

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

CANYON CREST ACADEMY

**5951 Village Center Loop Rd.
San Diego, CA 92130**

San Dieguito Union High School District

October 6 - 9, 2019

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Preface

- Include a copy of the school's schoolwide learner outcomes.
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement
 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)
 3. The gathering and analyzing of data about students and student achievement
 4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
 5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.
- Include a copy of the school's schoolwide learner outcomes.

The involvement and collaboration of all staff and other stakeholders to support student achievement

The Canyon Crest Academy team, including the Self-study Coordinators, the Focus Group Leaders, Department Home Groups, the WASC Student Homegroup/ Raven Advisory Board, and the Focus Group teams were identified in the Fall of 2018. The structured preparation for the visit began in January of 2019 and Focus Groups began meeting in February. The Canyon Crest leadership team met with the WASC Visiting Committee Chair in the fall of 2019 as well as maintained communication by other means over the summer prior to the fall visit. The self-study leadership team engaged students, teachers, classified staff, site leadership, district leadership as well as community representatives in a comprehensive manner for the purpose of evaluating student outcomes related to a thorough evaluation of all aspects of the site's self-study. Focus Groups included all subject areas and parents and students were utilized to achieve a "well-rounded perspective from faculty, classified employees, administration, students and parents."

The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)

Academically, CCA has transitioned to the Common Core Standards through ongoing professional staff development. Essential Learning Outcomes (ELOs) are standardized across the district for course alike programs. Math teachers collaborate across the district and have worked together to restructure courses, implementing integrated math pathways. Science is also collaborating districtwide to implement the Next Generation Science Standards.

The gathering and analyzing of data about students and student achievement

The self-study leadership team utilized a wide array of appropriate summative indicators and evidence-based conversations.

The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

CCA regularly looks at data such as AP scores, CAASPP, and A-G completion rate. Teachers indicated that much of this data is sent to them before the school year begins. There are a variety of program committees that reflect on and make changes to the programs such as the Conservatory Council, and the Raven Advisory Board. It is clear many stakeholder voices are sought and heard in the continued implementation of programs at CCA. The result of this horizontal leadership style is that most students are connected and an extremely high percentage of students are achieving at high levels, both academically and in the pursuit of real-world skills.

The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

In response to the work accomplished through the Self-Study process, the SPSA has been updated to guide the implementation of Late Start staff development meetings, PLCs, professional development opportunities and to inform the decision-making process at Canyon Crest Academy. The school has chosen to continue work in the areas of student connectedness, safety and well-being, curriculum development, and academic achievement with a focus on those students not yet meeting standards.

Chapter I: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

Since the previous Self-Study, CCA has grown from 1869 students to 2550 in the 2019-2020 school year. This has led to considerable hiring across the staff. During this growth, the surrounding area has grown as well. This growth, as well as a purposeful response by the Safety Committee to respond to the previous Visiting Committee's recommendations, led to the school's implementation of improved safety plans for drop off and pick up, limited entrance points, the use of the RAPTOR visitor check-in system, and increased communication with the city to provide a safer infrastructure for the students including adding a dedicated left turn signal in the main parking lot.

A bond allowed the school to complete the "B" Building in 2018 as well as a turf field and stadium. In addition, technology has increased including the use of Chromebooks and digital textbooks.

In addition to the math and science implementation discussed above, CCA has added classes Computer Science, Engineering, Performing Arts, and CTE electives in an effort to develop pathways, advanced levels with these pathways, and overall opportunities for students.

The Special Education Department has provided more opportunities for mainstreaming. Additional support classes have been added in math and English as well as a support class for struggling students, which focuses on academic literacy, providing a low student-teacher ratio and helping students with interpersonal, life, and study skills.

Chapter II: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school**

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 (CCA) is the newest and largest of five high schools in the San Dieguito Union High School District (SDUHSD). The district has an open-enrollment policy and due to high demand to attend the school, coupled with a large increase in residential development, CCA has grown from 350 students in 2004 to 2,575 students in the 2018-2019 school year.

CCA offers a full array of Advanced Placement and honors courses, and many additional programs including robotics, computer science, Project Lead the Way Engineering and QUEST, a program that allows students to do research in the sciences. In addition, CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. Though CCA does not offer football or cheer, they offer a full array of athletics.

CCA's 4 x 4 schedule allows students to take four classes that meet ninety minutes every day for one half of the school year and an additional four classes for the second half of the school year, allowing students to take a total of eight classes as opposed to the typical six. The additional classes afforded by the schedule allow students to pursue additional elective opportunities and design a more personalized 4-year plan.

CCA has an active parent fundraising group called the Canyon Crest Academy Foundation. The Foundation supports the goals and programs at CCA, through funding staff development, classroom supplies, technological resources, programs in 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.

