselves struggling academically or social/emotionally
- Social Emotional Learning (SEL) curriculum is formalized, and available for all teachers. There is a wellness committee working to guiding, evaluating and improving this program to address the needs of our students.
- All stakeholders show a strong commitment to high quality education.

Prioritized Areas of Growth

Parent and Community Engagement

- We hope to further engage families in our SEL curriculum and implementation

School Culture and Environment

- Population growth places strain on resources
    - CCA needs more staff members to adequately address the needs of our growing population. This is most felt in high class sizes, and the need for more support staff to take care of the social/emotional needs of our students. Our Special Education department has gone through district wide reorganization which has led to drastically increased caseloads without increased support.
    - Our facilities struggle under the added growth as well. Increased communication and coordination between classroom teachers and our custodial department, especially in spaces impacted by outside usage would help to maintain expectations and improve efficiency.
- We hope to continue to improve the safety of our physical plant and the students and staff feeling of security on campus. Many successful initiatives have been introduced since our last visit, but there is still room for improvement.
- Campus culture is not a static event, we will work continuously to nurture our creative, confident and accepting environment.

Personal and Academic Support

- Students' stress levels are incredibly high. We need to work more diligently on our campus culture to ensure that our students' successes are recognized by measures that are healthy and meaningful.

Students have a wide variety of elective choices, but often choose, or are encouraged to choose, an unscheduled period to handle the requirements of their other courses. SEL curriculum and other wellness training and programming has been created, but staff engagement needs improvement for the program to reach all students. A possible future piece of the puzzle may be a homeroom period to be added to the bell schedule for the 2019-2020 year.

Prioritized Areas of Growth Needs from Categories A through E

1. Connectivity, Wellness, Student Support and Social-Emotional Learning

Social-Emotional programs will need assessed and refined as we continue to work to meet the non-academic needs of our students. YouSchool curriculum and the Homeroom period are new, and will need refined as we learn how to best execute these initiatives.

2. Academic growth for ALL students

Even with our general academic success, it is critical to pay careful attention to our underperforming student subcategories where applicable, and to individuals when those groupings don't apply. It is important to consider the middle kids, the "under the radar" students as well as the ones that are noticeably struggling.

3. Curriculum Evolution and Resource Management

Science and Math departments will continue to work through significant changes in their curricular offerings, and course structures, both on site and across the district. Envision will continue work in accordance with the SDUHSD Strategic Plan for the Visual and Performing Arts. Availability of appropriate functional technology continues to be a challenge as we explore potential textbook and digital text options, the site needs for CAASPP testing and the general breakdown of classroom equipment over time.

4. A Need to Emphasize Career Readiness and Options in Addition to College

Most of our population meets college and career readiness indicators established by the state of CA. We have established resources and programs to support college and career readiness; however, we find there is a larger focus on and more support for traditional 4-year college pathways. Career technical education program is still small in size and generates a limited number of CTE pathway completers. We do have some students who do not attend 4-year universities, and we need to ensure these students have opportunities to build skill sets that ensure they are workplace ready.

5. Campus Safety

The growth of our surrounding community is creating new safety issues that need worked through. Shared spaces between our school and community center, plus dramatically increased foot and auto traffic all around our campus have led to some fantastic civic projects, but continue to challenge our daily operating procedures. National events have also shaped how we are trained in emergency drills and we continue to look for best practices in these worst case scenarios.

6. An Emphasis on Diverse of College Pathways

CCA has a highly academic culture, and many students strive to attend "top tier" colleges. We want to continue to focus on college options for our smaller subgroups and ensuring students are aware of the variety of post-secondary education options. There are additional opportunities to bring some balance to this by sharing multiple options to our students that may be a great fit for them and diffuse the pressure around college acceptance.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

We're a reflective bunch. We're a collaborative campus. The refinements to our SPSA are not dramatic from year to year. They are in part responsive and in part proactive, but they haven't significantly changed over the last six years. The current iteration of our SPSA has distilled down our most important needs into a succinct plan that incorporates SDUHSD LCAP goals seamlessly with the work most crucial to our school community, and created measurable goals and outcomes.

We know, based upon our ongoing work and data that we need to continue to support each student to reach his/her academic potential. Schoolwide growth in academic achievement may not be as important to us as individual growth. For example, we believe it is important for an individual student to improve and grow, but we may not be pushing to have students take 4,000 AP exams. We've found that too many students are taking very rigorous loads, but it may not be in their best interest.

Some students are struggling, and it is important that we have intervention systems in place to help them as early as possible, so that they can be successful academically.

We also know that helping individual students grow requires resources for our teachers--time, training, and curricular and instructional tools.

We know, as our school has grown, that our students need to feel connected. They need to feel balanced and well, and most importantly, they need to feel safe. We have worked hard to grow in these areas, but we can always improve, and we are excited to try some new strategies this year, along with some practical safety changes.

Finally, while all students need to be college and career ready, most of our students focus on college and not so much on careers. Going to college is not the end-goal; we want our students to be prepared for the world of work with an innovative skill-set.

Major Student Learner Need #1: All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.

Academic Growth for ALL Students

Canyon Crest Academy is a high performing academic school. Our students excel on their CAASPP testing. Their AP participation and pass rates are among the top in the nation, and climbing yearly. CCA has grown exponentially in the number of National Merit Semifinalists (133 this year). Our students compete regularly on the state and national level in science, humanities, the arts, math, and athletics. There is teacher support for all these pursuits, but it really isn't the main push; there is no big campus pride initiative related to results. It is more of an internal drive to put ourselves out there and see what the world says in response.

That being said, there are students who are not experiencing success at the same rate as their peers. In most cases the subgroups are too statistically insignificant to lump students together in peer groups and make generalized decisions. We need to focus more on individual students and what they need individually to achieve. Certain subgroups have experienced a dip in the last year while their peers are achieving at higher levels, so it is

also critical to watch for those middle kids, the ones that are chugging along, but may be struggling more than they are letting on.

The Intervention Sequence evolved much in the same way. What used to look like teachers dropping in on administration, counseling and other teachers to get information about a specific student in their class has been streamlined, aided by technology, and formalized to help speed up the appropriate response. Of course the organic conversations still happen, but with a much larger campus and much larger student base, the formal structure of the intervention sequence is as much for efficiency as it is for awareness of options and alternative solutions.

The restructuring in Special Education is a new adjustment for our General Education teachers and our SPED staff alike, so we will continue to work to serve the needs of our SPED population. Also, not all of our teachers were well-versed in the California School Dashboard and would appreciate more training on how to use its data to better inform their teaching.

Curriculum Evolution and Resource Management

Professional development needs were most commonly cited in relation to changes in site and district curriculum. Math and Science restructuring continues to be an area where greater time in PLC groups and in larger professional development groupings is critical. Teachers need more time to calibrate instructional calendars, create and share results from department wide assessments and continue to refine their curriculum.

Changes and expansions in the CTE pathways have increased our students' access to technical training, but all subject areas are tasking themselves with ensuring their curriculum emphasizes real world applications as well as theoretical knowledge. Teachers are also finding creative ways to work around limitations in available resources, texts and technology to ensure student access to course content. Our new SPSA goals highlight the need to address these issues and work to provide faculty the tools they need to deliver a 21st century education, including UDL (Universal Design for Learning) techniques.

Our campus is aging well, but there are constant demands on our technology. Our initial tech is wearing out and becoming obsolete or unreliable. There are plans and cycles for replacement for our hardwired labs, but we are now wearing down other equipment, projectors, theater equipment, and other items purchased for our initial school opening. Digitizing texts, class handouts and other curricular materials creates a new need for more student devices, student printers. Teachers cite the need for available and appropriate resources in many subject areas. Our staff is aging well too, but there are always new ways to bring technology innovation into our classrooms. Many staff members have expressed the need to become more familiar with all the intricacies of our recent conversion to Google classroom, and how to maximize all of our google suite capabilities.

Major Student Learner Need #2: All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.

Connectivity, Wellness, Student Support and Social-Emotional Learning

CCA is a student centered campus. Students have opportunities for leadership and self expression. The connected feel of this campus was born in the trailer days 15 years ago, where you could look across the campus and see all the temporary classrooms in a circle in front of the construction site. Teachers and students worked together to cultivate connection and meaning in the work they did together. As our campus grew, that commitment to student centered learning was carefully maintained. Community Day events, initiatives such as the PALs

program, and student advisory panels and positions on committees grew to address our growing population. What was once more organic has needed to become more institutionalized to preserve its importance. Things that were once understandings are being formally spelled out in our new iterations of the mission/vision/values and our Raven Manifesto.

All the focus groups met and found some way to emphasize the need for greater focus on student care. That is mirrored in the latest Healthy Kids survey results, the suspension rate data, the dramatic increase in student threat assessment, and ultimately the cases of student loss that have become too much a part of our school and our school district community. Fostering connections on our larger campus and helping students find the appropriate balance in their course loads have become our highest priority. It has become increasingly important for us to look at our whole student, not just the academic or the artist or the athlete, and create a school that meets the needs of the whole child.

CCA began its partnership with YouSchool in 2018-2019 and will be running a homeroom period weekly beginning in 2019-2020. These new programs will need to be monitored for effectiveness and continued refinement as they are relatively new to both staff and students.

Campus Safety

The physical safety of our students and staff is still a concern among focus groups. Construction improvements to campus have helped, but our campus boundaries are still a bit more porous than some teachers are comfortable with. New visitor ID systems and more strictly enforced visitor protocol have helped, but campus safety remains on many teachers' minds. Our campus is in a much more populated area now, compounded even more recently by the opening of the community center next door. National events over the last few years have inspired more specific trainings and more discussions about our site's infrastructure.

There are students who take unscheduled periods during the day, mostly periods 1 and 4, though some take them in the middle of their day. While only juniors and seniors have off campus privileges at lunchtime, unscheduled students are unsupervised during their free period. Under the umbrella of "balance and wellness," there has been recent conversation about engaging these students in enrichment via the arts of electives as an option in lieu of an unscheduled period.

Student discipline related to physical fights has never been a high concern, but issues of bullying and cyberbullying continue to occur, which is frustrating for a campus that prides itself on its accepting and open culture. Similarly, issues of substance use are common student discipline issues. These statistics are represented in the Healthy Kids survey for students off campus as well. Intervention sequence options, student and parent communication, and events that lead to a more connected campus, are all included in future SPSA work.

There are opportunities in the new SPSA for our students to take ownership, for our staff to take the lead, for our parents to support initiatives, and for our administration to coordinate our future progress. This is key to our collaborative spirit and supports engagement from all our stakeholders. There are systems in place for reflection, remediation and revision. There are a few new programs being launched, most notably the homeroom class, that will need to be monitored and adjusted as we go, but the regular analysis, transparency, and collegial systems we have in place already for communication will continue to serve as the vehicle for our program assessment. The SPSA includes big picture ideas and specific tasks within each content strand that are measurable. It will continue to be guided by the School Site Council, with assistance from the various subcommittees and other groups on campus.

Major Student Learner Need #3: All CCA students will be college and career ready.

An Emphasis on Diverse College Pathways

Nearly 96% of our students matriculate to college, and they go all over the nation and the world. There is a lot of pressure on our students--some from themselves--some from parents--some from friends--some from external private counselors, that give our students advice on what colleges they ought to attend. We have had resources on campus in place to help students with navigating the pathway to college, including our counselors and career center and systems such as Naviance. We used to have a position dedicated to college and career awareness and support, but the position has been eliminated. Too many stakeholders believe getting into college is not good enough and there is a fixation on “top tier” colleges. We aim to bring some balance to this by sharing multiple options to our students that may be a great fit for them and defuse the pressure around “where one gets accepted.”

A Need to Emphasize Career Readiness and Options in Addition to College

The district college fair draws thousands of attendees, but we have not hosted a career fair in a number of years. We plan to implement this idea to balance college and career. We also want to focus more on preparing our students with a skill-set that will be valuable in the workplace when they finish their formal education. Some of our students are not interested in a traditional two or four year college program, and we need to do a better job of sharing viable options that could still lead to a happy, contributing, successful life in the world of work.

Chapter V: Schoolwide Action Plan

Table: Summary of Schoolwide Goals and Actions / Tasks

<table>
<tr><td colspan="4">SCHOOL GOAL 1 - All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.</td></tr>
<tr><td>Action / Task 1.2
Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used.</td><td>Action / Task 1.3
Provide teachers with professional development and PLC time to enhance their capacity to support these students.</td><td>Action / Task 1.4
Provide teachers with resources to support students.</td><td>Action / Task 1.5
Educate our students and parent community regarding a need to focus on students' individual potential.</td></tr>
<tr><td colspan="4">SCHOOL GOAL 2 - All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.</td></tr>
<tr><td>Action / Task 2.2
Explore possibility of surveillance cameras to serve as a deterrent to property crime vulnerability</td><td>Action / Task 2.3
Allocate resources and time for training for social-emotional learning (SEL) and evaluation of its effectiveness.</td><td>Action / Task 2.4
Allocate resources and time for the implementation of homeroom / advisory programming.</td><td>Action / Task 2.5
Student and parent programming with a focus on what is right for each student with respect to balance and achievement.</td></tr>
<tr><td colspan="4">SCHOOL GOAL 3 - All CCA students will be college and career ready.</td></tr>
<tr><td colspan="4">Action / Task 3.1
Encourage students to:
a) satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses
b) use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well
c) do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses
d) take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers
e) take Envision courses and other electives to promote balance, enrichment, and interests</td></tr>
<tr><td>Action / Task 3.2
Host a Career Day / Night in addition to College Night</td><td>Action / Task 3.3
Integrate Life and Communication Skills in Homeroom / Advisory</td><td>Action / Task 3.4
Expose students to a wide variety of colleges instead of focusing on "prestigious" universities</td><td>Action / Task 3.5
Enhance CTE pathways to include more relationships with industry and internship opportunities for students</td></tr>
</table>

The following schoolwide action plan is a portion of CCA's Single Plan for Student Achievement, approved in June of 2019.

School Goal 1

All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.

District (SDUHSD) LCAP Goal Alignment:

SDUHSD LCAP Goal 1: Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level.

District (SDUHSD) LCAP Goal 2: All English Learner (EL) students will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner students will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP)

LCAP State Priority Areas:

1-Basic Services

2-Implementation of State Standard 4- Pupil Achievement

7-Course Access

8-Other Pupil Outcomes

Targeted Pupil Student Group(s):

Any student who is not meeting standards or who is earning Ds or Fs. Our special education and English Learner subgroups will be areas of focus.

Rationale:

Based upon the CAASPP results, the number of students who meet or exceed standards on this test is impressive, but every year there is a need for improvement, and some students are not meeting or exceeding standards. We need to continue to develop systems to identify struggling students as early as possible to offer academic support to enable them to be proficient.

To achieve this goal, we need to provide our teachers and support staff with professional development and PLC time, as well as appropriate resources to enhance teaching and learning.

Our revised goal includes language about "individual potential." The rationale for this is because we have found too many students are taking too many rigorous courses, because of external influences, such as friends, parents, and perceptions about what prestigious colleges may require. We seek balance and a focus on what is right for each particular student.

In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses. At progress reporting periods, the D/F list has fluctuated between 6.81% 10.58% (September 2017 - October 2018). The quarterly D/F list has fluctuated between 5.19% and 3.73% (October 2017 - December 2018).

Expected Measurable Outcomes:

1. CAASPP English/Language Art = 91% meet or exceed standards [Last year was 90.42%]
2. CAASPP Math = 82% meet or exceed standards [Last year was 81.89%]
3. CAASPP ELA Spec. Ed. = 70% meet or exceed standards [Last year was 60.71%]
4. CAASPP Math Spec. Ed. = 52% meet or exceed standards [Last year was 42.30%]
5. CAASPP RFEP = 91% E/LA; 82% Math
6. AP Pass Percentage = 93% [Last year was 92%]
7. Students on the D/F List = 4% or less at the end of each quarter

School-wide critical area/s for follow up addressed:

Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence. Include additional training and resources to design remediation. Continue to develop and implement schoolwide interventions and early identification of students who may benefit from general education support classes. Students who drop classes now have more options for support classes.

Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:

- Systemic ways to support struggling students through PLC time and multi-tiered systems of support
- Adequate resources for teaching and learning
- Relevant professional development, such as Universal Design for Learning

Strategy:

1. Identify struggling students early
2. Utilize multi-tiered systems of support to help these identified students and monitor their progress
3. Provide teachers with professional development and PLC time to enhance their capacity to support these students
4. Provide teachers with resources to support students
5. Educate our students and parent community regarding a need to focus on students' individual potential

Action / Task 1.1

Identify struggling students early and ensure students have access to needed programs and supports.

- Dedicate time for staff at the beginning of terms to review data regarding struggling students (Intervention tab in Aeries)
- Review test scores, grades, and attendance records at progress report periods to identify students who are struggling
- Students will be identified through the IEP process to ascertain their programmatic needs
- Students with Disabilities will be provided access to co- teaching support in a mainstream environment
- English Learners will be identified early and offered supports, to include, an EL Release Teacher, READ 180 Universal, and Sheltered classes in English

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Teachers, Counselors, Administration	General fund LCAP funding for 6 sections (see below)	Grades, test scores, attendance data	Within the first progress report period and ongoing

Action / Task 1.2

Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used.

Level 1 Classroom Support

- Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP).
- Review student testing results/records (i.e. SBAC, ELPAC, CST available from prior years)
- Check the Intervention Screen in Aeries to see any previous strategies implemented
- Review criteria on Student Profile Chart (below) to determine potential level of intervention
- Student-Teacher Individual Conference
- Teacher provides classroom intervention(s). Some examples:
- Provide support materials to student – templates, skeleton notes, copies of notes, etc.
- Seating change
- Pair with peer
- Check for understanding and prompt student
- Suggest/provide before or after school help/tutoring
- Allow for short breaks
- Progressive discipline/referrals
- Parent-Teacher contact (phone/email)
- Document classroom interventions in Aeries

Level 2 (Collaboration)

- Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal
- Level changes implemented as needed
- Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources)
- Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours
- Suggest weekly progress report
- Parent-Student-Teacher conference
- Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)

Level 3 (Intervention - Meets Criteria of "Struggling Student")

- Multi/Interdisciplinary teacher collaboration
- Implement strategies across all subjects
- Teacher continues to assign discipline consequences, as necessary
- Suggest support classes if necessary
- Parent-Counselor-Teacher-Student-Admin conference
- Place on Academic/Behavior/Attendance (SART) Contract Level 4 (Intensive Intervention - Meets Criteria

of "At Risk Student"; prior strategies unsuccessful)
- Parent-Counselor-Teacher-Student-Admin conference
- SARB (Student Attendance Review Board)
- Refer to READI
- Assign contract violation consequences
- Post-suspension conference and/or Post-suspension IEP meeting (for SPED students)
- Refer student to Sunset (process handled by the students alpha-counselor and AP)
- Consider referral to Student Study Team (SST)
- A 504 plan may be developed as a result of the SST team decision
- Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.

Supports for English Learners, general education students, and special education students to include:

- academic literacy
- math support
- EL Lead Teacher release period
- Sheltered classes
- Academic Support

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Teachers, Counselors, Administration	LCAP funding for 6 sections for support classes ($125,000) $16,823 LCAP funding for unduplicated pupils for tutoring support Foundation Raven Unrestricted funds support tutoring	Grades, test scores, attendance data	Quarterly progress checks

Action / Task 1.3

Provide teachers with professional development and PLC time to enhance their capacity to support these students.