- **School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates)**

CCA students have 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

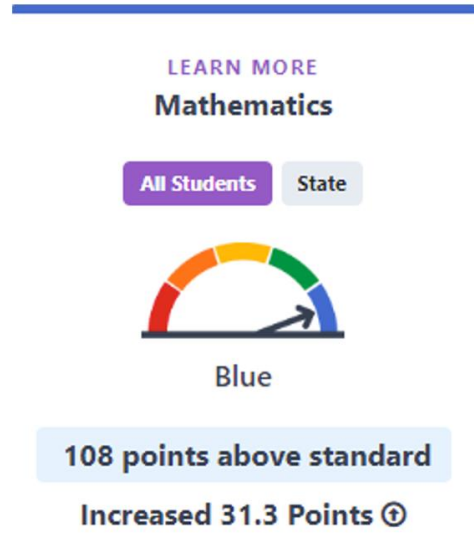
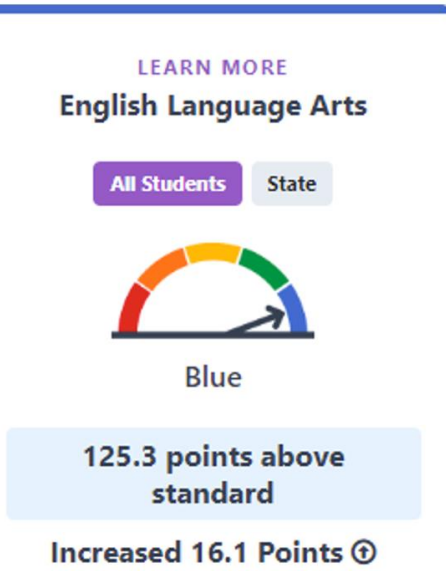


Table: Participation in Specialized Programs

	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. 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. Many CCA students utilize the 4x4 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.

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

	2015-16	2016-17	2017-18
All students	88.1	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	*	*	*

The majority of CCA students continue to perform at exceptional levels, which is evidenced both by their strong AP pass rate and their unusually high A-G completion rate.

- **Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing,**

class size, dropout rates, programs for students)

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 by 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.

- **Appropriateness of identified major student learner needs and their linkage to schoolwide learner outcomes**

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

Student Learner Need 1: CCA has identified the need for “*targeted interventions, resources, and support for underperforming students and subgroups.*” This correlates to their first Student Learning Outcome: “*All CCA students will receive access, resources, and supports to maximize their individual potential and demonstrate academic growth.*”

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, discussing strategies with the students and when applicable offering one of the support classes, including Math Support and the Academic Literacy class.

Student Learner Need 2: CCA has also identified the need for “Additional programming, resources, activities, and procedures aimed at increasing student connectedness and providing social/emotional support.” This correlates to their second Student Learning Outcome, “All CCA students will have access to programs and practices that increase connectivity, wellness, balance, and safety.” Evidence for this focus comes from different student survey data. For example, student perception data from the senior exit survey showed that 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.” In addition, results from the CA Healthy Kids data indicated that 30% of freshman and juniors did not feel 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.

Student Learner Need 3: CCA has identified that “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.” This is supported by their third Schoolwide Learner Outcome: “All CCA students will be college and career ready.” Although many students take a CTE class, the number of students who complete a CTE pathway is limited.

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

- **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.**

The VC noted that though their Student Learner Need #3 which is the same as their Student Learning Outcome, their LCAP and their SPSA has a focus on college readiness, which is counter-intuitive to their goal of focusing on student well-being by shifting the paradigm to focus on career readiness rather than

college readiness. Their high college-going rate makes it clear that this does not need to be a schoolwide focus.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

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

- Summarize an analysis of what currently exists and its impact on student learning
- Highlight the areas of strength (if any)
- Highlight the key issues (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the ACS WASC/CDE Accreditation Status Determination Worksheet).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have 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?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: 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, and aligned with district goals for students.

CCA has a newly designed vision, mission and values.

- Vision: “We are Creative, Confident, Accepting”
- 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.”
- Values: Integrity, Authenticity, & Creative Risk-Taking; Collaboration, Diversity, & Curiosity; Perseverance, Resilience, & Determination; Weirdness

CCA also has identified new student learner outcomes (SLOs) and has aligned them with the SPSA and SDUHSDs LCAP.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

The current vision, mission, and values are based on the growth of the school since the creation of the original vision, mission, and values. Due to the growth and changing needs of the students, the stakeholders indicated it was time for CCA, as a school, to re-evaluate the vision, mission, and values. Stakeholders addressed questions during the 2017-18 school year: Where are we going? How do we want to get there and actualize the Vision? How do we treat one another? Stakeholders provided input to these guiding questions during allotted time throughout the 2017-18 school year. The Healthy Kids Survey provided data that identified the need for additional support for students in the areas of social emotional needs and career interests for students not attending college. It was also recognized that there needed to be a greater support for the EL population.

CCA plans to engage the community to ensure the vision, mission, values, and SLO’s are updated and relevant. During the focus group meeting it was shared CCA will have posters made with vision, mission, values, and SLOs for use in the classrooms. Counselors have also added the new vision, mission, values, and SLOs into the school profile.

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: 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.s

To help actualize the vision and mission, stakeholders consisting of parents, students and CCA staff collaborated to craft the Raven Manifesto which are specific statements aligned with the vision, mission, and values developed by CCA students. There is little evidence the Manifesto is currently used at CCA with the exception of a few instances of teachers referring to individual quotes from the Manifesto. They plan to use individual quotes from the Manifesto as talking points in Homeroom. CCA’s SLOs are aligned to the SPSA and the district’s LCAP:

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.

SLO’s that are identified by CCA are not monitored and evaluated for effectiveness at this time.

A2. Governance Criterion

To what extent does the governing board a) have 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?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

The San Dieguito Union High School District (SDUHSD) governing board policy is available on the district website. The governing board is composed of five board members. The district website also allows viewers to review the trustees' governing areas, board meeting calendar, online agendas and minutes, policies, and board goals.

CCA's SPSA (SLOs and mission, vision and values statements) are directly connected to the SDUHSD's LCAP to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district.

Several opportunities are available for CCA staff and community to be involved at the district level. The development of the SEL program, college and career focus and sequence for counselors, district wide strategic planning involving parents, current students and teachers to align LCAP goals, parent representation from site council meets with other site council, Leadership Academy consisting of teachers and administration to learn about the district point of view through informal conversations, quarterly department chair meetings, Special Education Task Force addresses how to better serve CCA students with special needs with expectations, Visual and Performing Arts Strategic Plan - task force helped to update district wide initiatives for visual and performing arts.

Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

The SDUHSD Board has each school site work in collaboration with their school site council (SSC) to develop a site SPSA. The San Dieguito Union High School District and the Board of Trustees review and approve the SPSA annually. The SPSA includes the SLOs and mission and vision statements as well as student performance data, analysis of the data and school goals, and action steps to realize school goals.

The responsibilities of the SDUHSD Board of Education are outlined in Board Policy, which is available on the district's website. Parents, students, and other community members are invited to participate in board meetings. All stakeholders have the option of listening to or viewing most school board meetings from links on the district's website. CCA provides opportunities for parents to locally govern both formally and informally. Formal meetings with parents, including School Site Council (SSC), CCA Foundation, and the Raven Wellness Team. Informal input and involvement from parents include Coffee with the

Principal. CCA provides opportunities for faculty and staff to provide input via SSC meetings, department meetings and Cabinet meetings.

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

Prior to directing parents or community members to the Uniform Complaint Procedures staff and administration follow simple protocol to understand the complainant's concern and works to resolve the issue. Office staff understand simple protocol to send parent/student complaints about grades to the teacher and administration becomes involved only if the issue continues to escalate. Complaints that are beyond the ability to be resolved at the school site will be referred to the district Uniform Complaint Procedure found on the district website. Staff also knows how to refer complainants to the policy for complaints against employees and this is searchable on the school's website.

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

To what extent based on student achievement data, does 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?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: 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.

CCA has a wealth of broad-based and collaborative decision-making stakeholder groups meeting regularly. Meetings are held with CCA parent groups, including School Site Council (SSC), Coffee with Killeen, CCA Foundation and Raven Wellness Team. Regular meetings with student groups include Raven Advisory Board, ASB, Envision Student Executive Board and Student Senate. CCA teachers have the ability to participate in Department and hair meetings, Homeroom Advisory Committee, the CCA leadership team, and the Raven Wellness Team, which supports Homeroom. Input is sought and ideas are shared in all meetings to provide a voice from all stakeholders.

Action Plan Correlated to Student Learning: The school's action plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

CCA's SPSA is based on analysis of relevant student performance data. Comprehensive site data (D/F progress, AP Results, EL performance), including district LCAP goals, CA Dashboard, CAASPP, CA Healthy Kids Survey, ELPAC scores, A-G rates, graduation rates, demographic data and intervention data was used to develop the SPSA.

Collective Accountability to Support Learning: 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.

CCA provides avenues for staff to share in decision-making, responsibility, and accountability, including the following: WASC Committee, School Site Council (SSC), Wellness Committee (consisting of parents and staff), Exploratory Committee for Homeroom, and Raven Advisory Board. There are PLC and collaboration meetings scheduled during late-start days built into the school calendar. The Visiting Committee was provided department-specific PLC documents that included evidence of teams in math and social studies utilizing summative assessments to develop strategies to use in the classroom. The team recommends a more consistent look at formative assessment so that students with that semester block class can benefit from the PLC process. A few subject-specific departments are utilizing Illuminate to provide teachers with immediate feedback and this practice could support all departments.

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

CCA utilizes email for daily communication. Staff is provided an Administrative Duty Chart outlining what each administrator oversees. The principal sends weekly communication on Mondays through email. The school and district utilize Google docs/forms to communicate and solicit input from students, staff and parents. Established meetings and committees provide departmental and school-wide communication and planning avenues.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and

management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: 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.

SDUHSD posts all available positions on EdJoin. Qualifications for the position are included in the job posting. Human Resources reviews applications to ensure that the applicant meets the qualifications. Hiring at each site is based on the site's administration keeping track of needs based on master schedule and district needs. Interviews are held on-site and conducted by representatives from administration, teachers and sometimes other stakeholders. All staff are required to complete annual training in Mandated Reporter, Suicide Prevention Protocol, Annual Notification which is completed online before the start of the school year. Management is trained in First Aid/CPR and Sexual Harassment every two years.

Professional Development and Learning: 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.

SDUHSD provides teachers with districtwide departmental release days to focus curriculum and are supported by instructional specialists (previously known as TOSAs) who provide support to the teachers with new instructional materials and curriculum. Teachers can ask for more release time from site administration, which has been used by the science department to work on the implementation of the Next Generation Science Standards. Teachers shared with the Visiting Committee the struggle to use release time for Professional Development was not always possible due to the loss of time in the classroom with the 4x4 schedule. Late start time is used for teacher collaboration and all staff training (i.e. SEL training). During teacher interviews and focus group meetings, it was described to the Visiting Committee that PLC time is used by teachers to collaborate on planning and instruction. The Raven Unrestricted account, funded through CCA Foundation, can be used for teachers to attend professional development and school-wide training. Examples of trainings included SEL.

Measurable Effect of Professional Development on Student Learning: 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.

Though classroom observations did not directly validate all of the statements in the document, teacher-provided information anecdotally showed the impact of Staff Development in the classroom. The training that staff received in regards to SEL was evident in the new mission, vision, and the Raven Manifesto and in the inception of Homeroom. Teachers indicated that World Language applied Equitable teaching methods in the classroom that they had recently learned through a professional development day. Both Special Education and English teachers attended a district release day to determine uniform standards for writing rubrics, which were then implemented in classes and continue to inform grading standards.

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

Through the focus group meeting, it was shared with the Visiting Committee that CCA administration conducts occasional walkthroughs with informal feedback. The evaluation procedures and protocols are in place for teachers who are temporary and probationary. Permanent teachers are formally evaluated either every other year or every five years meeting district criteria. Permanent teachers have the ability to have an alternative evaluation process. Evaluations are based on the California Standards for the Teaching Profession involving observations, feedback, reflection, and evaluation. Teachers needing further support could be eligible for a professional growth plan. New teachers participate in the Induction Program. Classified employees are evaluated by their assigned administrator.

Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The Visiting Committee validated the existence of the Administration Duty Chart outlining the responsibilities of each administrator. Administration provided the Visiting Committee information about CCAs decision making processes by providing an example of Department Chair agenda. A Google file was shared with the Visiting Committee that included the start of the school year policies and first day staff powerpoint. Visiting Committee did not see evidence of faculty handbook but was provided access to the Google file containing the some areas of responsibilities and operational practices.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources 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 the college- and career-readiness standards?

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Resource Allocation Decisions: 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.

The school leadership, staff, and parent groups are directly involved in the resource allocation decisions. CCA allocates its resources through the SPSA. The CCA allocation is directly aligned to the SPSA and all expenditures are aligned to the site's goals. Additionally, the principal has site funds for the daily workings of the school, staff, and student needs. Departments are given an allocation annually for supplies.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

SDUHSD sets the CCA budget annually based on student population and disbursement of LCAP funds. LCAP funds are governed by the SSC and are in compliance with district LCAP goals. Categorical funds, general funds, and ASB funds are audited regularly and overseen at both the site level and district level. CCA Foundation, a 501(c)(3) organization, provides a separate external auditor to conduct an annual audit.

Facilities Conducive to Learning: 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).

CCA has enough rooms to support all students in appropriate learning environments. Prop AA provided CCA with the new B building which opened at the beginning of the 2017-18 school year. The new building provided 14 additional classrooms and 6 were designated as science classrooms. The new building provides innovative and flexible classroom furnishings. New stadium lights were installed allowing evening events and reducing students from leaving classes early. The report, staff and focus group interviews demonstrated the concern by staff and community members to have further fencing installed to secure the campus. The CCA Foundation funded the refurbishing of the gym, Proscenium Theater Lobby, and The Cage. The CCA Foundation provided not only an updated facility but created a cleaner and easier way to maintain flooring. Teachers are provided additional support to update classrooms with flexible furnishings. Facilities are maintained by the school district and school assigned building and groundworks. Issues with current building staff due to extended absence of a staff member was shared with the Visiting Committee through group discussions with district and site staff.

Instructional Materials and Equipment: 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.

SDUHSD Educational Services Department oversees textbook purchases and replacements. The CCA Foundation supplements district resources to enhance experiences for teachers and students. Documents shared with the Visiting Committee validates the use of Raven Unrestricted account funded by CCA Foundation for school-wide priorities.

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

CCA supports professional development/learning through pre-service days, release days, collaboration time on late start on Wednesdays. Teachers have the ability to receive professional development throughout the school year based on request. However, CCA teachers are hesitant to take the time to leave the classroom as it doubles the impact of time the teacher is out from being with the students with the 4x4 schedule. Teachers are invited to a variety of after school site and district-based professional development. Release days are provided to address specific content area related to professional development needs. New teachers receive site and district support. New teachers receive support through the Induction Program. CCA supports new teachers and staff at New Raven lunches every six weeks.

Long-Range Planning: 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 learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

The CCA maintains the SPSA as a living document that can be reviewed and edited throughout the year. Each department has goals related to LCAP. Departments use late start/department time to review and provide input for the LCAP.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP,

STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Various groups and committees allow for students, parents and staff to have open discussions on improvement needs for the school.
- CCA Foundation supports the school by providing further resources to fund program needs, staff professional development, and materials and technology for classrooms.
- The district office provides a variety of supports for all teachers, parents, and administration in the form of professional development and task forces.
- The current leadership model allows for inclusivity and creative ways of gathering input.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Define a clear plan to share the new Vision, Mission, Values and SLOs with students, staff, and community.
- Use the research-based PLC model with fidelity in all content area teams to collect and analyze data to drive instruction.
- Develop a clear, systematic structure that will allow all stakeholders to participate in the decision-making process and stay informed of programs and any programmatic changes.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Chapter 3, Category A of the self-study report
- Meetings with WASC leadership team
- Meeting with WASC focus group
- Meetings with SDUHSD office administration and Trustees
- Meetings with CCA support staff
- Meeting with CCA parents
- Meetings with CCA students
- Meetings and interviews with Administration
- Classroom observations
- SDUHSD and CCA website
- CCA SPSA
- SDUHSD LCAP

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

CCA has aligned curriculum with the CCSS including curricular changes in math sequencing, SBAC alignment in district-wide benchmarks in English, and aligning IEP goals to CCSS. In addition, CCA has updated course offerings to align with NGSS and is in the process of evaluating courses to better meet graduation requirements and UC admission requirements. Teachers are currently participating in professional development as part of the NGSS roll-out and classes are being piloted in order to determine the best structure of courses to meet the needs of the students and meet the NGSS requirements. The visiting committee observed that the Envision program has an established course progression and the CTE courses for six different career pathways. CCA has incorporated a Social Emotional Learning (SEL) program to support students in balancing emotional well-being and academic success. As part of the SEL program the school has initiated a weekly Homeroom. Through discussions with students and staff, it is evident that CCA is taking steps toward building SEL into the curriculum. The staff has participated in professional development in the areas of ELD integration strategies, math curriculum, and IEP goals.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

CCA offers courses across the curriculum that meet A-G requirements and are UC approved. In addition, courses in the Envision program are aligned to CTE career pathways. IEP goals are aligned to the CCSS in order to help students meet A-G requirements. During interviews and Focus Group meetings, parents, students, and staff all shared that students have access to many AP classes, and additional evidence of the AP offerings can be found in the master schedule.