- Teachers are provided with 19 Late Start days, some of which will be dedicated to PLC time
- Teachers will be offered release time with course-alike colleagues to engage in PLC work
- Teachers will be provided professional development opportunities to learn more about Universal Design for Learning (UDL), NGSS implementation, and college and career readiness
- Teachers will be provided SEL professional development
- Teachers who will be co-teaching will be provided professional development to support general education and special education students
- Teachers who will be co-teaching will be provided training in August, 2019

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration	District provided achievement funds embedded in site general fund budget District release days for departments is district funded SEL PD funded by Foundation Raven Unrestricted	Student achievement data	Ongoing

Action / Task 1.4

Provide teachers with resources to support students.

- Departments will be provided with general fund budgets for curriculum resources as well as support from the foundation for enrichment
- Teachers will be provided with enhanced technology to support teaching and learning.
- Chromebooks, updated projection devices, textbooks, supplemental learning materials

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration	School general fund and department allocations Foundation Raven Unrestricted funds Proposition AA funding for projection device upgrades	Student achievement data	Ongoing

Action / Task 1.5

Educate our students and parent community regarding a need to focus on students' individual potential.

Continue parent and student workshops led by experts, staff, parents, and students.

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration, Counselors	Foundation Raven Unrestricted funds	California Healthy Kids survey	Ongoing

School Goal 2

All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.

District (SDUHSD) LCAP Goal Alignment:

SDUHSD LCAP Goal 4: Increase the level of “school connectedness” and "sense of safety" of students, staff and parents.

LCAP State State Priority Area:

3- Parent Involvement

5- Pupil Engagement

6- School Climate

Targeted Pupil Student Group(s):

All students

Rationale:

We have a high-achieving student population and community, but it is also a challenge insofar as more students are struggling from anxiety, depression, and stress. We believe our students need support through a robust social- emotional learning program in addition to academics at school. Since our school population has increased significantly in recent years, we need to engage in programmatic activities to make the campus feel smaller and ensure the students, staff, and parents feel connected. Our campus and community is very safe, but there is always an interest in improving our systems and facilities in this area

Expected Measurable Outcomes:

- Reduce Chronic Absenteeism rates to 3% or less
- Maintain suspension and expulsion for all students at 1% or lower
- Reduce suspension rates for students with disabilities
- Increase the numbers of students participating in PALs programming, such as Community Days
- Improve results in the Healthy Kids Survey in the areas of stress, anxiety, depression, and safety.
- Improved social / emotional health as measured by student surveys

School-wide critical area/s for follow up addressed:

We have worked to develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships since the last WASC Self-Study in 2013. We have also worked to ensure for a secure campus through a variety of strategies since the last WASC Self-Study in 2013.

Through the WASC collaborative process, our identified critical areas for follow-up consistent with this goal include:

- Continue to improve the safety of the physical plant and the students' and staffs' sense of security on campus
- Relevant professional development in Social-Emotional Learning
- Implement a Homeroom / Advisory to address the schoolwide critical need for social emotional health
- Strategies to ensure student stress is reduced and student success is measured in ways that are healthy

and meaningful, and based on an individual student's growth and potential

Strategy:

1. Retrofit the perimeter campus fencing with panic bar hardware
2. Explore possibility of surveillance cameras
3. Allocate resources and time for training for social-emotional learning, safety, and healthy choices
4. Allocate resources and time for the implementation of homeroom / advisory programming
5. Student and parent programming with a focus on what is right for each student with respect to balance and achievement

Action / Task 2.1

Retrofit the perimeter campus fencing with panic bar hardware.

- An architect has been hired by the district to assess our needs Ensure students and staff are trained for safety scenarios.
- Students and staff will have updated training for fire drills, earthquake drills, lockdown scenarios, and run/fight/hide scenarios.

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
John Addleman, Director Principal	District funds Proposition AA funding	Completion of project Healthy Kids Survey data RE safety	2019/2020

Action / Task 2.2

Explore possibility of surveillance cameras to serve as a deterrent to property crime vulnerability

- Pilot program initiated at TPHS

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
John Addleman, Director Principal	District funds Proposition AA funding	Completion of project Healthy Kids Survey data RE safety	2019/2020

Action / Task 2.3

Allocate resources and time for training for social-emotional learning (SEL) and evaluation of its effectiveness.

- The Homeroom / Advisory committee and the Wellness committee, in collaboration with the counseling department and district Student Support department, are identifying resources to promote social-emotional learning.
- August Professional Development time will be utilized for training on SEL, as well as Late Start days
- Train students and staff on suicide prevention protocols
- Train students and staff on drug trends and programs offering support
- Utilize referral process and school social worker

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Principal	Foundation Raven Unrestricted funds	Healthy Kids Survey data Attendance, grades, suspension data Student surveys	Summer, 2019 2019/2020 school year

Action / Task 2.4

Allocate resources and time for the implementation of homeroom / advisory programming.

- Extra Work hours will be allocated for certificated staff time to work on implementation of the homeroom / advisory program

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Principal	Foundation Raven Unrestricted funds (approximately $30,000)	Feedback from students and parents via Principal Coffees and Raven Advisory Board Healthy Kids Survey data Student Surveys	Summer, 2019 2019/2020 school year

Action / Task 2.5

Student and parent programming with a focus on what is right for each student with respect to balance and achievement.

- High School Selection messaging to community RE course selection, balance, and enrichment
- Tours messaging to community RE course selection, balance, and enrichment
- Middle School visits messaging to community RE course selection, balance, and enrichment
- Student-led presentations to peers during course selection window promoting balance and enrichment
- Principal Coffees messaging to community RE course selection, balance, and enrichment
- Parent Workshops
- College experts and former students messaging to community RE course selection, balance, and enrichment
- Promote diverse pathways to success following high school
- Promote a diversity of colleges so that students know there are many choices for an outstanding education beyond the "prestigious" universities

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration and Counseling	Foundation Raven Unrestricted funds	Healthy Kids Survey Student Surveys Testimonials from former students Feedback from students and parents	2019/2020

School Goal 3

All CCA students will be college and career ready.

District (SDUHSD) LCAP Goal 3:

All district graduates will be college and career ready.

State LCAP Priority Areas:

4- Pupil achievement

5- Pupil engagement

7- Course Access

Targeted Pupil Student Group(s):

All students

Rationale:

Most of our students expect to go to college, but we need to balance this with career readiness. College-focused students need career skills beyond college. Students need more exposure to career possibilities and skill-sets.

Expected Measurable Outcomes:

1. Increase A-G CSU/UC Eligibility rate to 93%
2. CTE Pathway completion
3. AP exam pass rate (93%)
4. EAP Readiness (Defined as College Ready or Conditionally Ready) CAASPP in English (91%) and math (82%)
5. Increase Dual enrollment
6. Increased articulation agreements between community college and CTE courses
7. School-wide critical area/s for follow up addressed:

Notes Regarding Progress from our Previous Goal #3: Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a

well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.

Our WASC work during 2018 / 2019 resulted in updated schoolwide critical areas for follow-up. Our new updated Goal #3 aligns with the following schoolwide critical areas for follow-up:

- Resources and professional development will be allocated to enhance college and career readiness programs and services
- Struggling students will have diverse pathways from which to choose as opposed to a single-minded focus on college
- Students can choose colleges that align with their individual interests, as opposed to feeling compelled to go to certain colleges that may result in stress and a lack of balance
- With greater exposure to career readiness, students can achieve skills and achieve individual potential and balance through exposure to career-relevant CTE pathways

Strategy:

1. Encourage students to:
    a. satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses
    b. use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well
    c. do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses
    d. take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers
2. Host a Career Day / Night in addition to College Night
3. Integrate Life and Communication Skills in Homeroom / Advisory
4. Expose students to a wide variety of colleges instead of focusing on "prestigious" universities
5. Enhance CTE pathways to include more relationships with industry and internship opportunities for students

Action / Task 3.1

Encourage students to:

a) satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses

b) use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well

c) do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses

d) take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers

e) take Envision courses and other electives to promote balance, enrichment, and interests

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration and counseling Teachers Student leaders Key Parents	General Budget Foundation Raven Unrestricted	CTE pathway completion	2019/2020

Action / Task 3.2

Host a Career Day / Night in addition to College Night

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration and counseling	General Budget Foundation Raven Unrestricted	Participation Data Feedback from event(s)	2019/2020

Action / Task 3.3

Integrate Life and Communication Skills in Homeroom / Advisory

- Staff and students will prioritize their interests in life and communication skills
- Committee will program these modules with resources

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration Counseling Wellness Committee Teachers Homeroom/Advisory Committee	General Budget Foundation Raven Unrestricted	Healthy Kids Survey Student Surveys Staff Surveys	2019/2020

Action / Task 3.4

Expose students to a wide variety of colleges instead of focusing on "prestigious" universities

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Administration and counseling Parent leader and alumni	General Budget Foundation Raven Unrestricted	College Visit data Participation Student Feedback	2019/2020

Action / Task 3.5

Enhance CTE pathways to include more relationships with industry and internship opportunities for students

Person(s) Responsible	Cost and Funding Source	Means to Assess Improvement	Timeline
Manuel Zapata, District CTE Coordinator Administration CTE teachers	General Budget CTE and Perkins Grant Funds Foundation Raven Unrestricted	CTE pathway completion Increased dual enrollment and articulation agreements Increased internship opportunities	2019/2020

Appendix A: LCAP

Link to full SDUHSD **Local Control and Accountability Plan (LCAP)**

Local Control Accountability Plan
San DieguitoUnion High School District
2018-2020

Mission: To provide a World-Class
Education for All Students:
Engaged, Inspired, Prepared

San Dieguito Union High School District Local Control Accountability Plan 2018-2020

Vision: To provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society.

San Dieguito Union High School District (SDUHSD) serves students in grades 7 through 12 in North San Diego county. The District has seen a steady increase in enrollment since the 1990s with approximately 13,000 students served in the 2017-18 school year. SDUHSD serves a diverse population of students, including English Learners (3.9% of enrollment), socio-economically disadvantaged students (11.7%), foster and homeless youth (0.1%) and students with exceptional needs (9.9%). Families in the district represent 40+ different home languages. SDUHSD fosters culturally responsive teaching practices and continues to provide parent workshops and education opportunities to families of English Learners.

SDUHSD is widely recognized as an outstanding district throughout San Diego County and the state. This reputation for quality is a result of many factors. First, San Dieguito is a district with a clear, unwavering focus on student learning and improving education outcomes for all students. Our students experience the very best teaching and learning strategies based on research and strong professional development. Student achievement has increased year over year and our students are among the highest-achieving students in the state.

San Dieguito Union High School District is committed to developing teachers' skill with and use of research based instructional and assessment strategies which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes. SDUHSD provides innovative teaching and learning to all of our students to ensure that they are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, as they transition to our middle schools and maintained through high school, in computer sciences, STEM, and Career Technical Education that provide our students a broad range of experiences.

Our teachers and leaders are committed to continuous improvement, and participate in ongoing professional development focused on developing meaningful and relevant lessons and learning opportunities for our students. Students are engaged in communicating, collaborating, and thinking both creatively and critically throughout the learning process to ensure that they gain these important skills along with the strong content knowledge needed to be successful in today's world. Our Prop AA Bond work is focused on creating innovative classrooms that are flexible, adaptable, and technology-rich learning environments for our students and staff.

The San Dieguito Union High School District 2017-2020 LCAP The Local Control Accountability Plan (LCAP) is the benchmark by which we guide and implement our efforts to educate children. It is comprised of goals that focus District practices and resources to ensure students are college and career ready upon graduation. The LCAP shows the alignment of SDUHSD curriculum, instruction, assessment, and interventions with the eight State priorities.

Stakeholder Input Each stakeholder has the opportunity to provide meaningful input, and through that process, develop a deeper understanding of the amount of work to be done and the valuable role they play in supporting student success. The state legislature mandates requirements for stakeholder 4 engagement in the LCAP building process. SDUHSD stakeholder engagement is detailed in Section 1 of the LCAP. SDUHSD solicited feedback from students, parents, community partners, faculty and staff via in-person meetings, focus groups, and an online survey to elicit input. Each school utilizes their School Site Council to create school goals aligned with the District LCAP goals. The School Plans, with engagement of stakeholder representatives and review of school and district data, are then used to inform any additional actions and expenditures for the San Dieguito Union High School District LCAP.

Goals, Actions, Services, and Expenditures The LCAP goals, based on SDUHSD strategic themes, have been set to meet identified student needs and student program goals. These goals align with the 8 state priorities: student engagement, student achievement, school climate, course access, parent involvement, implementation of state standards, other student outcomes, and basic services. Each goal is assigned one or more progress indicators —metrics that are either quantitative or qualitative. The progress indicators, some of which are required by the state, are used to monitor the implementation of the LCAP. The LCAP goals are aligned to actions and services, as well as related expenditures, including additional actions and services directed to serve and support English Learners, re-designated fluent English proficient students, foster youth, homeless youth and low-income students.

Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

➢ Provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff.
➢ Provide standards aligned materials to all students.
➢ Provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.
➢ Provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.
➢ Support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.
➢ All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.
➢ Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.
➢ School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

➢ Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.
➢ Provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.

Goal #2: All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English Learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

➢ Provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.
➢ Provide professional learning and coaching through Teacher on Special Assignment model to support instruction and assessment aligned to the California English Language Development (ELD) Standards.
➢ Staff will continue to participate in English Language Development (ELD) curriculum and instruction training to support English Learner pupils in all content areas.
➢ Provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.
➢ Collaborate with feeder districts to continue to support English Learners from Kindergarten through grade 12.
➢ Utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.
➢ Provide parent workshops for families of English Learners to increase parent engagement district-wide.
➢ Implement and refine a system to monitor progress of all EL pupils, including long term and reclassified.
➢ Provide bilingual staff to support EL students in core content courses.
➢ Implement courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).
➢ Provide transportation support for EL students to access specialized programs outside of their boundary school.

Goal # 3: All district graduates will be college and career ready.

➢ Provide a broad course of study for all students.
➢ Provide training to support Advanced Placement teachers in differentiated instructional strategies.
➢ Work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.
➢ Provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.
➢ Offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.
➢ Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.
➢ Provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

➢ Counselors and site administrators review data regarding EL/low SES pupils UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate.
➢ Implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.
➢ Provide opportunities for first generation college bound students to participate in college preparation activities.
➢ Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education.
➢ Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

➢ Develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.
➢ Find ways to communicate with stakeholders to support students' success.
➢ Provide parent training sessions on a variety of parent involvement topics.
➢ Provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.
➢ Develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.
➢ Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.
➢ Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.
➢ Implement and expand programs, activities, supports and courses that promote student wellness at each school site.

Annual Update

For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions, a description of any changes to the actions or goals the LEA will take as a result of the review and assessment, and a review of the applicability of each goal in the LCAP.

The LCAP is an ambitious document created from the input of the San Dieguito UHSD community. This document meets both the requirements of the state and the expectations of the District's stakeholders. The LCAP was created to inform all district efforts and actions, through rigorous progress monitoring and data analysis, in order to meet the needs of all SDUHSD students, staff, families, and the San Dieguito community. The San Dieguito Union High School District thanks the community for its efforts in the development of this Local Control Accountability Plan.

Appendix B: Results of student questionnaire/interviews

Class of 2019 Senior Exit Survey - CCA

Link to Senior Exit Survey Responses

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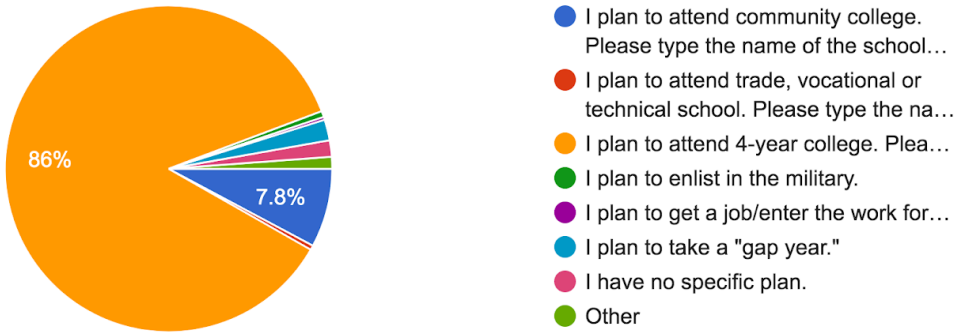
679 responses

Student Last Name
Student First Name

1. Choose the following statement that best describes your post-high school plan (only choose one):

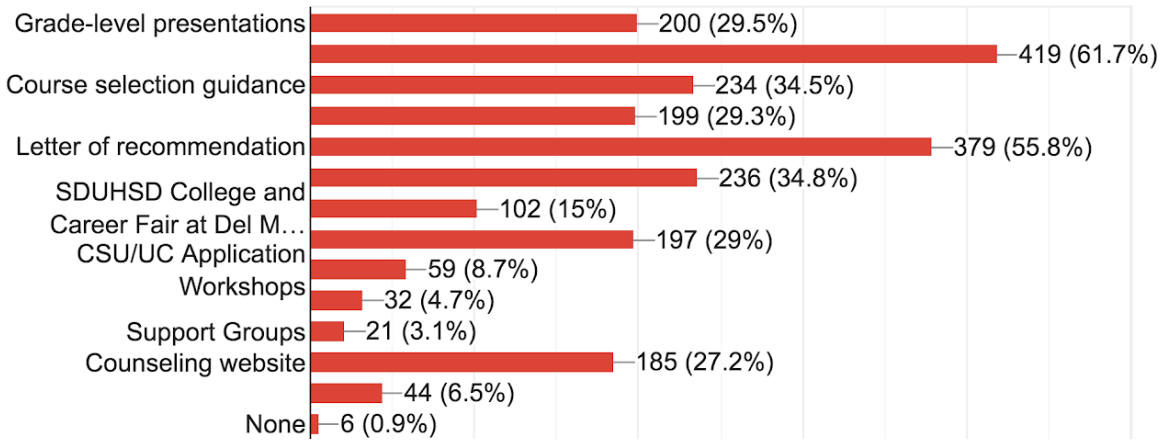


2. If you plan to attend community college or trade/ vocational/ technical school, which one? See all responses

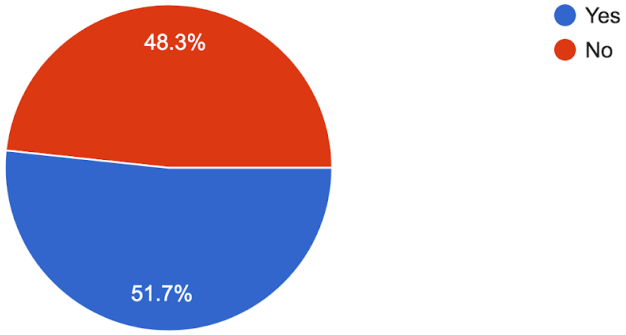
3. If you plan to attend a 4-year college in fall, please list the full name of the college. See all responses

4. Please list your planned major or field of study. See all responses

5. Of the services offered by the CCA Counseling Dept., which did you find most helpful? Check all that apply.



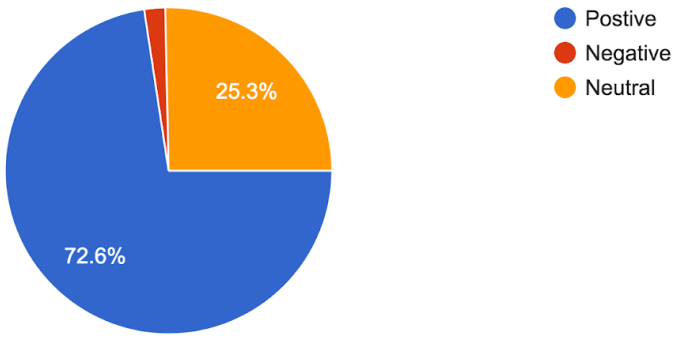
6. Did you use a private college counselor or other services outside of school to assist you with the college application process?