Congruence with Student Learner Outcomes and Standards: 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.

CCA curriculum includes classes that provide career pathways. English teachers align instruction with state standards, rubrics, and district anchor papers in order to provide access to curriculum. Learning objectives in the sciences are still being developed in order to align with NGSS, and teachers report having several release days for professional development. The specific incorporation of SLOs in all academic areas was not evident to the Visiting Committee.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

The Curriculum Focus Group explained how CCA's math and Envision (VPA) courses provide students with the opportunity to develop skills that can be transferred to the workplace (business math, STEM, CTE courses) and to complete assignments that would be "relevant in workplace contexts." CTE teachers design curriculum in partnership with outside businesses, bring in guest lecturers, and create project-based learning assignments to strengthen comprehension.

Community Resources and Articulation and Follow-up Studies: 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.

Seniors in CP English classes complete a senior project participating in local internships. Senior students present their work to a panel that includes parents, teachers, and community members. The counseling department administers an exit survey to graduating seniors, but has not conducted longitudinal surveys to gather further data from CCA graduates.

B2. Equity and Access and to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: 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.

CCA has an open access philosophy for all students to access any courses including honors and AP. There was one limitation in which AP courses were not accessible to freshman students. In interviews, counselors, teachers, administrators, and students, CAA provides all students with the flexibility to select class schedules and the master schedule is driven by student requests. The 4x4 schedule at CCA enables students to have several options in academic and elective courses as well as the level of rigor students have during a semester. In addition, all students have access to CTE pathways and practical arts. SPED students are supported in selecting appropriate courses through IEP meetings and are provided support classes. CCA expressed within the report the concern about students choosing courses that are too rigorous. During the parent group meeting, parents expressed the need to have more rigor due to requirements from four-year universities and the lack of understanding of other alternatives. These choices place too much pressure on students. The school is addressing these concerns by developing a SEL program, which is being implemented through Homeroom.

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

CCA provides rigorous curriculum that is accessible to all students, and teachers report that the CTE and Envision courses incorporate real-world applications. In order to support accessibility and instruction CCA teachers engage in department PLC; however, some teachers report a need for more meeting time in order to successfully collaborate as a PLC. CCA would like to grow in the area of balancing rigor with student choice and emotional well-being. CCA students often choose course schedules that are rigorous but not appropriately balanced or relevant to the student's interests and future plans. Students report that they have seen a shift in the emphasis toward social emotional learning and wellness.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

CCA parents have access to tools for monitoring student progress through Aeries and Google Classroom. Parents and students are also provided the ability to review homework, classwork, and major assignments through teacher websites. CCA hosts two back-to-school nights each year to allow parents to receive in-person information from teachers and staff about their students' classes. Parents and students can work with CCA counselors to develop four-year plans and receive special education services support through IEP meetings and case manager meetings. Counselors reported to the Visiting Committee that opportunities are afforded to parents and students to set up appointments via individual Google Calendars to prepare four-year plans, review course selections, and review transcripts. Students' four-year plans are reviewed every other year. Interviews with staff and students suggest significant evidence that students receive a great deal of support in SEL and creating academic schedules that are a balance of meeting academic needs and personal needs. It is suggested by the Visiting Committee for counselors to shift to a more proactive role in engaging with parents and students about long-term academic planning (4 year plans and career goals).

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

CCA provides several resources and programs to facilitate the transition to college, career, and post-secondary options. The CTE pathways provide students with real-world and career experience. In addition, CCA provides assistance with navigating the college application process through a college application course elective for some seniors, individual counseling meetings for students, presentations by college and military representatives, and a relationship with Mira Costa Community College. Students are educated on the college scope and sequence in grades 9-12 via the school website and classroom presentations at each grade level. CCA does not currently have a process for evaluating the efficacy of these programs and the impact on students after graduation.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- CCA provides open access to all classes for all students.
- CCA's 4x4 class schedule permits students to take a wide variety of classes.
- Envision, Conservatory, CTE, and A-G course pathways and progressions are clearly established.
- CCA provides students in Envision and CTE classes with relevant, project-based learning for real-world application through partnerships with businesses and the community.
- CCA implemented, and continues to develop, a social emotional learning component to meet students' emotional and personal well-being needs.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Refine the current SLOs so they are measurable.
- Develop an ongoing awareness of the refined SLOs amongst all stakeholders, and create a means for measuring the efficacy of the SLOs.
- Continue to explore ways to help students in all settings achieve balance in an environment driven by competition and high academic rigor.
- Continue to build curriculum and instructional strategies to support the EL student population.
- Pursue the implementation of a more uniform research-based PLC model.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Chapter 3: Category B of the self-study report
- Master schedule
- SLOs
- Meetings with WASC focus groups
- Envision course progression
- Meetings with student groups
- Meeting with CCA parents
- Meetings with WASC leadership team
- Meeting with CCA counselors
- Classroom observations
- CCA website
- Course profiles

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Student Involvement in Challenging and Relevant Learning Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

CCA has processes in place to collect, analyze, and report student performance data from the State of California. Some teachers within subject-specific areas utilize Illuminate to electronically score tests that provide instant feedback for students and can be immediately uploaded into Aeries. This allows timely feedback to both teachers and students to identify areas of strength and weakness. Teachers use this to analyze areas of growth and determine what skills may need to be reviewed as a whole or areas of growth and focus for individual students.

CTE programs utilize performance based tasks, project-based learning, and cross-curricular projects. It was observed by the Visiting Committee teacher utilizing synthesis essays and annotations in English classes, student presentations in targeted language in World Language classes and cross-curricular projects within History Social Science courses to allow students to demonstrate their learning. Students were observed analyzing documents and diagrams and writing explanations to demonstrate mastery. Through teacher conversation the Visiting Committee learned, students who do not demonstrate proficiency on a lab in science can repeat the lab until proficiency is reached. In Engineering, teachers have the flexibility to repeat instruction for students not showing understanding allowing more one on one support for students. In Science and Social Science, students complete a 3+ level of depth of knowledge (DOK) Free Response Questions (FRQs). In mathematics, students are required to apply their knowledge in various contexts and make connections between concepts. Math allows students to access the curriculum online to review concepts. Math teachers upload a new assessment for students to demonstrate mastery of the standards. World Language has a focus on speaking and listening skills through group activities and presentations.

Collaboration time is used by some departments to evaluate current curriculum and pacing guides based on feedback from assessment data. Each course in math has its own set of common assessments. Other departments utilize common assessments where data can be analyzed and used to restructure curriculum

and reteach specific skills.

Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Course profiles are made available on CCA's website for students to access course information, course rigor, and expectations. Students are aware of academic expectations and school data shows it is evident that many students choose to enroll in AP courses and are successful on the AP exams and the CAASPP. Students have a plethora of opportunities outside academics through seven different conservatories that provide a focus in Visual Art, Dance, Cinema, Instrumental Music, Theater, Vocal Music, and Humanities.

Advanced Placement (AP) courses are offered across disciplines and are open to most students to enroll. Teachers profess a variety of instructional approaches are used that require active involvement of the learner and help students develop an array of techniques to organize, access, and apply knowledge. Teacher forum states the use of SAT and AP rubrics in the classroom are utilized for student writing in English. The AP rubric is modified to use for college prep English, along with the use of a district created rubric. Rubrics in Social Science have been designed to help guide students through the AP exams and cross-curricular projects. Students in Advanced Placement (AP) US History learning was synthesized collaboratively through Socratic Seminar and debates.

C2. Student Engagement through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and applications?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Teachers as Facilitators of Learning: 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.

Some teachers at CCA use different instructional methods to deliver content and instruction. Classroom visits demonstrate that some teachers act as facilitators while still supporting students independent learning. Teachers expound knowledge to the students and students then apply this information to projects, assessments, and assignments. Students were observed collaborating with one another on assignments. Language instruction was delivered through immersion and instructors used visual cues to help those who are still learning the skills and language.

Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

The use of technology allows teachers to collaborate on lesson plans and assessments through their own time fostering a more collaborative environment. Instructional methodologies were integrated through the use of multimedia and technology. Teachers are making progress to create more common assessments, analyze data, and create common goals for courses. Teachers also redesign and modify courses to ensure the rigor of academic courses and standards. The visiting committee observed, teachers using explicit direct instruction to introduce new concepts and model the expected outcomes. They guide students through practice and inquiry. Opportunities are provided for collaborative activities for project based learning where students work in teams, allowing the teacher to work with smaller groups of students.

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

Students demonstrated the knowledge to apply information provided by teachers that moves beyond the classroom. Students use real-world application in a variety of subjects by creating models and practicing debate skills. In the World Language courses, students demonstrate proficiency through class presentations in the target language. Through the use of labs, students are able to observe learned concepts that have been taught. Students collaborated on annotation charts, math problems, labs, and unit packets to then share out with the rest of the class and teacher. Students also explained how and why they reached their answers.

A variety of online tools are utilized such as Google Classroom, Google Docs, Google Slides, and Kahoot for students to access curriculum and drive their instruction. Google Classroom allows students to access course content where they can work at their own pace to complete assignments. CCA teachers employed the following instructional strategies: direct instruction, individual work, student collaboration, debates, Socratic seminars, and individual projects as evidenced by classroom visits by the Visiting Committee. Students have the opportunity to retake assessments or complete alternative assignments/projects to demonstrate competency in some of the courses. Students in the Visual Art Conservatory have the opportunity to have their work displayed around campus and sell at the Student Store.

Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

SDUHSD and CCA is committed to using research-based instructional strategies to meet the needs of all learners. Several teachers informed the Visiting Committee about Project Based lessons and Cross-Curricular projects. In addition, the Visiting Committee observed some completed projects displayed in classes and around campus. Guest speakers and outside sources are frequently used to enhance instruction through the use of authentic materials and perspectives in all subjects. Both students and teachers involved in the Conservatory program discussed the many guest artists that provide additional instruction in a given area of expertise.

Envision classes bring guest artists to support the program. During the visit a dance guest artist worked with students during some periods. Students in CTE courses have opportunities to work on cross curricular projects to enhance the learning experiences in business and courses in Social Science. For example, students in Video Film collaborated with students in Intro to Business to create a commercial for the product they invented. Project-based learning was evident: engineering products, students developed their own business and created a website to attract customers, and product development took place in business courses.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- CCA started partnerships with CTE courses and industry professionals to allow students to work on authentic projects.
- Project Based Learning and cross-curricular projects are evident in many classrooms and disciplines.
- There is use of common assessments in some areas of discipline to drive instruction and determine if modifications to instruction are necessary.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Continue efforts to ensure instruction is challenging and relevant to all students while lowering the pressures of the academic environment.
- Continue to provide professional development in the area of differentiated instruction in all content areas to support the needs of all learners.
- Improve integration of technology to move beyond Google Classroom and further 21st Century technology skills.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Chapter 3, Category C of the self-study report
- Meetings with WASC leadership team
- Meeting with WASC focus group
- Meetings with CCA support staff
- Meeting with CCA parents
- Meetings with CCA students
- Classroom observations
- Science: Pre-lab with inquiry, diagramming, and students running labs
- Student technology use
- Student Collaboration
- Large class sizes
- Language instruction
- Socratic Seminars and debates
- Project-based learning
- Direct Instruction

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

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

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Basis for Determination of Performance Levels: 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.