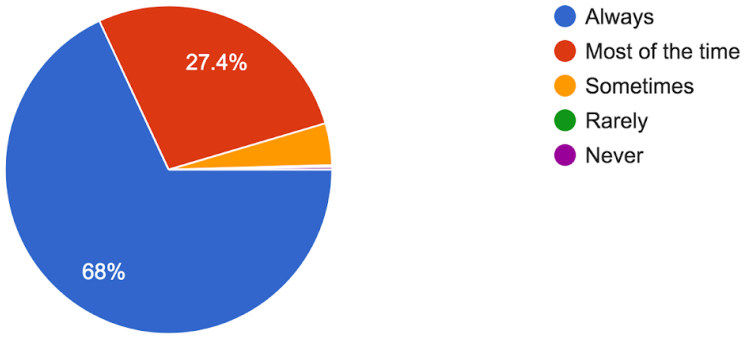
7. What did you enjoy most about your experience at CCA? See all responses

8. Where do you see areas for growth or improvement at CCA? See all responses

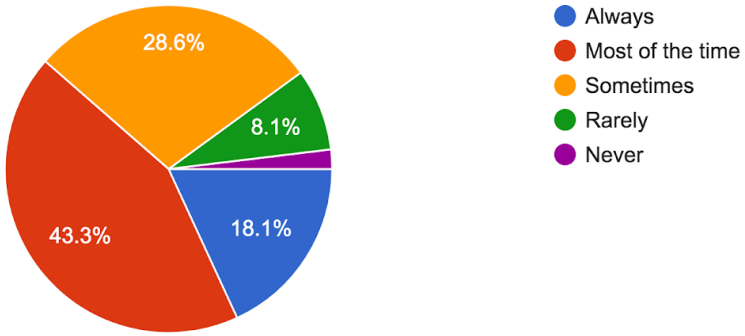
9. Please choose a word to describe your overall experience as a student at CCA. See all responses



10. Please rate how often you felt safe as a student at CCA.

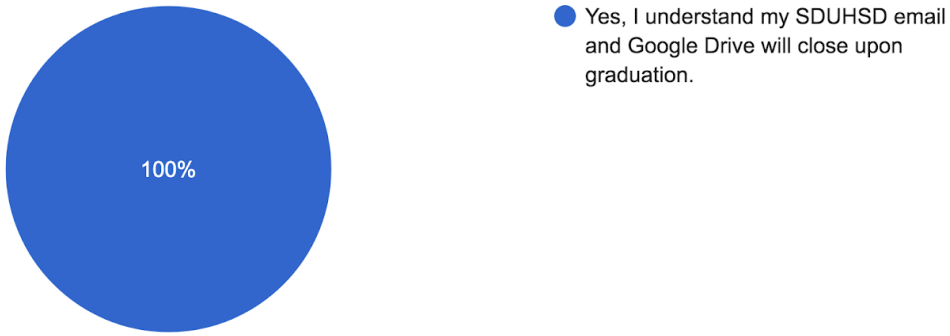


11. Please rate how often you felt connected as a student at CCA.



12. What piece of advice would you give to a student in next year's senior class? See all responses

Please note: Your SDUHSD Google account will close upon graduation from high school and it is the student's responsibility to save any items to a personal email account. Instructions on how to do this "Google Takeout" are featured on the senior page of the website.



Parent and Student Homeroom Advisory Survey

Survey on Homeroom/Advisory

One of our school goals is to increase community and foster connections on campus. One idea CCA staff is considering is whether or not to implement a Homeroom / Advisory at CCA. Our committee has surveyed the staff at CCA and 86% reported that they felt it may be good for our school. Here is the feedback and details about the idea:

--It would be one time per week

--It would be about 30 minutes in length and probably after period 2 and before lunch

--The school day would stay the same: 8:00 - 3:00, but each period on Homeroom / Advisory day would be slightly shorter

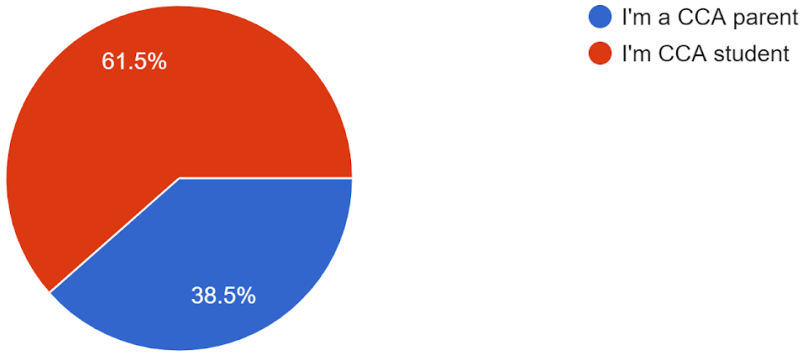
--Homeroom / Advisory would be pass/fail--not a letter grade

--Topics and Programming during Homeroom / Advisory would include: Social-Emotional Learning (SEL), Life and Communications Skills, CCA-TV, Counseling Presentations, and Assemblies

Now that you have an idea of what we're looking at, we would love for you to take this short survey. Thanks!

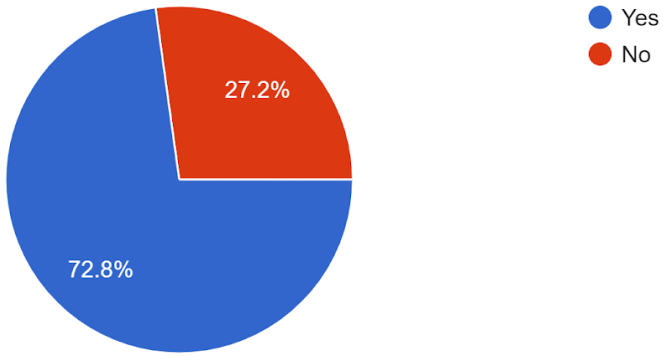
I'm a parent or student

2,205 responses



Do you believe this idea for a Homeroom/Advisory period would be good for Canyon Crest Academy?

2,205 responses

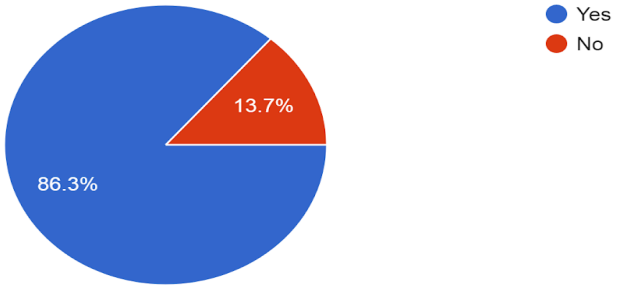


Appendix B2: Results of Staff Surveys

Staff Homeroom Survey

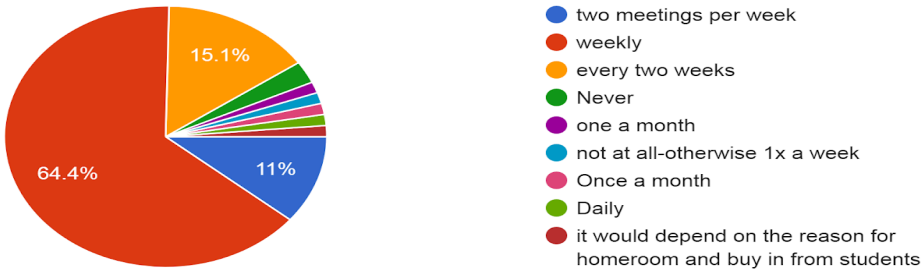
Do you believe the idea of homeroom/advisory period would be good for Canyon Crest Academy?

73 responses



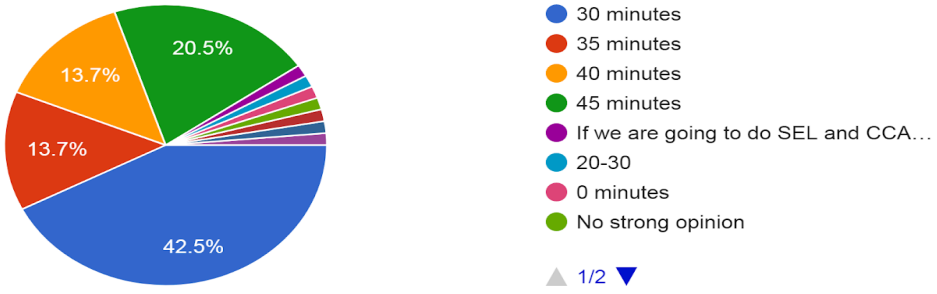
If CCA were to implement a homeroom/advisory period, how often would you like to have it?

73 responses



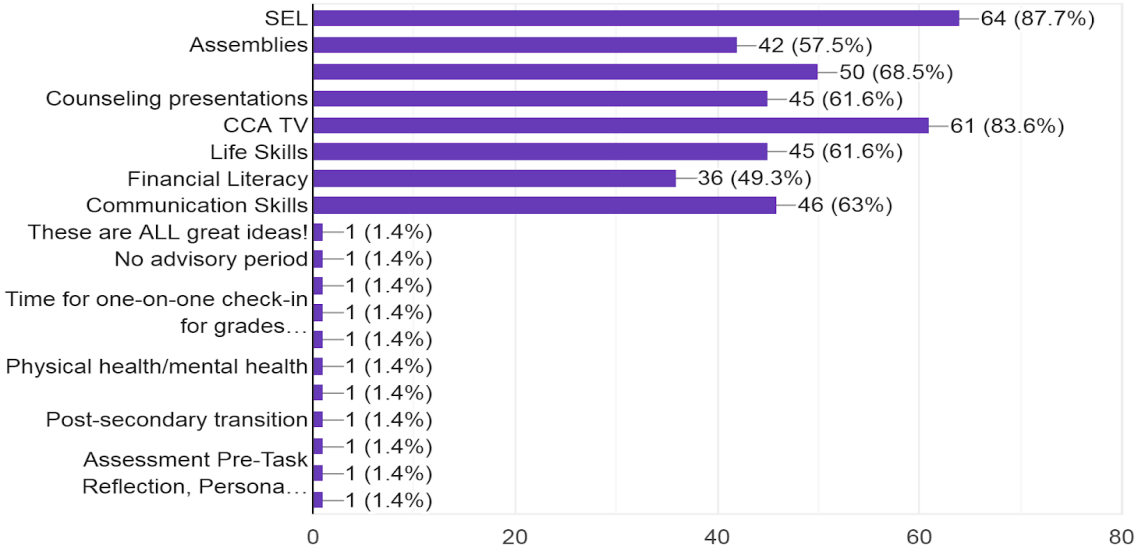
If CCA were to implement a homeroom/advisory period, how many minutes should be dedicated to it?

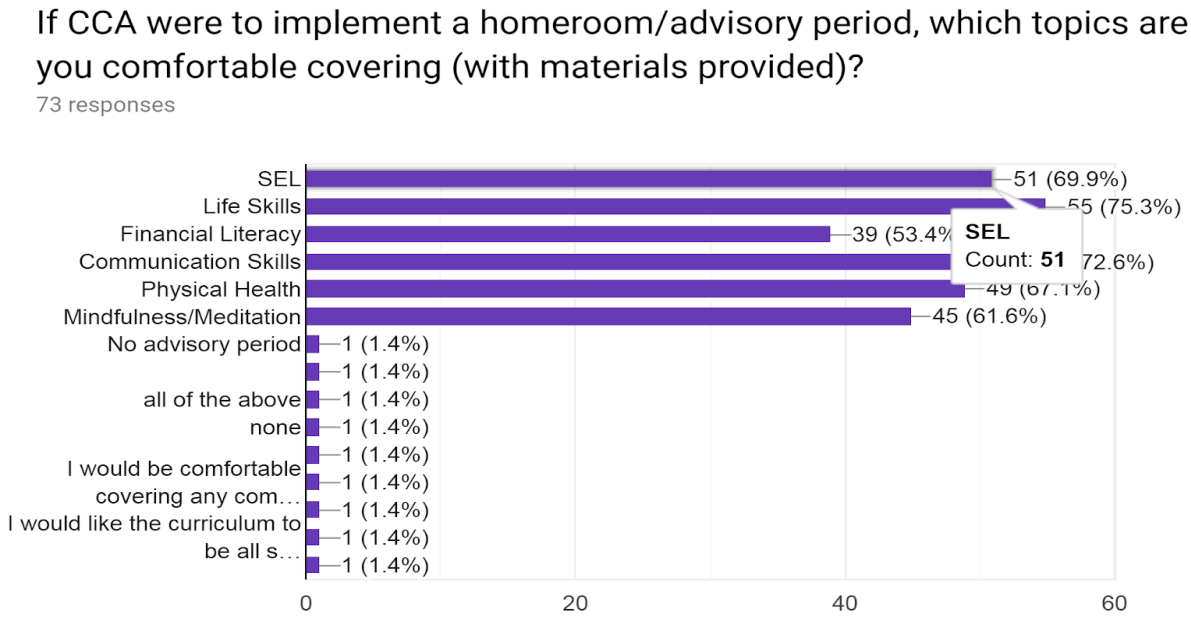
73 responses



If CCA were to implement a homeroom/advisory period, what should be included? (You can check more than one box)

73 responses





What questions do you have about the idea of a homeroom/advisory period?

N/A
Will I keep my homeroom kids for 4 years? With it be mixed or single grade?
None yet
How will kids be assigned?
Will there be set curriculum?
How will they be scheduled?
Would we have the same students all year? All 4 years? Would be separated by class or a mix of freshman, sophomore, junior, senior?
What to do if students aren't receptive to or miss attending homeroom. Coming up with clear guidelines about what should and should not be done during homeroom (for example, not a time for making up tests).
nope
If you are a part-time teacher, would you be required to have a homeroom?
None yet.
can kids elect to have a "free period" for homeroom? What is the desired outcome for this time-Why could that not be accomplished in our current schedule?
Why implement a program that has such a dismal track record and is almost universally disliked by students and staff?

-What do our students think about having a homeroom period?

-Can we get ideas from the other schools that have homeroom? (SDA, PTMS, etc). I've heard good things about it from teachers at those schools. We can learn from them!
None.
Will homeroom advisors be required to attend IEP/504/SST meetings? How much prep time will it require?
Would this extend the school day hours, like SDA?
Would teachers have the same group of students for four years (assuming you had a class of freshman)? Or would the group change year to year.

Would there be school-wide planned curriculum or lessons to follow, as opposed to each teacher left to their own devices?
Who would have a homeroom period? (part time teachers? counselors? admin? other?)

What would the approximate class size be?

Would they be by grade? (all same grade in each homeroom)
What type of curriculum / resources would be available for teachers?

Would it be open-ended or very structured in format?

How would students/teachers be placed in homeroom, for how long, and what would happen if there was not a good fit?

How would we ensure that teachers are creating a warm, welcoming, sincere environment so that we are delivering a consistent experience for all students?

What type of support would be available if a teacher was uncomfortable with facilitating homeroom discussions
How soon can we get this going? Fingers crossed for next year! Excited to be moving in this direction :)
Is it going to be like teaching another class? I feel that would completely defeat the entire purpose of even having a homeroom.
Will same group of students remain with homeroom teacher all 4 years.
Do it.
See below.
To be useful, wouldn't it have to be daily?
Would there be set lessons per class that all teachers are covering? Would the students stay with the teacher as long as they're at CCA (i.e. freshmen thru seniors stay in my class)?
How will teachers who usually don't get on board become accountable for getting on board--this won't work/will be awkward if we get the typical some do, many don't teacher participation.
What is the expected goal and/or outcome for creating such a period? What is the best way to structure how the period will be used?

What is the best way to make the final decision about this? Who will ultimately make this decision? Is there a proposed timeline to make this happen?

Is SEL programming the driving force in this discussion? Is there a lot of overlap from the SEL committee and the homeroom/advisory committee members? Should this be a part of the conversation and does it impact the kind of feedback collected on this topic?

Does the Raven Advisory Board consist of students with diverse perspectives/experiences here at CCA? How are these students selected? Are these all students that are well spoken and recommended by teachers because they are doing well academically, and if so, are we missing valuable input from a more diverse and/or possibly underrepresented student population on campus? Should this be a part of the conversation and does it impact the kind of feedback collected on this topic?

Instead of one 30 minute daily homeroom, break it up 10 min morning and 20 minute afternoon (or 15 minutes each), just an idea.
I have mixed feelings on this. While I believe it would be good, I do not believe that all teachers would do the same thing and would not be held accountable for this. (Not all teachers even do CCATV and announcements).
What is the main reason we are looking to implement homeroom?
Art the students interested in the idea of a homeroom?

How do we keep class sizes LOW? Mixed grades? Keep students all 4 years?
Where would it go in the schedule? Every other Friday? Before lunch?
How do we avoid awkward bell schedules? (can we have staff meetings on every other week like SDA?)
Is there a set curriculum? (not enough to say here is a powerpoint...do that)

How many students per home room class?
None great idea
How will the homerooms be organized? Examples: Alphabetically, mixed grade levels, single grade levels, etc.
Will siblings be together? Will they stay with the same teacher for multiple years?

Who would provide the curriculum for a Life Skills/Financial Literacy type program? I LOVE that idea... but it would need to be consistent and organized. Could we use it once a month for "office hours" where students see whoever they need to see with that time? (They had that at another school and called it "Raven Time" to check in with teachers, etc.)
Timing & schedule, can kids choose room
How are we going to avoid kids ditching if it's right before lunch?

What kind, specific feedback do you have about the idea of a homeroom/advisory period?

Think it is much needed and would be a great tool for students to connect and teachers to actually utilize SEL (no excuses!).

Would love a combo of grade levels w/ kids "looping" with teachers all 4 years. :)

Thank you!
Every teacher should have a class during that time. We should have students of all grade levels and keep them during their entire time here at CCA (of course changes would need to happen as we add and lose teachers).
I love the idea of homeroom. Doing SEL lessons has been very tough. One class losing 30-45 minutes makes juggling my other classes difficult. I have had to cut out content to replace the SEL learning.
Once a week for 30 minutes should be fine and I think the time should be dedicated to SEL since the need for that is what has lead us to developing an advisory period anyway.

7-8 minutes lost per period each week will have an impact but it would be fine.
I think it's not only a good idea to implement a homeroom period, I think it is necessary. Would students get to choose homerooms or would they be placed alphabetically or by grade? Once they are in a homeroom, would they be able to move homerooms? Will some homerooms have a greater number of students than other homerooms? I don't think it would be fair for one teacher to have 40 students in their homeroom while another teacher had 20. How do we keep it equitable?
We need a set place to connect with students. I hope this doesn't become a homework/study period. Students should not be allowed to move around.
I am absolutely in favor of a weekly or bi-weekly advisory or homeroom period. I think that this is what is what will allow us the best opportunity to a implement SEL curriculum. While it still "eats" into instructional time of a traditional curriculum, it also sends the message that there is a dedicated block of time that is provided with the specific expectation of actually doing the SEL activities. I really hope we do this!
I am usually the most all-in joiner for anything that is best for kids, but i think that if there is nothing "attached" to homeroom, getting kids to participate is going to be a huge challenge. They DO need down time or time to finish homework, and I just see that becoming the battle with even the most diligently programmed homerooms and dynamic teachers. I have been at other schools with homerooms and it is a challenge to get kids to buy in, especially when they have pressing needs in other areas. I see it more as a stressor than something that will help students manage their time/lives...if it is highly programmed, it becomes one more thing on their to do list. and if it is not programmed, it is just a time suck....I love CCA, I love our kids, but I really don't see this as something that will be a benefit to them. As an overprogrammed teacher, having one more lesson to prep every day in areas outside our area of comfort/expertise (no child should use my expertise for fiscal responsibility), so that is also a consideration, but primarily, I really don't think this will help our students. If we just invest in our content classes and tackle SEL, and just create relationships with our students through things that are relevant to us in that space, I think it will carry over with the same effect as a whole programmed class....

We can't continue to expect the state to "re-parent" children. Might it not be slightly hubristic to believe that people with teaching credentials are experts in areas far outside of their professional training, e.g. psychotherapy and social work. I'm constantly surprised by the number of teachers who believe they can take on responsibility for myriad very complex issues outside their subject area, e.g. math, science, history, etc., just because they care about kids. We can do our best with the kids when they come through our classroom door, and we can address things such as balancing, scheduling, and academic placement, but dedicating hours and hours of otherwise useful academic time to arm chair psychiatry is in no one's best interest.
1. We don't need to fill-up all of homeroom time with a bunch of wellness/life-skills activities- this would make me feel like I have 3 preps because I would basically need to lesson-plan for homeroom!

2. We can do 10-15 minute wellness/life skills activities AND leave time for study-hall/make-up opportunities. It can be both. The reason so many teachers can't get out of their classrooms during lunch and some students don't eat is because the only time most of us have for make-ups is during lunch.

3. Unless homeroom is a weekly thing, I don't really think it will be worth it.
None.
Please consider the following: homeroom should not be so heavily scheduled that the advisor rarely has time to chat individually with students. Those interactions are crucial to building rapport and identifying students in need. Canned presentations/whole class discussions are great for disseminating information, but we need some regularly scheduled "free" time where we don't have to be presenting stuff, because that is where we can really make a difference. Think about the impact we could make by sincerely asking every student, 'how is your week going?' and taking the time to actively listen to their answer.
If implemented, it should take place between 2nd and lunch, similar to the pep rally schedule.
I think the SEL could get more buy-in if it were easier for all teachers to implement. For instance, it could be a video (at the end of CCATV? or stand alone) of a teacher talking about an SEL topic of importance to them who tells a story and then leaves with a few questions, which the class can discuss with minimal help from the teacher. I definitely don't think that incorporating tutoring into homeroom is a good idea--it should a refuge from academic stress.
see questions above, would like both answers to be yes.
I think it is a nice idea to connect with and get to know kids. Ideally, we have a group of same grade and stay with them all four years of their high school, with a little flexibility to make changes based on what is best for kids and teachers.
When I substitute taught at SDA I had the opportunity to see the homeroom period and talk to teachers about their thoughts. Feedback I received is that it made the school day longer and many students just sit in the classroom and waste time. However, I thought it was a great idea and it is a shame that it might not be put to good use. If CCA implements a homeroom period, I think it would be great for school connectedness, a time to check-in about personal or academic needs, watch CCA TV and do SEL lessons. I believe there should be a purpose and plan for each week and it could add to our balance and wellness on campus.
I love the idea of having an open ended homeroom time. I see it being a chance to share upcoming events on campus and encouraging students to get involved. I would like to establish a sense of community with my students and be able to do highs and lows each week to check in and gauge how students are doing. I would

prefer to have a google drive or resource folder with a variety of activities to do with students.

I also think this would be a great opportunity to for students to meet with counselors to do more extensive 4 year planning, interest exploration, and career development.
Teachers need to sacrifice some of their content for student connectedness and mental health. Teachers need training.
I can't decide if I am in greater favor of single grade or mixed grade. I can see the pros/cons of both since I have worked in schools with both...
It needs to be a break in the day for the students instead of cramming it full of SEL activities and having a hidden agenda. Let the kids decide how they want to use the time. Some will study, some will make up quizzes/tests, some will socialize. It shouldn't create extra work for teachers or be like adding another class to our workload. I think it would be beneficial for admin and teachers to go to SDA to research and talk to staff/students/admin etc...

Have a focus on SEL with meaningful activities.
If you're going to implement SEL during the HR then I would suggest trying to disperse PALS, counselors (maybe even assign a group of kids to each counselor), admin, etc to help facilitate the SEL programming. I, for one, am not the most comfortable discussing feelings, etc so, I would greatly appreciate having extra support when doing SEL during the HR period.

Have a set agenda for EVERY. SINGLE. HR.

ALL teachers on campus should be assigned a HR.

I think it should be done by grade level. If the point is to keep the core of your HR together for 4 years, doesn't it defeat the purpose to have it as mixed grades? I think discussion in SEL activities will be a lot more productive with kids that are all the same age.

I would have it every 2 weeks. I would propose putting it between 2nd period and lunch. Yes, I know you run the risk of kids skipping it to go to lunch early, but I feel like we're going to run that risk no matter where you put it. I propose putting it there and every other week because we could use the off weeks for staff meetings. Keep the same exact bell schedule for that day whether there is HR that week or not. The kids would have an extended lunch on that day in a non-HR week and we would have our staff meeting during the first portion of the extended lunch. This also takes staff meeting off of our plates for late starts and would allow us to actually use late start mornings for PLC time, which has all but disappeared this entire school year.
I am concerned about the idea of advisory becoming another prep for teachers, on top of the schedules we already have. If one has taught the same course for the last five years and has one prep per semester, then I can understand the feeling that this is possible to add to their plate. However, I think there are many of us for whom adding anything else right now would push us towards a breaking point. Furthermore, I don't see advisory as solving the larger issues of stress and wellness on campus. The real issue is the abuse of the 4x4 schedule by parents and students who are biting off more than they can chew. I think a regulation that caps the amount of AP

classes each student can take to two per semester, as the 4x4 originally intended, would do more to lower the temperature than advisory ever could. That, or switching from the 4x4 to the block schedule entirely.
It would need to be 30min of every day to make a meaningful impact and avoid being just another complication in an already complex schedule.
I really like the idea of having students all four years and having a mixed room of grade levels, where each year you get about 5 new freshman.
I have mixed feelings on the homeroom. I believe that it could be beneficial, in theory. However, I am not sure that all teachers will follow what needs to be done to ensure that it is beneficial for students and it could just turn into a free for all. Will there be checks and balances?
N/A
We want to support/connect students, not open a can of worms. ALSO, need a lot of work getting parents/community/students on board in addition to some teachers. Otherwise, this will flop and be a big wast of people's time/energy who've worked hard to get it going/implement it (when/if that happens).
I like the idea of keeping the same group throughout their four years here with the same teacher. I'd prefer to see the same grade (instead of a mixed grade homeroom group).
Overall, my general sense is that creating a homeroom period could be beneficial for students and CCA community/culture as the school continues to grow.

While I support the good intentions behind of SEL programming, I have reservations about creating a new period solely for the purpose of further formalizing SEL programming. If SEL programming is to become a part of this homeroom period, I think focus should be on less frequency and more authentic opportunities for greater depth.

If we are seriously considering this, I think we really need to set and articulate clear expectations for why we want to create such a period before anything else. It would be nice to have all staff participate in a conversation about this (small groups on a late start day?), or create a more inclusive opportunity for those that are interested to be more directly involved in the discussion and decision making process (via relevant teacher/student committees, etc.)

Will Students meet based on interests, helping others, clubs, or will it be a mix (or same) of student grade levels?
If we do this, we all need to do this and not just half way.
I think it would be highly beneficial. When I ask my students about how many are participating in SEL, and how many are participating in events such as Community Day, very few raise their hands. Today, when I asked about Community Day, only one student raised her hand and said she had participated, and many said that academic teachers counted work as late and made it incredibly difficult to miss an academic course. This isn't okay. I feel like every teacher and every student at CCA should experience Community Day.
My concern is that it will turn into a study hall and take valuable time away from other classes. If the time in homeroom is going to be used for SEL and other things listed above, I think the class sizes will need to be kept small in order for it to be effective. If the time is used for SEL and other things we will need to meet more regularly to form connections with students. I also think it would be important to have a separate class for homeroom instead of attaching it to another class period

While I like the idea, I have seen more bad examples than good. It would be a great place for SEL, assemblies, CCA TV to land, but it only works when all teachers do what they are supposed to, otherwise it turns into babysitting or homework time. Teachers can have more one on one time and cover course selection info, college apps, SAT, etc. so that counselors can worry about other issues.

At the moment, it does not feel like adequate training/support is provided beyond sitting through a staff meeting or a reminder email.
None
would like ecology club as my homeroom
Friday Home Advisory seems to make a lot of sense in providing space and structure for some of the support we are hoping to provide for students.
I think it's a great idea and needed as a 'catch-all' to the many miscellaneous tasks that are currently being asked within classtime. I would love to see some consistency in that teachers/students stay with the same group all four years to build that connection and have meaningful conversations.
Multiple grade levels in the advisory
Don't let students go elsewhere during advisory

Staff Values survey

Please choose your top five (5) Values. Please choose only five Values.

- Authenticity
- Collaboration
- Creative Risk-Taking
- Curiosity
- Determination
- Diversity
- Integrity
- Perseverance
- Resilience
- "Weirdness"

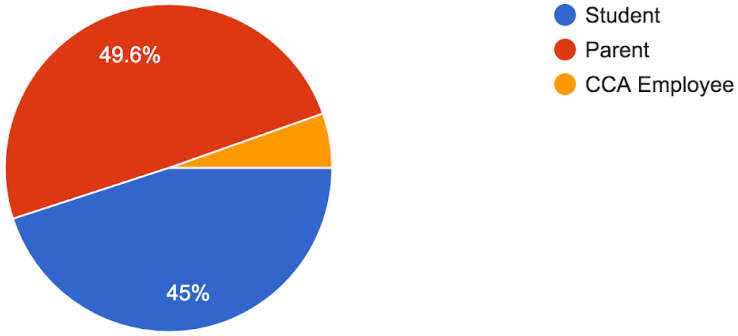
CCA Mission/Vision/Values results

Appendix C: Results of parent/community questionnaire/interviews

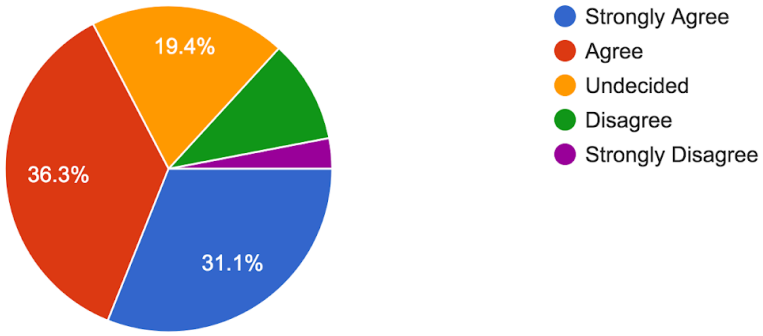
Big Ideas to Benefit all Students (Parent, Student, and Community Members)

[Link to Spreadsheet of all Responses]

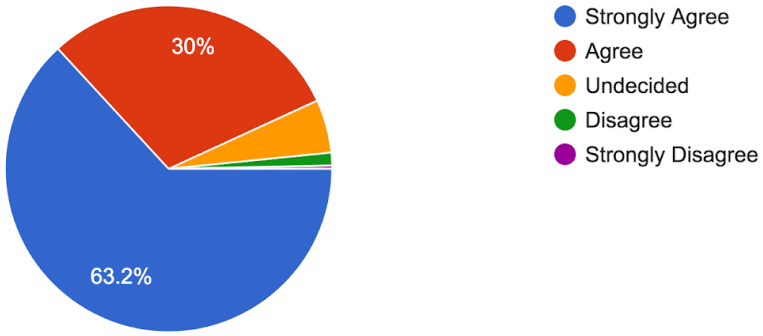
I am a:



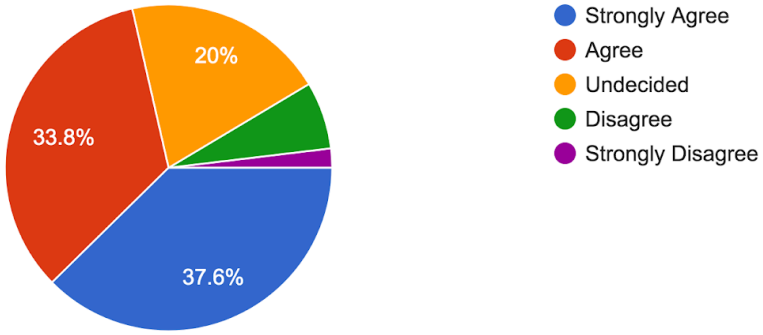
Our Students would benefit from access to more technology, such as Chromebooks in our classrooms.



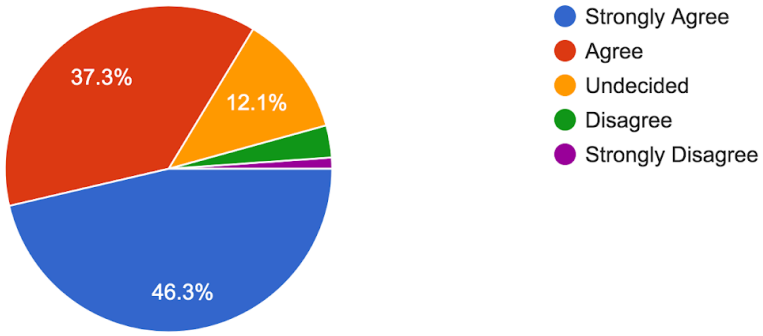
Our Students would benefit from Student Services, such as Extended Study Hall Hours, Department Test Centers (to make-up tests without missing class), the College and Career Counseling Center, and Enrichment Classes.



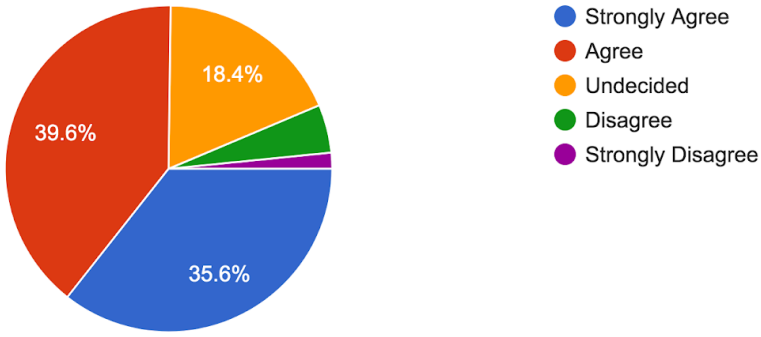
Our Students would benefit from Programming for Wellness, Balance, and Connectedness.



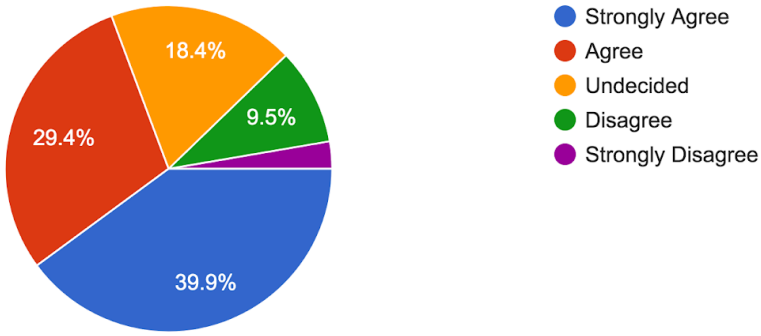
Our Students would benefit from Leadership and Life Skills Seminars in the areas of Communication, Presentation, Entrepreneurship, and Innovation offered by the UCSD Rady School of Business.



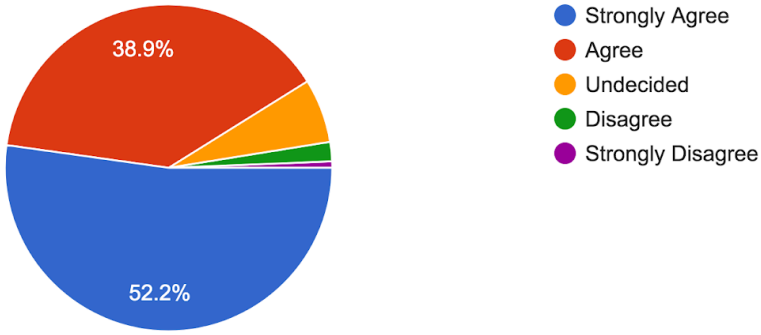
Our Students would benefit from our Teachers going to Professional Development training that supports new and innovative ways to teach and support student learning.



Our Students would benefit from Learning Environments that have Flexible, Collaborative, and Innovative furnishings, such as rolling desks, standing desks, group configurations, and flexible presentation spaces.



Our Students would benefit from having outside experts, such as guest artists and industry presenters, support real-world learning in the classroom.



Do you have a different idea that would benefit All CCA Students? See all Responses

Appendix D: Healthy Kids Survey

Link to full **California Healthy Kids Survey**

Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 9	Grade 11
Student Sample Size Target sample	565	502
Final number	565	502
Response Rate	100%	100%

Summary of Key Indicators

Key Indicators of School Climate and Student Well-Being	Grade 9 %	Grade 11 %	Table
School Engagement and Supports School connectedness†	71	71	A4.6
Academic motivation†	77	75	A4.6
Chronic truancy (twice a month or more often)§	1	5	A4.2
Caring adult relationships‡	65	68	A4.5
High expectations‡	72	74	A4.5
Meaningful participation‡	35	35	A4.5
Facilities upkeep†	74	80	A4.13
Parent involvement in school†	56	58	A4.6
School Safety School perceived as very safe or safe	80	86	A5.1
Experienced any harassment or bullying§	27	26	A5.2
Had mean rumors or lies spread about you§	27	28	A5.3
Been afraid of being beaten up§	5	3	A5.4
Been in a physical fight§	4	4	A5.4
Seen a weapon on campus§	5	5	A5.6
Substance Use and Mental Health Current alcohol or drug use¶	6	27	A6.5
Current marijuana use¶	3	16	A6.5
Current binge drinking¶	1	12	A6.5
Very drunk or “high” 7 or more times, ever	2	14	A6.7
Been drunk or “high” on drugs at school, ever	2	10	A6.9
Current cigarette smoking¶	1	2	A7.3
Current electronic cigarette use¶	5	14	A7.3
Experienced chronic sadness/hopelessness§	26	34	A8.4
Considered suicide§	18	18	A8.5

Notes: Cells are empty if there are less than 10 respondents.