Monitoring of Student Growth: 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.

Assessment of Program Areas: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Collaboration occurs within some curricular teams at CCA. This collaboration is supported by district instructional coordinators. Some departments, such as Science, are restructuring courses and making a conscious effort to sequence their assessments. NGSS and Common Core are still fairly new, consequently, teachers are receiving extra support and professional development training to ensure they are fully comfortable with the curriculum shifts to meet student needs.

CCA uses a combination of Illuminate and Aeries data to determine the areas for program growth and improvement. Also, CCA used the Healthy Kids survey to look deeper into CCA's academic achievement and students' social emotional needs. Teachers and staff responded to the results and began to take action to address students' needs in a more holistic way. CCA also uses CAASPP results in addition to classroom grade assessments and experiential data already in use to help drive instruction. Consequently, teachers work to establish classroom connections and determine the direction of their future work.

Through discussions at student and staff forums, it is evident that most students at CCA are monitored for academic, behavioral, and social emotional success through a variety of measures and by a variety of faculty and staff. Measures include the Healthy Kids Survey, the SEL curriculum, PALs, and Peer Tutoring.

CCA uses late start days for collaboration. However, it was shared in focus group meetings the inability to complete the PLC process with fidelity. Several teachers expressed they would benefit from a systematic collaboration structure that would allow them to meet face to face to review assessment data and make effective plans to reteach, plan lessons, and share best practices.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment Strategies to Measure Student Achievement: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Student Feedback: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Counselors meet with all students on the D/F list after each marking period. Counselors might discuss strategies with the students to improve their grades, course options, and support for classes if needed. The goal is to counsel students accordingly to remain eligible for four year universities.

Course alike classes in Math and English use common assessments to measure student growth. During focus group interviews it was shared that teachers in some departments use Illuminate to collect assessment data to provide timely feedback to students. It was also shared that the Math department uses comments in Google Docs on each assessment to share feedback promptly, as well as Google Forms to adjust future assessments

Special Education teachers shared that they work with Math and Science department members to develop appropriate accommodations for assessments for students with IEPs. During focus group discussions it was shared that not all teachers are familiar with the features available through Illuminate to support EL students such as access to a dictionary, thesaurus, and other support tools.

The following formative assessments were observed in classrooms: use of quizlets to review vocabulary, verbal use of targeted language (skits), multiple choice assessments, and collaborative quizzes. Conversation with focus groups indicated that students in Social Science classes had opportunities to self assess the rigor of the reteaching required to obtain proficiency. Also, Spanish teachers provide project-based assessments, and English teachers use District Writing Assessment by grade level. Most assessments focus on skills allowing the teachers to use different reading pieces. In dance and music, students are filmed or recorded providing students the opportunity to self-assess as well as receive feedback from the teacher and classmates.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Special Education, math, CTE, VPA departments offer systematic remediation and assistance in a variety of ways to help students reach mastery.
- Culminating exams are administered in all areas. Teachers are able to track data over time, concerning key concepts and standards.
- Students' performance is communicated to parents and other stakeholders in the community using the School Profile, in-person communication, digital feedback, and Aeries.
- 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.
- The implementation of Homeroom classes is providing the setting for CCA to collect data to analyze social and emotional well-being.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

Identified Area of Growth:

- CCA identified the need to support the struggling student or those students who are not excelling in all areas.
- Allow students to demonstrate their understanding and learning through a variety of means.
- Incorporate, in all curricular areas, a variety of formative and informal, low-stakes assessments in the PLC setting to support student learning and understanding of content.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Chapter 3 Category D of the self-study report
- Healthy Kids Survey
- SEL Curriculum
- Classroom Observations
- Focus group discussions
- Student discussions
- Student work during classroom visits
- Project-based learning during classroom visits

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

CCA engages parents and the community in a variety of ways. They clearly welcome and encourage regular parental and community involvement. The parent representative from the Foundation stated they raise close to 2 million dollars a year that is used to provide support to various programs on campus. Donors may choose to which program the money is allocated; otherwise, it is placed into the general fund. CCA works with the community to bring in guest speakers. CCA staff communicates on a consistent basis with all stakeholders through the use of their website, daily newsletters, CCA TV, Parent Information Nights, and ASB. Data and course profiles are located on the CCA website; parents and students can access grades through the Aeries system.

For parents, CCA offers "Coffee with Killeen," which is held four times a year; parents are invited to come have coffee with the principal. CCA offers Back to School Night, hosts an orientation day for incoming

freshmen, an annual elective fair, and a club fair for students to get involved. CCA has established ELAC and DELAC; they meet quarterly. Also, they have a site liaison for Special Education. CCA has a School Site Council in place, a Wellness Committee, and the Raven Advisory Board. These groups actively participated in the development of the mission and vision for CCA. There is a significant focus on wellness and suicide prevention at CCA; counselors and contracted speakers lead workshops and presentations for both students and parents to promote balance and wellness for all students. There is community outreach through the Raven Report, Envision, and athletics on multiple social media platforms. CCA hosts guest speakers from a variety of careers in their CTE classes.

E2. School Culture and Environment Criterion

To what extent does the school provide a safe, clean, and orderly place that nurtures learning?