†*Average percent of respondents reporting “Agree” or “Strongly agree.”*

‡*Average percent of respondents reporting “Pretty much true” or “Very much true.”* §*Past 12 months.*

¶*Past 30 days.*

Appendix E: Master Schedule

Link to full Master schedule

Teacher	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Business						
206 Baum		Business Math	MarktingPrinc P	Adv Bus Mgmt P	EWE Int.I	
206 Baum		MarktingPrinc P	Adv Bus Mgmt P		Work Exper WEE	
210 Shea		Business Math		Int Math 2 HP	Int Math 2 HP	
221 Younglund		DigtArtDesign P	Adv F/ADigPhoto	DigtArtDesign P	EWE Int.I	
221 Younglund			F/A DigiPhoto		Work Exper WEE	
318 Kortman			ASB	English 9 HP		
318 Kortman			ASB	AP Eng Lang		
619 Pollard		Intro BusinessP	Intro BusinessP	Intro BusinessP	Intro BusinessP	
619 Pollard		Intro BusinessP		Intro BusinessP		
Fine & Performing Art						
151 Villanova		Wind Ensemb P	Orchestra P	Jazz Band P		
151 Villanova		Wind Ensemb P	Chamber Orch P	Jazz Band P		
151 Villanova			Orchestra P			
151 Villanova			Chamber Orch P			
221 Younglund		DigtArtDesign P	Adv F/ADigPhoto	DigtArtDesign P	F/A DigiPhoto	
221 Younglund			F/A DigiPhoto		EWE Int.I	

242 Whattoff				Chorus P		ConservatoryVM/Y/23
242 Whattoff				Adv Chorus P		
242 Whattoff				Chorus P		
242 Whattoff				Adv Chorus P		
268 Milner				Int Dance P	Adv Dance III P	Conservatory D/Y/25
268 Milner				Intro Dance II	Dance Chor Prod	
290 Raines				Video Film P	Cinema Lab	Conservatory-C/Y/27
290 Raines				Cinema Lab	Adv Vid Film P	
290 Raines				Cinema Lab	Cinema Lab	
290 Raines				Adv Vid FilmP	Adv Vid FilmP	
292 Mortensen				Adv Drawing	AP StudArtDR	ConservatoryEVA/Y/45
292 Mortensen				Seminar In Art	AP StudArt2D	
292 Mortensen				Adv Drawing	Draw/Desgn P	
292 Mortensen				Seminar In Art		
468 Jarrell			DigiComposition		RockBandMusInd	ConservatoryIM/Y/37
487 Marquie			Acting 1 P	Int Acting P		ConservatoryTH/Y/45
487 Marquie			Acting 1 P	Adv Acting P		
487 Marquie				Drama Prod P		
487 Marquie				MusicalTheaterP		
487 Marquie				AdvMusTheatProd		
529 Melkonian		AP World Hist	AP Art History	AP Art History	World History P	

540 Sevilla, E.		Draw/Desgn P	DigtArtDesign P	DigtArtDesign P		
540 Sevilla, E.		Draw/Desgn P	DigtArtDesign P	AdvDigArtDesign		
541 Lababit		Adv Sculpture	Sculpture P	Sculpture P	Sculpture P	
541 Lababit		AP StudArt3D	Sculpture P			
541 Lababit		Adv Sculpture				
553 Johnson		Symp Bnd P				
553 Johnson		Symp Bnd P				
558 Moran		Painting P	Draw/Desgn P	Draw/Desgn P		
558 Moran		Painting P	Draw/Desgn P	Draw/Desgn P		
608 Kester		Video Film P	Video Film P			
608 Kester		Cinema Lab	Cinema Lab			
608 Kester			Video Film P			
608 Kester			Cinema Lab			
English						
105 Black		Journ I	College App Sem	College App Sem		
105 Black		Adv Journ P	English 12 P	English 12 P		
105 Black		Journ I				
105 Black		Adv Journ P				
114 Fox		English 12 P	English 9 P	English 12 P	English 12 P	
114 Fox		English 9 P		English 9 P		
115 Gaughen		AP Eng Lang	English 10 HP	English 10 P	English 10 P	
115 Gaughen			English 10 HP	English 10 HP		
127 Leal		English 9 HP	English 9 HP	English 9 HP	English 10 HP	
127 Leal		English 10 HP		Modern Epic		
318 Kortman			ASB	English 9 HP		

318 Kortman			ASB	AP Eng Lang		
345 Dasho			English 9 HP	English 11 P	English 9 HP	
345 Dasho			English 9 HP	English 9 HP	English 11 P	
407 Perisic		AP Eng Lit	AP Eng Lit	English 10 HP	English 10 HP	
407 Perisic		AP Eng Lit		Speech Debat		
437 Brown		AP Eng Lang	AP Eng Lang		College App Sem	Conservatory-H
539 Galace		English 9 P	AP Eng Lit	English 9 HP	English 9 P	
539 Galace			AP Eng Lit		AP Eng Lit	
547 Rhoads			English 10 P	Academic Lit	English 10 P	
547 Rhoads				English 10 P		
560 Tan		English 11 P	English 11 P	AP Eng Lit	AP Eng Lit	
560 Tan		English 11 P		AP Eng Lit		
562 Ancona		Spanish 1 P	Spanish 1 P	Spanish 2 P	Academic Lit	
568 Malanga		English 10 HP	Creative Writ P	English 10 HP	Creative Writ P	
568 Malanga		AP Eng Lit		AP Eng Lit		
572 Baker		AP Eng Lang	English 11 P	English 11 P	AP Eng Lang	
572 Baker		AP Eng Lang	Economics P			
577 Travasos		Yearbook	AP Eng Lang	AP Eng Lang	AP Eng Lang	
577 Travasos		Yearbook	AP Eng Lang			
592 Myers		English 10 P	English 9 P	English 9 P	English 9 HP	
592 Myers		English 9 HP	English 10 HP			
622 Maude			English 10 P			
World Language						
139 Sanchez		Spanish 4 P	Spanish 2 P	Spanish 1 P	Spanish 2 P	
139 Sanchez			Spanish 3 P	Spanish 3 P		
239 Paz		Spanish 2 P	Spanish 5 P	Spanish 2 P	Spanish 2 P	
239 Paz		AP Spanish Lang	Spanish 2 P			
276 Krogh		Spanish 5 P	Spanish 3 P	Spanish 3 P		
276 Krogh		Spanish 3 P	AP Spanish Lang	Spanish 3 P		
301 Quinn		Japanese 3 P	Japanese 1 P		Japanese 1 P	

301 Quinn		Japanese 2 P	Japanese 2 P		Japanese 4 P	
461 Winburne		Spanish 3 P	Spanish 4 P	Spanish 4 P	Spanish 3 P	
461 Winburne				Spanish 4 P	Spanish 3 P	
462 Takano		French 5 P	French 3 P	French 3 P	French 2 P	
462 Takano		AP Fren Lang	French 2 P			
532 Parker		Am Sign Lang 3	Am Sign Lang 3	Am Sign Lang 1	Am Sign Lang 1	
532 Parker				Am Sign Lang 4	Am Sign Lang 2	
544 Incze				French 1 P	French 1 P	
544 Incze				French 4 P		
562 Ancona		Spanish 1 P	Spanish 1 P	Spanish 2 P	Spanish 1 P	
562 Ancona		Spanish 2 P			Academic Lit	
611 Kao		Chinese 3 P	Chinese 1 P			
611 Kao		Chinese 4 P	Chinese 2 P			
Applied Technology						
170 Sayre		DigiComposition				
247 Remington		APCompSciPrinc	APCompSciPrinc	CompGameDesign	APCompSciPrinc	
247 Remington			AP Comput Sci A		CompGameDesign	
290 Raines				DigMediaProduct	DigMediaProduct	Conservatory-C/Y/27
290 Raines				DigMediaProduct	DigMediaProduct	
468 Jarrell			DigiComposition		RockBandMusInd	ConservatoryIM/Y/37
468 Jarrell			AdvRecording Art		RockBandMusInd	
468 Jarrell			Recording Arts			
472 Mauro		AdvEngineerTech		RoboticEngTechP	IntroEngTechniq	
472 Mauro		DigiElectronics		AP Comput Sci A	AP Comput Sci A	

583 Teacher A					Stagehand Tech	
583 Teacher A					Stagehand Tech	
593 Whitehouse		ExplorCompSci P	APCompSciPrinc	APCompSciPrinc	ExplorCompSci P	
593 Whitehouse		ExplorCompSci P			ExplorCompSci P	
594 Celniker			IntroEngTechniq	APCompSciPrinc	APCompSciPrinc	
594 Celniker			IntroEngTechniq	Int Math 1 P	Int Math 1 P	
Special Education						
191 Brittan					Acad Support 9	
191 Brittan					Acad Support 10	
191 Brittan					Acad Support 11	
191 Brittan					Acad Support 12	
191 Brittan					Acad Support 9	
191 Brittan					Acad Support 10	
191 Brittan					Acad Support 11	
191 Brittan					Acad Support 12	
236 Minnick		Acad Support 9		Acad Support 9		
236 Minnick		Acad Support 10		Acad Support 10		
236 Minnick		Acad Support 11		Acad Support 11		
236 Minnick		Acad Support 12		Acad Support 12		
236 Minnick		Acad Support 9				
236 Minnick		Acad Support 10				

236 Minnick		Acad Support 11				
236 Minnick		Acad Support 12				
270 Ramirez			Acad Support 9		Acad Support 9	
270 Ramirez			Acad Support 10		Acad Support 10	
270 Ramirez			Acad Support 11		Acad Support 11	
270 Ramirez			Acad Support 12		Acad Support 12	
270 Ramirez			Acad Support 9		Acad Support 9	
270 Ramirez			Acad Support 10		Acad Support 10	
270 Ramirez			Acad Support 11		Acad Support 11	
270 Ramirez			Acad Support 12		Acad Support 12	
615 Reeve		Acad Support 9		Acad Support 9		
615 Reeve		Acad Support 10		Acad Support 10		
615 Reeve		Acad Support 11		Acad Support 11		
615 Reeve		Acad Support 12		Acad Support 12		
615 Reeve		Acad Support 9				
615 Reeve		Acad Support 10				
615 Reeve		Acad Support 11				
615 Reeve		Acad Support 12				
Mathematics						
141 Shay		Calculus III	Calculus III	AP Calc BC	AP Calc AB	
141 Shay		Linear Algebra	Linear Algebra			
141 Shay		AP Calc AB	AP Calc AB			

164 Nguyen		Int Math 2 HP	Int Math 2 HP	Int Math 2 HP	Int Math 3 HP	
164 Nguyen			Int Math 3 HP	Int Math 3 HP		
210 Shea		Int Math 1 P		Int Math 2 HP	Int Math 2 HP	
210 Shea		Business Math		Int Math 2 HP	Int Math 2 HP	
458 Happ		AP Calc BC	Math Sup/ELEC	AP Calc AB	AP Calc AB	
458 Happ			AP Calc BC	Math Sup/ELEC		
466 Dobashi		Int Math 2 P	Int Math 2 P	AP Statistics	Int Math 2 P	
466 Dobashi		Int Math 2 P		Int Math 2 P		
479 Farrar		AP Calc AB	AP Calc AB	AP Calc AB	AP Calc BC	
479 Farrar			Adv Top Math P	Adv Top Math P		
488 Luna		Int Math 3 HP	Int Math 3 HP	Int Math 2 P	Int Math 2 P	
488 Luna			Int Math 3 HP	AdvMathDecsionP		
495 Fisher		Math Sup/ELEC	Int Math 1 Read	Int Math 3 P	Int Math 3 P	
495 Fisher		Int Math 3 P	Math Sup/ELEC			
520 Keenan		AP Statistics	Stat/Prob P	Stat/Prob P		
520 Keenan		AP Statistics	Stat/Prob P	Stat/Prob P		
521 Knutsson		Int Math 1 HP	Int Math 1 HP	AP Calc AB	Int Math 3 HP	
521 Knutsson		AP Calc BC	AP Calc BC			
563 Shultis		Int Math 1 HP	AP Statistics	AP Statistics		
563 Shultis		Int Math 3 HP	Int Math 2 HP	Int Math 3 HP		
564 Escontrias		Int Math 3 P	Int Math 3 P	Int Math 3 HP		
564 Escontrias		Intro to Calc P	Intro to Calc P	Intro to Calc P		
581 Peck		Int Math 2 HP	Int Math 1 P	IntMath1/2Essnt	AP Statistics	
581 Peck				Int Math 1 P	Int Math 1 P	

594 Celniker			IntroEngTechniq	Int Math 1 P	Int Math 1 P	
610 Powers		Int Math 2 HP	Int Math 1 HP	Int Math 3 P	Int Math 1 HP	
610 Powers			Int Math 3 P		Int Math 2 HP	
616 Cesca		Int Math 2 P	Int Math 1 P	Int Math 1 HP	Int Math 1 HP	
616 Cesca				Int Math 1 HP	Int Math 1 HP	
Physical Education						
140 Shanahan	0 Per Weight Tr	Weight Trng	Weight Trng	Weight Trng		
140 Shanahan	0 Per Weight Tr	Weight Trng				
155 Yates		Dance	Dance			
155 Yates		Dance	Dance			
268 Milner				Int Dance P	Adv Dance III P	Conservatory D/Y/25
268 Milner				Intro Dance II	Dance Chor Prod	
268 Milner				Int Dance P		
268 Milner				Intro Dance II		
454 Riese		Surf PE	YearOnePE/Hlth	Weight Trng	SportPerfTraing	
454 Riese			Weight Trng	YearOnePE/Hlth		
499 Mikkonen		YearOnePE/Hlth	YearOnePE/Hlth	YearOnePE/Hlth	YearOnePE/Hlth	
499 Mikkonen		Physical Ed			YearOnePE/Hlth	
590 Lackey						PE Credit/Ath
590 Lackey						PE Credit/Ath
598 Thornton		Ind Study PE P1	Ind Study PE P2	Ind Study PE P3	Ind Study PE P4	Ind Study PE
Science						
110 Lawless		Physics P	Physics P	AP Physics 1		

110 Lawless		Physics P	Physics P	AP Envir Sci		
118 Haas		AnatPhysiologyP	AppliedSciences	ResearchMethods		
118 Haas			ResearchMethods			
143 Slijk		BiolLivingEarth	BiolLivingEarth	AnatPhysiologyP	AnatPhysiologyP	
143 Slijk			AnatPhysiologyP	AnatPhysiologyP		
206 Baum		Business Math	MarktingPrincP	Adv Bus MgmtP	Research Intern	
221 Younglund		DigtArtDesignP	Adv F/ADigPhoto	DigtArtDesignP	Research Intern	
280 Shakeri			Chem:InEarthSys	Chem:InEarthSys	Chem:InEarthSys	
280 Shakeri			AP Chemistry	AP Chemistry	AP Chemistry	
328 Gerstin			AP Biology	AP Biology	AP Biology	
328 Gerstin			BiolLivingEarth	BiolLivingEarth	BiolLivingEarth	
432 Corman		AP Physics 1	AP Physics 1	AP Physics 1		
432 Corman		AP Physics 2	AP Physics 2	AP Physics 2		
456 Sevilla		Organic ChemP	AP Chemistry	ChemHonEarthSys	ChemHonEarthSys	
456 Sevilla		AP Chemistry		AP Chemistry		
489 Eddingfield		ChemHonEarthSys	ChemHonEarthSys	ChemHonEarthSys	ChemHonEarthSys	
489 Eddingfield		Chem:InEarthSys	ChemHonEarthSys			
537 Dickinson		ChemHonEarthSys	ChemHonEarthSys	ChemHonEarthSys	Chem:InEarthSys	
537 Dickinson			Chem:InEarthSys	Chem:InEarthSys		
565 Barrows		AP Physics 2	AP Physics C:EM	AP Physics C:EM	AP Physics 1	
565 Barrows			AP Physics 2		AP Physics 2	
569 Adams		AP Biology	AP Biology	AP Biology		

569 Adams		BiolLivingEarth	BiolLivingEarth	BiolLivingEarth		
584 Bishop		AP Physics 1	AP Physics 1	Physics P	AP Physics 1	
584 Bishop					Physics P	
587 Balch		BiolLivingEarth	BiolLivingEarth	BiolLivingEarth	BiolLivingEarth	
587 Balch		BiolLivingEarth			BiolLivingEarth	
617 Steward				BiolLivingEarth	BiolLivingEarth	
617 Steward				BiolLivingEarth	BiolLivingEarth	
Social Science						
128 Lockhart		World History P	World History P	Amer Gov't P		
128 Lockhart		Sociology P	World History P	Amer Gov't P		
128 Lockhart				World History P		
169 Stiven			AP World Hist	AP World Hist	AP World Hist	Conservatory-H
169 Stiven			US History P		AP Europe Hist	
182 Spilkin		US History P	US History P	Pop Culture	US History P	
182 Spilkin			AP US History		Pop Culture	
219 Unwin		World History P	Peer Asst List	AP Macro Econ	AP Macro Econ	
219 Unwin			Peer Asst List	AP US GovPol	AP Macro Econ	
219 Unwin					World History P	
284 Gilbert				Economics P		
284 Gilbert				Economics P		
284 Gilbert				Social JusticeP		
370 Aguilar		AP US History	AP US History	US History P	AP US History	
370 Aguilar		AP US History		AP US History		
371 Bryant		AP Psych	AP Psych	AP US GovPol		

371 Bryant		AP Psych	AP Psych	AP US GovPol		
371 Bryant				AP World Hist		
437 Brown		AP Eng Lang	AP Macro Econ		US History P	Conservatory-H
437 Brown			Economics P		College App Sem	
528 VanOver		AP US History	CurrentIssues	AP US History	AP US History	
528 VanOver		AP Psych		AP Psych		
529 Melkonian		AP World Hist	AP World Hist	AP World Hist	World History P	
543 Ironwood		AP World Hist	AP Psych	AP Psych	AP Psych	
543 Ironwood				AP Psych	AP Psych	
572 Baker		AP Eng Lang	Economics P	English 11 P	AP Eng Lang	
572 Baker		AP Eng Lang	Amer Gov't P			
573 Pollock		AP Macro Econ	AP US GovPol	AP Macro Econ		
573 Pollock		AP Macro Econ	AP Macro Econ	AP Macro Econ		
573 Pollock		Amer Gov't P	Economics P	US History P		
573 Pollock		Economics P	Amer Gov't P			
588 Ochenduszko		AP US GovPol	AP US GovPol	Psychology P	AP US GovPol	
588 Ochenduszko		AP US GovPol	AP US GovPol		AP US GovPol	
588 Ochenduszko		US History P	Psychology P			
Note: Teacher Aide classes not printed						

Appendix F: Approved AP Course List

Link to Approved AP course list:

Subject	2015-16	2016-17	2017-18	2018-19
2-D Art and Design *	1	1	1	1
3-D Art and Design *	1	1	1	1
Art History	1	1	1	1
Biology	2	3	3	3
Calculus AB	3	5	5	5
Calculus BC	2	3	3	4
Chemistry	2	3	3	3
Computer Science A	3	3	2	3
Computer Science AB	--	--	--	--
Computer Science Principles	--	3	3	3
Drawing *	1	1	1	1
English Language and Composition	4	5	6	6
English Literature and Composition	2	4	5	5
Environmental Science	1	1	1	1
European History	1	1	1	1
French Language and Culture *	1	1	1	1
Japanese Language and Culture	--	1	--	--
Macroeconomics	2	2	3	4
Physics 1	2	2	3	3
Physics 2	1	2	2	2
Physics B	--	--	--	--
Physics C: Electricity and Magnetism	1	1	1	1
Physics C: Mechanics	--	1	--	1
Psychology	3	3	4	3
Spanish Language and Culture *	2	2	2	2
Statistics	2	2	3	4
U.S. Government and Politics	2	2	3	3
United States History	4	3	4	3
World History: Modern *	4	4	4	4

Appendix G: Approved A-G Course List

Link to **UC a–g approved course list**

History/Social Science- 2 years required

- American Government
- AP European History
- AP Government and Politics in the United States
- AP United States History
- AP World History
- Principles of American Democracy*
- U.S. History
- U.S. History and Geography*
- World History
- World History, Culture, and Geography*

English- 4 years required

- AP English Language and Composition
- AP English Literature and Composition
- English 10
- English 10 HP
- English 11
- English 11 HP
- English 12
- English 9
- English 9 HP
- English Language Arts 10
- English Language Arts 11*
- English Language Arts 12
- English Language Arts 9

Mathematics- 3 years required, 4 years recommended

- Advanced Mathematics for Decision Making
- Advanced Topics in Math
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A
- AP Statistics
- Integrated Math 1
- Integrated Math 1 Honors
- Integrated Math 2
- Integrated Math 2 Honors
- Integrated Math 3
- Integrated Math 3 Honors
- Introduction to Calculus
- Mathematics 1*
- Mathematics 2*
- Mathematics 3*
- Statistics and Probability

Laboratory Science- 2 years required, 3 years recommended

- Anatomy and Physiology
- AP Biology
- AP Chemistry
- AP Computer Science Principles
- AP Environmental Science
- AP Physics 1
- AP Physics 2
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics
- Biology 1
- Biology: The Living Earth
- Chemistry
- Chemistry Honors: In The Earth System
- Organic Chemistry
- Physics
- Physics of the Universe

Language Other than English- 2 years required, 3 years recommended

- American Sign Language 1
- American Sign Language 2
- American Sign Language 3
- American Sign Language 4
- AP French Language and Culture
- AP Spanish Language and Culture
- Chinese 1
- Chinese 2
- Chinese 3
- Chinese 4
- French 1
- French 2
- French 3
- French 4
- French 5
- Japanese 1
- Japanese 2
- Japanese 3
- Japanese 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish 5

Visual and Performing Arts- 1 year required

- Acting
- Advanced Acting
- Advanced Chorus
- Advanced Dance
- Advanced Digital Art and Design
- Advanced Drama Honors
- Advanced Fine Art/Digital Photography
- Advanced Video Film
- AP 2D Art the Design
- AP 3D Art and Design
- AP Art History
- AP Drawing
- Chamber Orchestra
- Chorus
- Dance Choreography Performance
- Digital Art and Design
- Drawing and Design P
- Fine Art Digital Photography
- Intermediate Acting
- Intermediate Dance
- Jazz Band
- Musical Theater Production
- Orchestra
- Painting
- Photo Imaging
- Sculpture
- Seminar in Art
- Symphonic Band
- Video Film
- Wind Ensemble

College-Preparatory Elective- 1 year required

- Advanced Business Management
- Advanced Engineering and Technology
- Advanced Journalism
- AP Macroeconomics
- AP Psychology
- Creative Writing
- Earth Space Science
- Economics
- Exploring Computer Science
- Introduction to Business
- Introduction to Engineering Techniques
- Marketing Principles (P)
- PLTW Digital Electronics
- Psychology
- Research Methods
- Social Justice: Critical Thinking on Global Ethics
- Sociology

Appendix H: School Programs

Envision: The Arts at Canyon Crest Academy

The Envision program is a Specialized Secondary Program that encompasses all the Visual and Performing Arts at Canyon Crest Academy. There are pathways that include VPA credit, CTE credit, and in the case of some dance classes PE credit. There are opportunities for novice artists all the way through to highly advanced topics in Visual Art, Music, Theater, Dance, Cinema, and Humanities studies. Students at all levels work in a collaborative environment and experience many project based lessons that coordinate and collaborate with other subject areas. Each discipline in the arts has a teacher that serves as a coordinator for that pathway. Coordinators meet regularly with Anne Whattoff, the Envision Director. Students also have the opportunity to work with professional teaching artists, artists who are working in their field of study. These artists may come to the classroom for a specific skill based workshop, or may be a regular fixture in the classroom, depending on their area of expertise and class need.

The Conservatory program is the capstone course that meets outside the regular school day in each of the arts disciplines. Students in Conservatory enroll concurrently in a day class in their art field. Conservatory students are the only CCA students allowed to take 5 courses on the 4x4 schedule. Conservatory is offered as a Pass/Fail course so as not to negatively impact weighted GPAs. Conservatory seniors create a final exhibitions of their work through Senior recitals, art shows, and other performances.

For more information: See the Envision Section in Chapter 2

Raven Athletics

Athletics is a thriving part of campus culture. CCA fields 24 athletic teams, primarily in the CIF North County Conference, in the Avocado League West. Our Athletics Athletics director, Dustin Lackey, is supported by our Athletics secretary, Carolyn Kinnare. Several teachers coach in addition to their classroom duties, and we hire walk on coaches as well.

CCA holds many conference titles. In the 2018-19 season Girl's Tennis, Field Hockey and Boys Water Polo all earned CIF championship titles. Students compete individually at state and national competitions in Cross Country and Track and Field. PE Credit for Athletics is a possibility for some students who have not met their PE requirement, but are actively participating in team sports. Students and Parents are refer to the Player/Parent Handbook for SDUHSD athletics policies and expectations.

Raven Sports Teams:

Water Polo
Golf
Tennis
Cross Country
Field Hockey
Basketball
Soccer
Wrestling
Lacrosse
Baseball
Softball
Swimming
Track and Field

QUEST

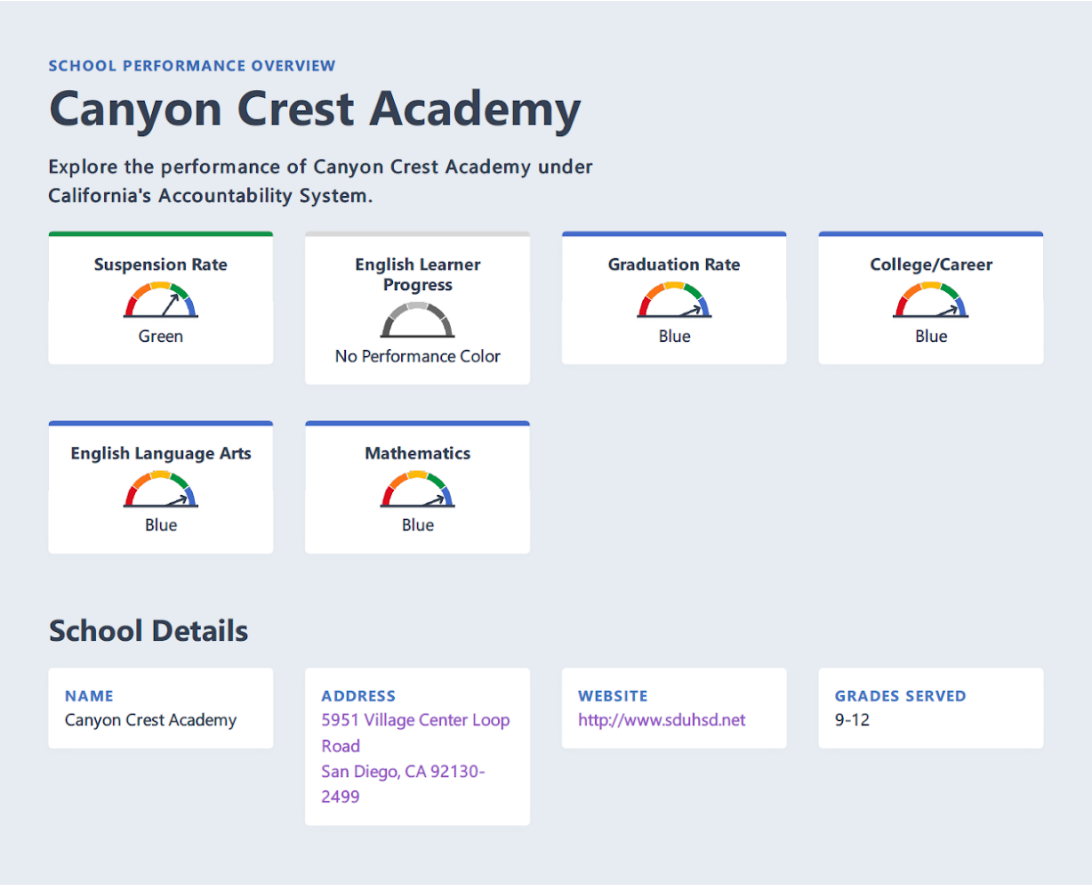
QUEST is a Specialized Secondary Program that focuses on STEM and research methodology. It is a three year course sequence that culminates with student led research projects. Students follow a three course sequence that begins with an in depth study of research methods, techniques and statistics training, and culminated with a research internship and student research projects. QUEST is not an acronym, but rather indicates that students are on a quest to generate new knowledge by asking QUESTions and seeking answers. The level 1 QUEST course meets a practical art/CTE graduation requirement. 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.

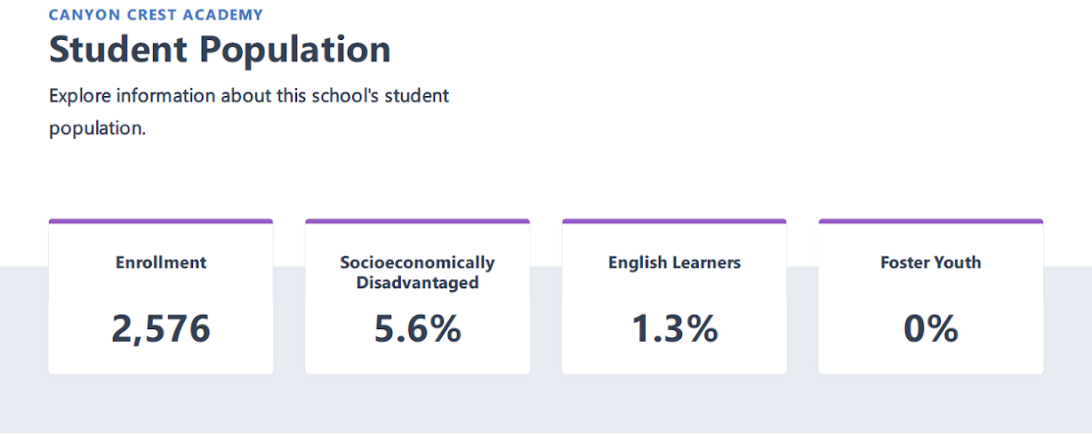
Levels 2 and 3 are science electives and must be taken sequentially. Students in levels 2 and 3 focus on more individualized topics and more independent research. Students network with researchers and scientists in their fields of study. They learn how to write technical reports and give technical presentations. Students are able to enter these research projects into the state Science Fair program as well as other scholarly science competitions.

For more information about the QUEST program, see the STEM section in Chapter 2.

Appendix I: California School Dashboard

Link to [California School Dashboard] performance indicators





Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

125.3 points above standard

Increased 16.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

LEARN MORE

Mathematics

Blue

108 points above standard

Increased 31.3 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

92.9%

Level 3 - Moderately Developed

7.1%

Level 2 - Somewhat Developed

0%

Level 1 - Beginning Stage

0%

LEARN MORE

College/Career

Blue

89.8% prepared

Maintained -1.6%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	3 Blue	

CANYON CREST ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

99.5% graduated

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	4 Blue	

CANYON CREST ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

99.5% graduated

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	4 Blue	

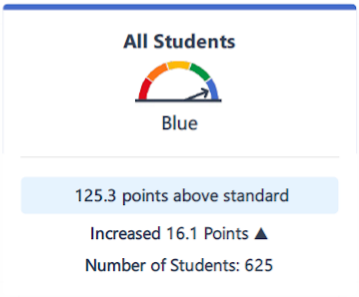
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

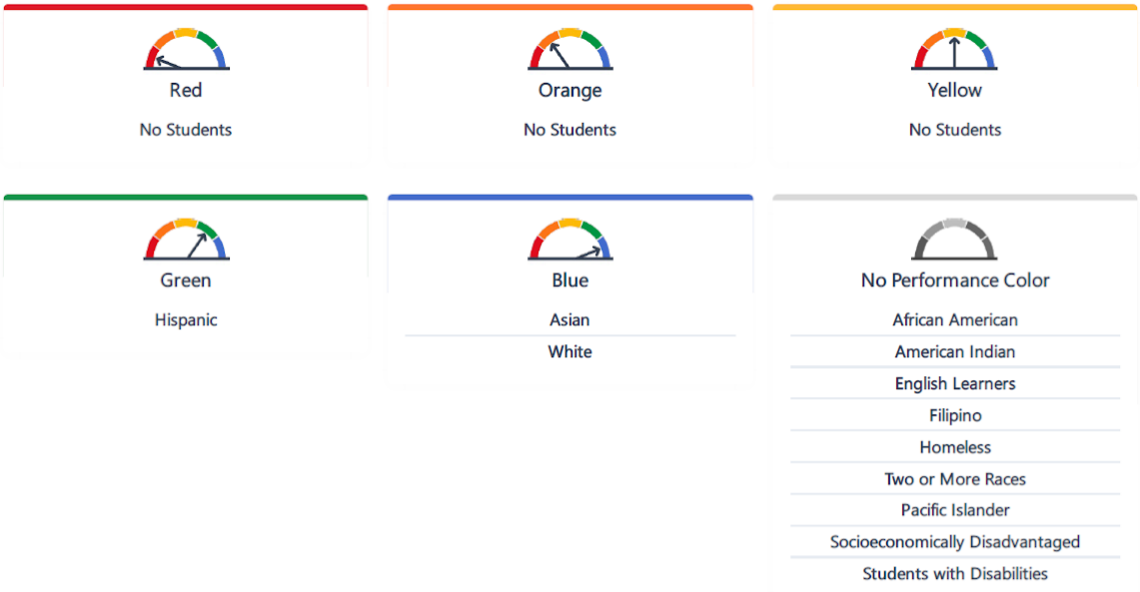
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

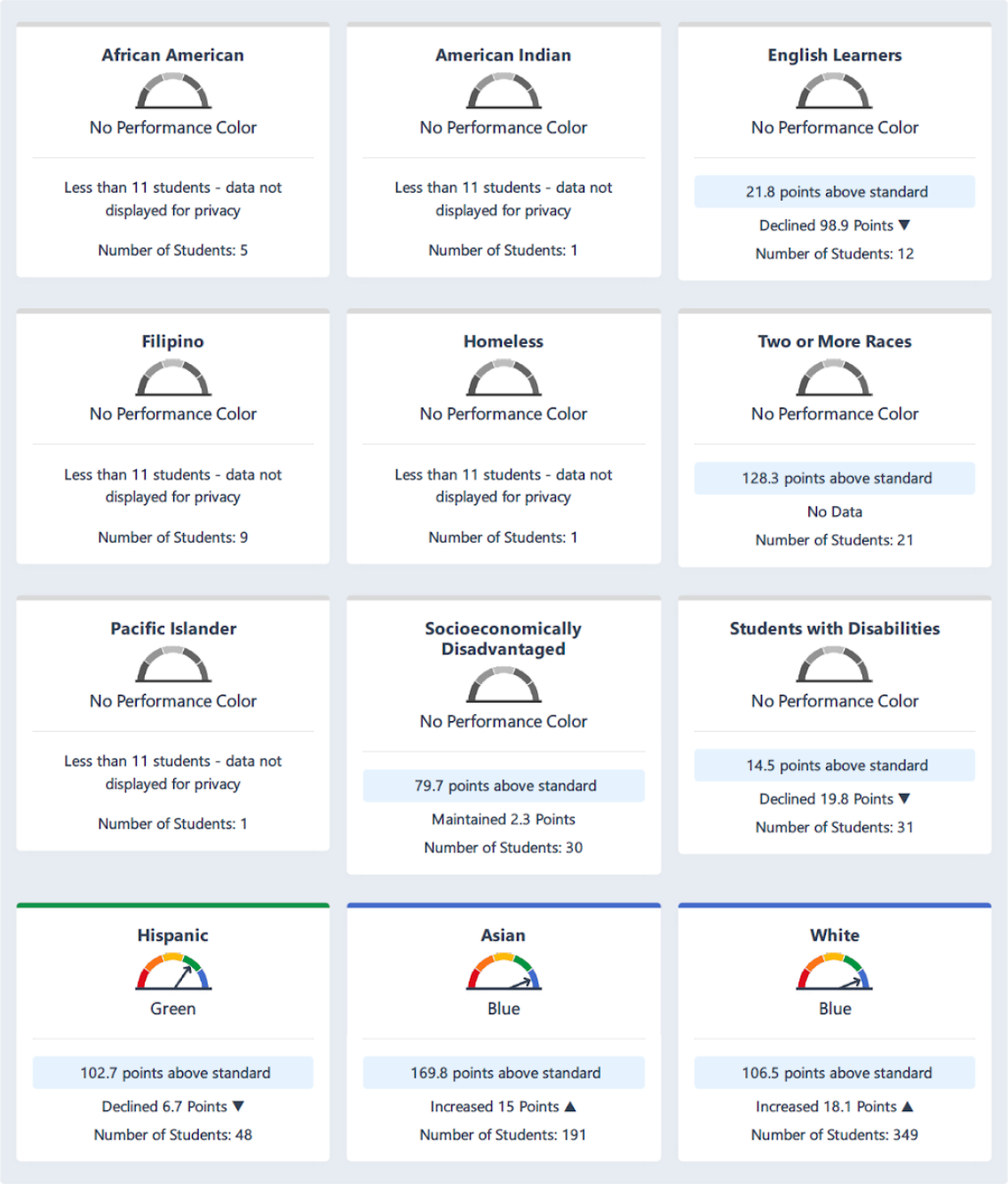


Student Group Details

All Student Groups by Performance Level

3 Total Student Groups





Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	109.2 points above standard	125.3 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	115.5 points above standard
No Data	No Data	Increased 15.7 Points ▲
Number of Students: 2	Number of Students: 10	Number of Students: 428

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Blue

108 points above standard

Increased 31.3 Points ▲

Number of Students: 623

Student Group Details

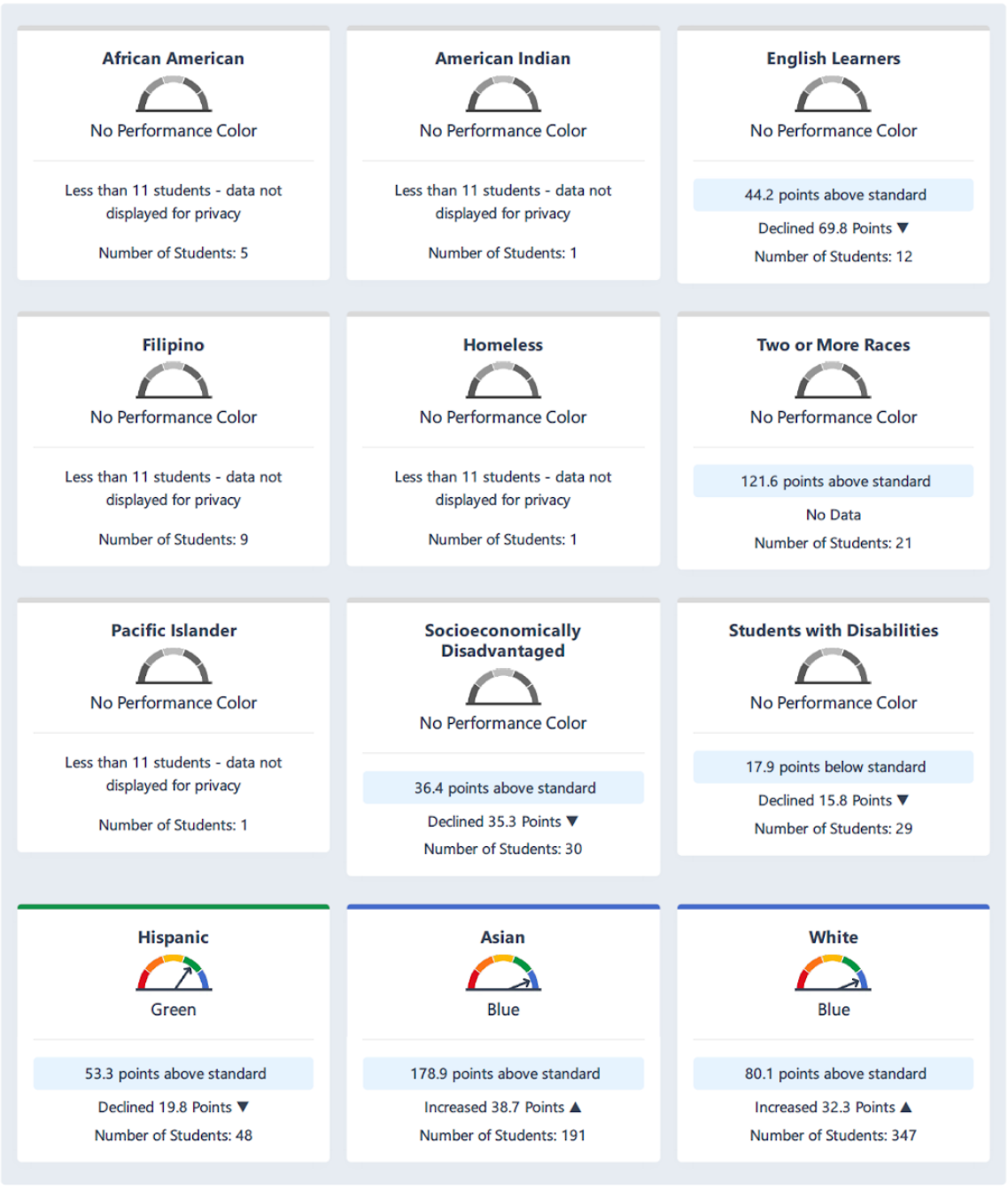
All Student Groups by Performance Level

3 Total Student Groups

Red	Orange	Yellow
No Students	No Students	No Students

Green	Blue	No Performance Color
Hispanic	Asian	African American
	White	American Indian
		English Learners
		Filipino
		Homeless

Two or More Races
Pacific Islander
Socioeconomically Disadvantaged
Students with Disabilities



Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

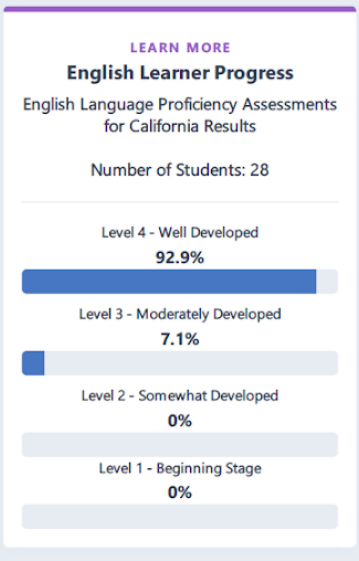
	2016	2017	2018
All Students	N/A	76.7 points above standard	108 points above standard

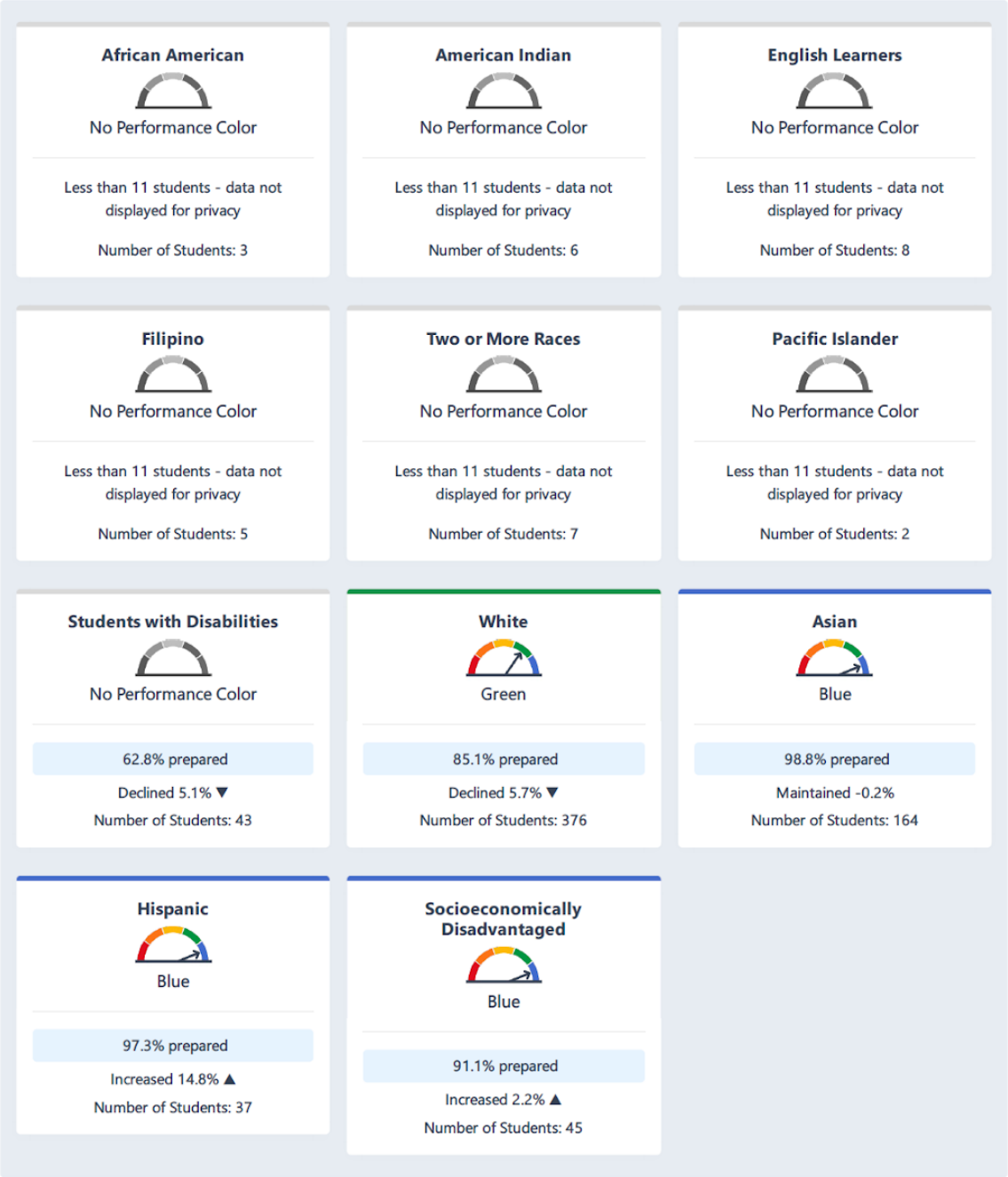
Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	92 points above standard
No Data	No Data	Increased 30.5 Points ▲
Number of Students: 2	Number of Students: 10	Number of Students: 427

English Learner Progress





College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2016	Class of 2017	Class of 2018
Not Prepared	5.6%	2.7%	2.3%
Approaching Prepared	8.5%	5.8%	7.8%

	Class of 2016	Class of 2017	Class of 2018
Prepared	85.9%	91.5%	89.8%

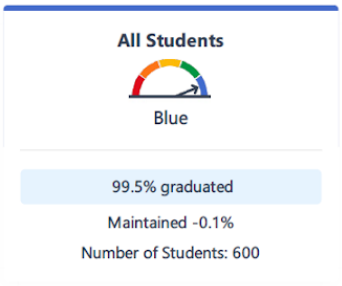
Academic Engagement

View data about academic participation.

Graduation Rate

All Students

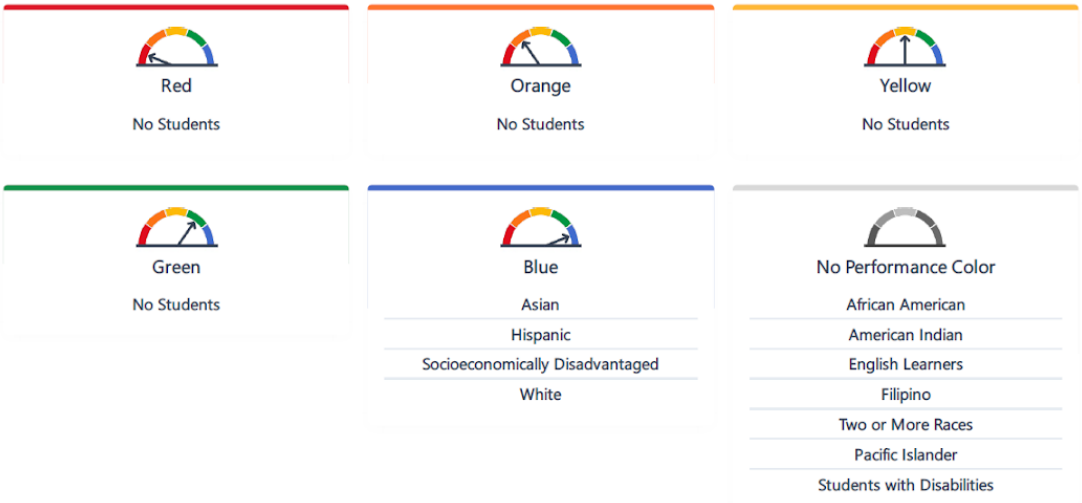
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

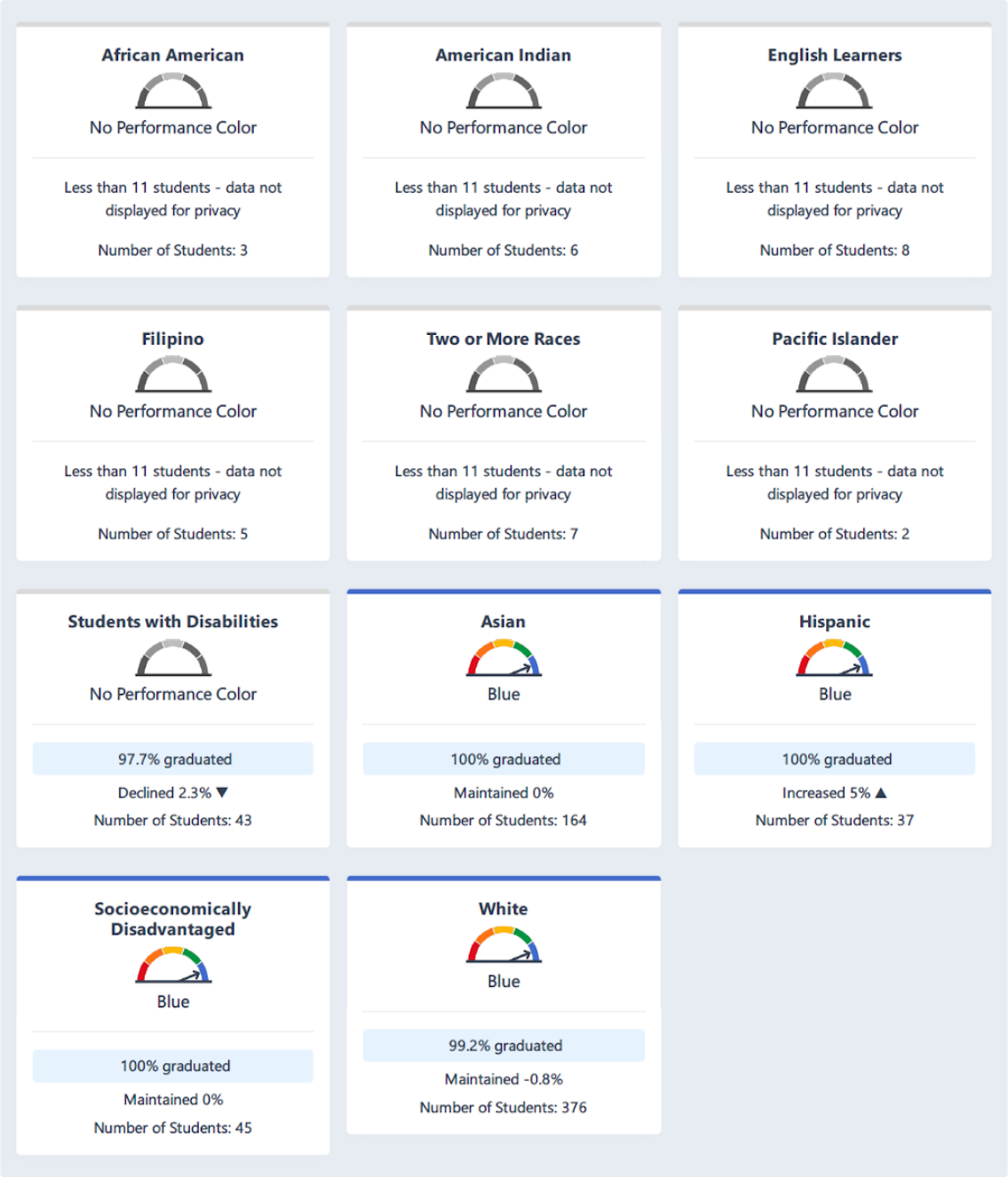


Student Group Details

All Student Groups by Performance Level

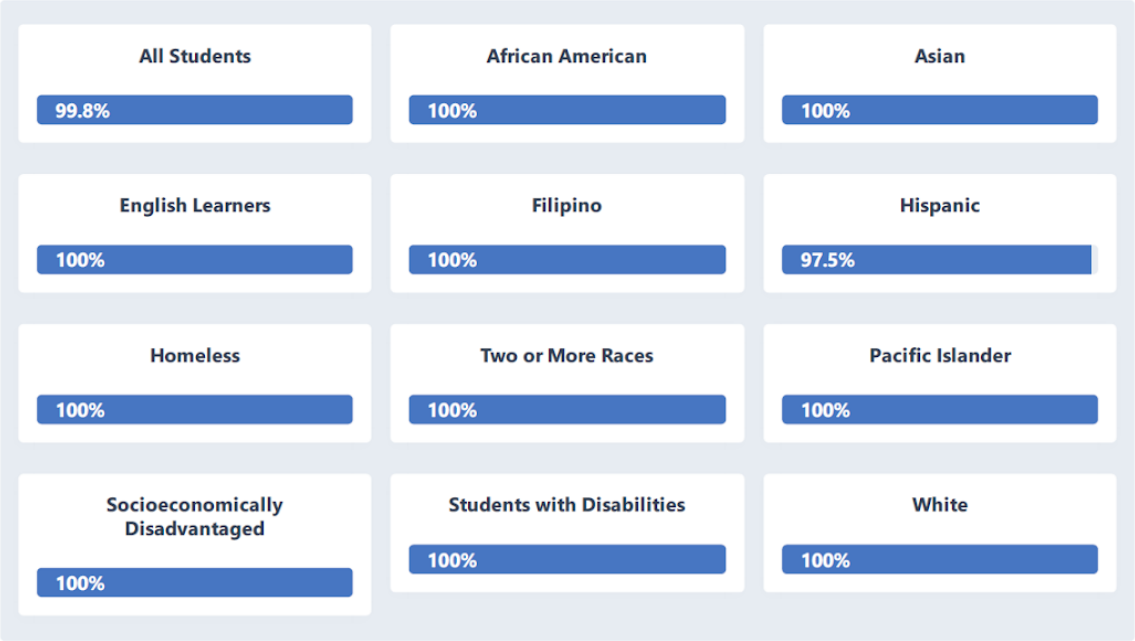
4 Total Student Groups





Five Year Graduation Rate

The percentage of students who entered 9th grade for the first time in the 2013-14 school year who received a high-school diploma within five years of entering ninth grade. This includes students who graduated in four or five years.


All Students
99.8%
African American
100%
Asian
100%
English Learners
100%
Filipino
100%
Hispanic
97.5%
Homeless
100%
Two or More Races
100%
Pacific Islander
100%
Socioeconomically Disadvantaged
100%
Students with Disabilities
100%
White
100%

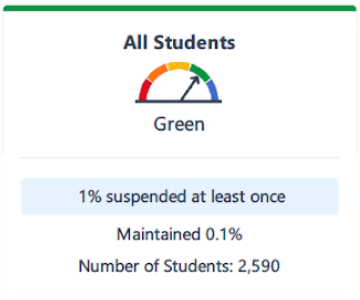
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

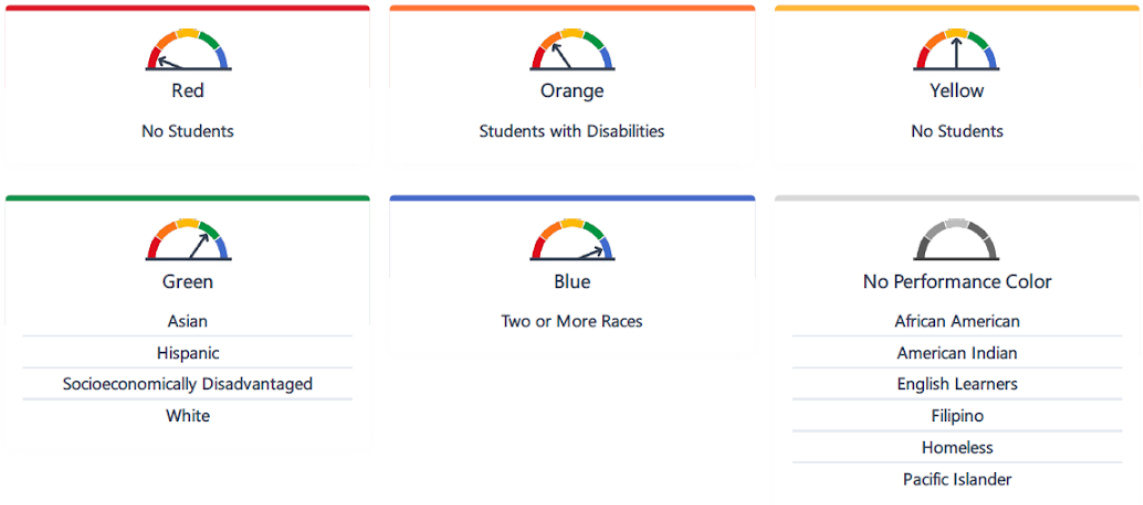
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



African American
No Performance Color
5.6% suspended at least once
Increased 5.6% ▲
Number of Students: 18
American Indian
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 10
English Learners
No Performance Color
2.8% suspended at least once
Declined 1.1% ▼
Number of Students: 36
Filipino
No Performance Color
0% suspended at least once
Maintained 0%
Number of Students: 26
Homeless
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 1
Pacific Islander
No Performance Color
Less than 11 students - data not displayed for privacy
Number of Students: 3
Students with Disabilities
Orange
6.5% suspended at least once
Increased 3.1% ▲
Number of Students: 123
Asian
Green
0.5% suspended at least once
Increased 0.4% ▲
Number of Students: 799
Hispanic
Green
1.1% suspended at least once
Maintained -0.1%
Number of Students: 182
Socioeconomically Disadvantaged
Green
0.6% suspended at least once
Declined 1.9% ▼
Number of Students: 175
White
Green
1.2% suspended at least once
Maintained 0.1%
Number of Students: 1,477
Two or More Races
Blue
0% suspended at least once
Maintained 0%
Number of Students: 75

Appendix J: School accountability report card (SARC)

Link to the report **2017-2018**

Appendix K: CBEDS School Information Form

Link to the **CBEDS school information form reporting information 2018-2019**

Appendix L: Graduation Requirements

Link to the **School Profile**

Graduation Requirements

- English, 40 credits
- Mathematics, (including Alg 1 or IM 1) 30 credits
- Science (life/physical) 20 credits
- Social Science, 30 credits
- Physical Education, 20 credits
- Practical Arts/Career Technical, 10 credits
- Visual/Performing Arts, 10 credits
- Electives, 70 credits

Appendix M: Additional Data

School Plan for Student Achievement SPSA (complete document)

Intervention Sequence

Level 1 Classroom Support

- Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP).
- Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years)
- Check the *Intervention Screen* in Aeries to see any previous strategies implemented
- Review criteria on *Student Profile Chart* (below) to determine potential level of intervention
- Student-Teacher Individual Conference
- Teacher provides classroom intervention strategies. Some examples:

o Provide support materials to student – templates, skeleton notes, copies of notes, etc.
o Seating change
o Pair with peer
o Check for understanding and prompt student
o Suggest/provide before or after school help/tutoring
o Allow for short breaks
o Progressive discipline/referrals
o Parent-Teacher contact (phone/email)
o **Document classroom interventions in Aeries**

Level 2 Collaboration

- Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal
  - Level changes implemented as needed
- Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources)
- Share and implement best practices and additional strategies
- Refer to study hall, peer tutoring, teacher office hours
- Suggest weekly progress report
- Parent-Student-Teacher conference
- Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)

Level 3 Intervention- Meets Criteria of "Struggling Student"

- Multi/Inter-disciplinary teacher collaboration
- Implement strategies across all subjects
- Teacher continues to assign discipline consequences, as necessary
- Suggest remedial classes if necessary

- Parent-Counselor-Teacher-Student-Admin conference
- Place on Academic/Behavior/Attendance (SART) Contract

Level 4 Intensive Intervention- Meets Criteria of "At Risk Student"; prior strategies unsuccessful

- Parent-Counselor-Teacher-Student-Admin conference
- Student Attendance Review Board (SARB)
- Admin or counselor referral to READI or School Social Worker
- Assign contract violation consequences
- Post-suspension conference and/or Post-suspension IEP meeting (for SPED students)
- Refer student to Sunset (process handled by the students alpha-counselor and AP)
- Consider referral to Student Study Team (SST)
- A 504 plan may be developed as a result of the SST team decision
- Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.

Student Profile

Struggling students may exhibit some or all of the following

- Attendance – 1st or 2nd SARB Letter sent home
- Grades – D's or F's in core academic areas
- Low standardized test scores
- 2 or more referrals
- Behavioral concerns (acting out, withdrawn, marked change in behavior or affect, suspected substance use, etc.)
- Requires school support (i.e. summer school, remedial classes) to keep on track to graduate
- Long-term English learner
- Student requires use of informal supports in class

At risk students may exhibit some or all of the following

- Attendance – SART; SARB in progress
- Grades – 2 or more F's in core academic areas per year
- Very low standardized test scores
- Progressive disciplinary actions (i.e. ISAP, Saturday School, Suspension, court referral, READI)
- Credit deficient
- Unresolved behavioral concerns (acting out, withdrawn, marked change in behavior or affect, suspected substance use, etc.)
- Long-term English learner (not progressing)
- Informal classroom and school supports are unsuccessful

Raven Manifesto

Link to Raven Manifesto
Upon graduating from CCA, Ravens will think, say, and do the following...

- I gain more from failing than not trying.
- I understand my strengths and my areas for growth.
- When I work to my fullest potential, I am GOOD enough, as I am, even if I fail.
- I observe others and reach out to them.
- I focus on the process rather than just the results.
- Yes (I failed), and…(When I fail I keep trying)
- I think I have something to offer in most situations and when I don't, I can learn from those around me.
- I'm okay when it doesn't work out.
- I encourage others to get the help they need it.
- I am a flexible thinker.
- I ask for help
- I know what's right (for me)
- I know my limits and respect myself enough to set boundaries.
- I smile readily and am welcoming.
- I act on my ideas.
- I help when I'm asked.
- I reflect on my behavior and how I affect others.
- I know there is more than one version of a happy and productive life for me.
- I listen with empathy and an open mind.
- Each day I move steadily toward my dreams and goals, knowing they may change.
- I live out what I believe.
- I contribute to the world .
- I can support others emotionally, even when it's messy.
- I own and can take responsibility for my actions and recognize I am not perfect.
- I ponder the world as it is and wonder what it could be.
- I celebrate my own unique gifts and skills with humility and kindness.
- I can be genuinely happy for peers who succeed and give. support to my peers in their successes and in their failures.
- I can ask for forgiveness and forgive others.
- I know who I am and who I'm not.
- I have a voice and I know when and how to use it.
- I appreciate the contributions of others as they use their unique gifts and skills.

Committees and Groups

SDUHSD Strategic Plan for the Arts

SDUHSD VPA 5 Year Plan Executive Report

Canyon Crest representatives:
Emily Moran-Visual Art, Anne Whattoff- Vocal Music, Amy Villanova-Instrumental Music, Tracy Yates-Dance, Kira Nguyen-student

Safety Committee

Garry Thornton AP
Chris Black SDFA Rep
Hector Gutierrez Campus Sup
Karen Burrows AP Sec
Marianne Tan Certificated Employee

District Safety meeting 9/11/19
CCA Safety meeting 9/12/19
District Safety meeting 11/13/19
CCA Safety meeting 11/14/19
District Safety meeting 1/15/20
CCA Safety meeting 1/16/20
District Safety meeting 5/20/20
CCA Safety meeting 5/21/20

Wellness Committee

- RWT Dates
- Sample RWT Agenda from May and January

April Maniscaclo, Counselor
Bernard Steinberger, AP
Brett Killeen, Principal
Chiara Luna, Teacher
Mako Csapo, School Social Worker
Don Quinn, Teacher
Travis Sevilla, Teacher
Holly Austin, Counselor
Jessica Mortensen, Teacher
John Unwin, Teacher
Kate Dickenson, Teacher
Mark Van Over, Teacher
Scott Schimmel, YouSchool
Sheri Ironwood, Teacher
Stephanie Kowack, Parent
Tanner Kortman, Teacher
Tracy Bryant, Teacher
Victoria Sanchez, Teacher
Ying Yang, Parent
Zachary Brown, Teacher

Mission/Vision/Values Committee

- Meeting Dates: The meeting dates 3/14/18, 3/20/18, 4/4/18, 4/25/18

Ashley Bahner
Brett Killeen
Darlene Burton
Deborah Balch
Garry Thornton
Karen Burrows
Marielle Bravo Saltzman
Tracy Yates
Mark VanOver
Nancy Benbow
Bernard Steinberger
Corey Bess
Janet Melugin, Parent
Marie Vaughn, Parent
Lynn Kelly, Parent
Mike Holmes, Parent
Mary Holmes, Parent
Samiya Rana, Student
Fletcher Block, Student
Christine Chen, Student
Lindsay Blischak, Student
Sean Woytowitz, Student

School Site Council

Meeting agendas and minutes

See preface for Site Council members

Envision Student Executive Board (ESEB) (Thursdays at lunch)

Anne Whattoff-Envision Director
Natalia Zorrilla-humanities
Emma Spencer-theater
Daniel Possemato- instrumental music
Emma Ritto- vocal music
Amanda Tenaka- Dance
Victoria Lee- EVA
Melanie An- Cinema

Appendix N: Budgetary Information

Site Budget

Canyon Crest Academy Budget 2019-2020

Including both Formula and Non-Formula categories

CCA Foundation Budget and information

Funding not provided by SDUHSD is provided through parent and community support, organized by the CCA Foundation. Donations can be designated to specific programs or to the school general fund. A portion of all designated funds are also held in larger accounts to support all the programs at Canyon Crest Academy. Click on the link for more about the CCA Foundation, including the last 6 years of financial statements, by-laws, and other financial documents.

Foundation Staff

Joanne Couvrette, Executive Director
Gina Mahmood, Finance Manager
Lorenda Ballard, Administrator
Nancy Coker, Director of Events

2018/2019 Board of Directors

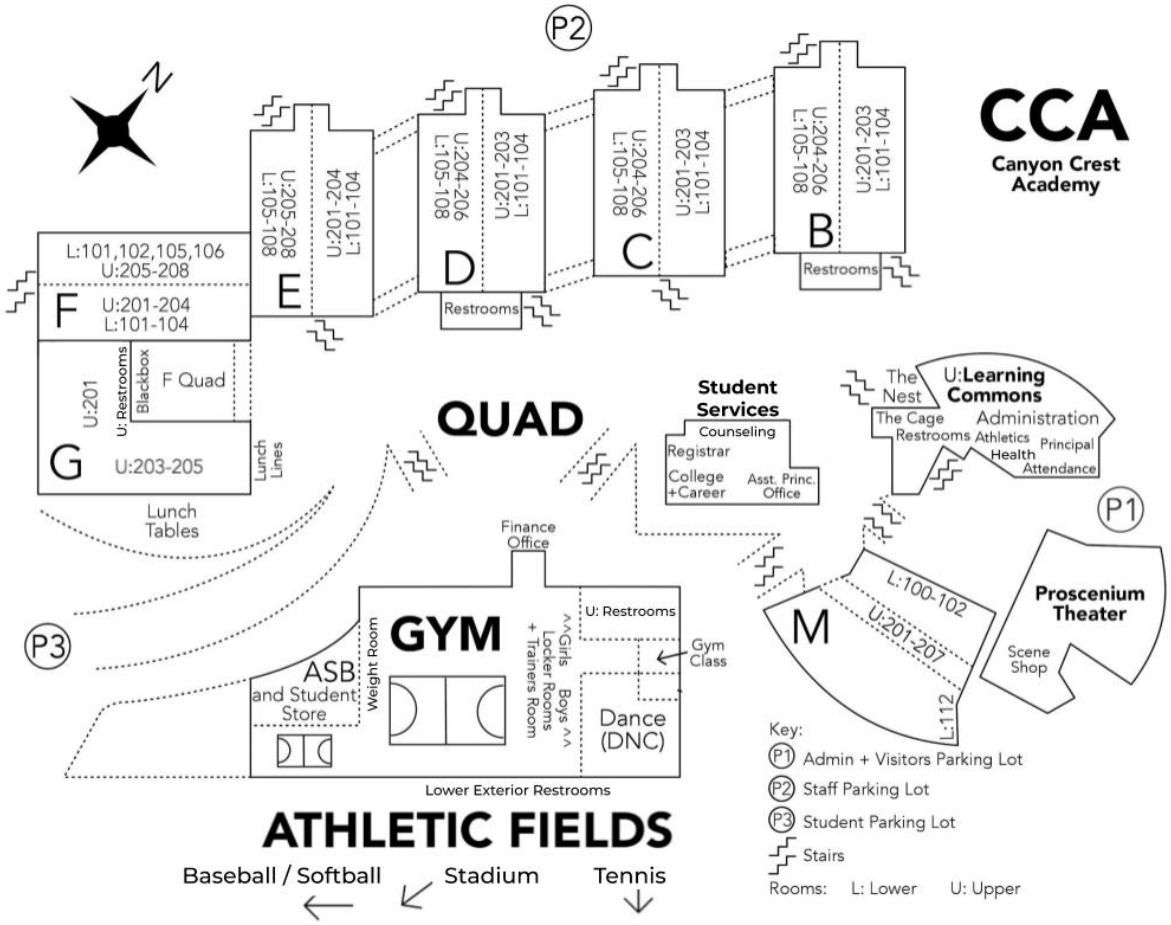
Kristy Laliotis, President
Matthew Weil, VP Administration
Juli Bear, Recording Secretary
Mary Beth Sicari, VP Finance
Kelly Ma, VP Athletic Programs
Michele Fortin, VP Envision
Teresa Beckwith, VP Fundraising
Deep Lam, VP Business Development
Bobby Edelman, VP Marketing
Kim McSherry, VP STEM
Anamarie Maltzman, Community Connections
Jen Froman, Correspondence Secretary
Laura Fleming, Counseling Program Chair
Kaya Young, Grad Night Co-Chair
Amy Olsen, Grad Night Co-Chair
Jo Barsa
Debbie Buchholz
Sean Cavanaugh
Nancy Coker
Ali Fouladpouri
Susan Jentzsch
Alexandra Magin
Kristy Nardini
Sonny Patidar
Deanne Rudman

Board Advisors

Brett Killeen, CCA Principal
Joanne Couvrette, Executive Director

Appendix O: Glossary

Campus Map



Bell Schedule

Regular Day Schedule

Time	Monday	Tuesday	Wednesday	Thursday
6:30 – 7:52 am	0	0	0	0
8:00 – 9:30 am	1	1	1	1
9:38 – 11:12 am	2	2	2	2
11:12 – 11:44 am	Lunch	Lunch	Lunch	Lunch
11:52 – 1:22 pm	3	3	3	3
1:30 – 3:00 pm	4	4	4	4

Friday Homeroom/Advisory Schedule
Pep Rally will replace Homeroom on October 18 & May 29
No homeroom will be held November 22 [Extended Lunch], January 24, April 3 & June 12 [Finals]

Time	Period
6:32 – 7:52 am	0
8:00 – 9:20 am	1
9:28 – 10:48 am	2
10:56 - 11:31 am	Homeroom
11:31 – 12:04 pm	Lunch
12:12 – 1:32 pm	3
1:40 – 3:00 pm	4

Homeroom/Advisory Dates

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
8/30	9/6	10/4	11/1	12/6	1/10	2/7	3/6	4/17	5/1	6/5
	9/13	10/11	11/8	12/13	1/17	2/21	3/13	4/24	5/8	
	9/20	10/25	11/15	12/20	1/31	2/28	3/20		5/15	
	9/27						3/27		5/22	

Wednesday - Late Start Schedule

Time	Period
6:44 – 7:52 am	0
9:30 – 10:37 am	1
10:45 – 11:56 am	2
11:56 – 12:30 pm	Lunch
12:38 – 1:45 pm	3
1:53 – 3:00 pm	4

Wednesday - Late Start Dates

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
9/4	10/2	11/6	12/4	1/15	2/5	3/11	4/15	5/6	6/3
9/25	10/16	11/13	12/18		2/12	3/25	4/22	5/13	
					2/26				

Extended Lunch Schedule
November 22 (Staff vs. Student Basketball Game)

Time	Period
6:30 – 7:52 am	0
8:00 – 9:27 am	1
9:35 – 11:02 am	2
11:02 – 11:49 am	Lunch
11:57 – 1:24 pm	3
1:32 – 3:00 pm	4

Finals Schedule

October 29 (Periods 1 & 3); October 30 (Periods 2 & 0/4)
January 23 (Periods 1 & 3); January 24 (Periods 2 & 0/4)
April 2 (Periods 1 & 3); April 3 (Periods 2 & 0/4)

Period	Day 1	Minutes	Day 2	Minutes
0	6:47 - 7:52	65 min.	6:47 - 7:52	65 min.
1	8:00 - 9:40	100 min. final	8:00 - 8:47	47 min.
2	9:48 - 10:35	47 min.	8:55 - 10:35	100 min. final
Lunch	10:35 - 11:07		10:35 - 11:07	
3	11:15 - 12:55	100 min. final	11:15 - 12:02	47 min.
4	1:03 - 1:50	47 min.	12:10 - 1:50	100 min. final

June 12 Finals

Period	Time	Minutes
0	6:55 - 7:55	60
1	8:00 - 9:00	60
2	9:05 - 10:05	60
Break	10:05 - 10:20	
3	10:20 - 11:20	60
4	11:25 - 12:25	60

Glossary of Terms

- ASB- Associated Student Body
- The Cage-Located next to the Nest, WASC team headquarters, generally used for committee meetings and other faculty events
- Conservatory- an academic class that serves as the Envision Arts discipline capstone course, available to students in grades 10-12 that focuses on in-depth pre-professional training in their chosen discipline. Students receive a pass/fail grade and class units. This is an audition-only course, and students must be enrolled in a concurrent arts class during the regular school day. Conservatory meets after the regular bell schedule 3 days a week for 2 hours. Conservatories meet on different days to allow for better classroom space usage.
- ELA- English/Language Arts
- ELAC/DELAC- English Learner Advisory Committee
- ELL- English Language Learner
- Envision- all visual and performing arts (VPA) at CCA, including pathways in Cinema, Dance, Music, Conservatory for the Humanities, Visual Art, and Theater. Courses are offered for VPA or CTE/PE credit depending on the section.
- ESEB- Envision Student Executive Board-consists of a student leader (or 2) from each of the Envision Arts disciplines. ESEB meets weekly on Thursdays at lunch to plan for Envision events, collaborations, and to share out any pertinent arts community news
- EVA- Envision Visual Art (part of Envision)
- Flight School- Academic Literacy class
- Learning Commons- school library, study space, classroom presentation space
- MVV- Mission/Vision/Values Committee
- Nest- student cafe (food services)
- NGSS- Next Generation Science Standards
- PALs-Peer Assisted Listeners
- QUEST-three tiered science elective sequence that focuses on research methodology and culminates with researched based internships and student created science inquiries and projects.
- READI Program-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.
- RWT- Raven Wellness Team
- SEL- Social Emotional Learning
- SPAE- SDUHSD VPA 5 year plan
- SPED- Special Education
- UDL- Universal Design for Learning