To what extent does the school develop a culture that is characterized by trust, professionalism, high expectations for all students?

To what extent does the school maintain a focus on continuous school improvement?

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: 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.

High Expectations/Concern for Students: 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.

Atmosphere of Trust, Respect, and Professionalism: The entire school has an atmosphere of trust, respect, and professionalism.

CCA places a high value on maintaining a clean and orderly environment that nurtures learning. CCA's custodial staff appears to be understaffed as they struggle to maintain the cleanliness of all areas on campus. Because CCA seems to be continuously growing, staffing has grown. CCA has clubs on campus that assist with the cleanliness of the school such as EcoClub and the PALs program.

CCA has systems in place to ensure students are safe drivers on campus and classrooms are secure in case of an emergency (e.g. lock blocks on doors, routine safety drills, etc.).

The Special Education classrooms have an open door policy for students in need; therefore, there is always a staff member present in the Special Education classroom. CCA boasts 13 sports with 24 teams and over 300 clubs on campus. There are seven conservatories: Visual Arts, Theater, Vocal Music, Instrumental Music, Humanities, Dance, Cinema.

There are high expectations of academic and personal integrity among staff and students. Collaboration amongst staff members is highly encouraged in the realms of curriculum, instruction, and assessment.

There is a focus at CCA on the well-being and mental health of students. They offer an all-gender bathroom and have clubs dedicated to minority groups on campus to promote inclusivity. After tragedy struck their campus, they acted to address the mental health of students on campus by creating various levels of support. Based on student surveys and feedback, students crave more time and attention with their school counselors; CCA is searching for methods to better address the social and emotional health of their students. After surveying staff and students, they determined a "Homeroom" was necessary for all students on campus to support the well-being of students; "Homeroom" was implemented this school year. They implemented a Homeroom this year that takes place every Friday. Each teacher, including counselors, has

students in grades 9-12 in his or her care for four years. It provides an opportunity for teachers and students to connect, share, and build bonds with one another, have a safe place to discuss wellness and feelings, and to learn from one another.

Students have reported administration is approachable. In addition, students appreciate that administration and staff actively engage with students through sports, wellness days, and Homeroom.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Equitable Academic Support: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Multi-Tiered Support Strategies for Students: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

Co-Curricular Activities: 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.

The EL population is small at CCA (approximately 5-6% of the population). To meet the needs of this population, CCA has hired an EL Lead and assigned an administrator to oversee the program. CCA acknowledges there could be better support for the EL population and there is a concern that there needs to be more class period options to better support EL's at CCA.

CCA has instituted Student Study Teams to ensure all students with IEP's and 504 plans receive the appropriate and least restrictive accommodations. During focus group meetings, education specialists mentioned the "push-up" strategies used to support teachers in mainstream classes to support students in rigorous courses.

CCA has developed multi-tiered support systems for students' social and emotional well-being. Students have the ability to refer friends to counseling or the PALs program for emotional support. Teachers are available at lunch, before, and after school many days a week to provide extra help to students; they call these hours of availability "office hours." CCA offers "Study Hall" and the "Peer Tutoring Club" after school to provide students academic support.

There are many opportunities for students to participate in arts programs and athletics. Counselors run information sessions for students and parents regarding four-year high school plans and how to navigate the college application. CCA offers a class called “College Applications” to support seniors in need for support; these classes are popular on campus and assist many students with college acceptance during senior year.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Students and staff value and cultivate the quirky nature of CCA. “Keep CCA Weird” is a slogan represented on campus and is emphasized through its “Creative” value in its mission/vision statement.
- CCA reaches out to the community and has many events for parent and student involvement.
- In response to the growing EL and Special Education population, CCA added a site liaison to represent their special education students and a site liaison for EL students.
- Guest speakers are invited to present to classes on a variety of topics. Industry professionals speak with students regarding current and future career opportunities.
- CCA implemented Homeroom to increase student connectivity and to support mental health.
- In addition to the counseling staff, the PALs program on campus is an additional support for students’ social-emotional well-being.
- CCA counselors work as a team to support students, putting any student in crisis mode first before other priorities.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- With the growing population and increased facilities at CCA, the Visiting Committee agrees that there is a need for additional support staff to maintain safety and upkeep of the campus.
- Increase consistency in the Homeroom experience for all students.
- Continue to inform students of the ways they can reach out for social emotional help.
- Utilize the Values, Raven Manifesto, SLOs to promote the unique culture of the school.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Parent Focus Group
- Student Focus Groups
- Staff Focus Groups
- Counseling Focus Group
- Culture Focus Group
- Classroom observations
- Chapter 3, Category E of the self-study report

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Synthesize school-wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength

1. Stakeholders are committed to cultivating and nurturing the unique “be yourself” culture at CCA.
2. CCA has a strong parent community deeply committed to the success of the school, which is evidenced by the support through the CCA Foundation and by their involvement in committees and the numerous parent support groups.
3. CCA’s implementation of Homeroom and the SEL program supports student wellness and has momentum to become an integral part of their culture.
4. CCA provides open access to all classes for all students.
5. CCA has a community of high-achieving, high-performing students.

Schoolwide Growth Areas for Continuous Improvement

(list numerically; Include who, what, why, and the impact on student learning)

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. These are summarized below:

1. Connectivity, Wellness, Student Support and Social-Emotional Learning
2. Academic growth for ALL students
3. A Need to Emphasize Career Readiness and Options in Addition to College
4. Campus Safety

In addition, the visiting committee has identified growth areas that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Create a consistent experience for all students in Homeroom that involves students in the planning and refinement.
2. Promote academic growth for all students by using the research-based PLC model with fidelity in all content area teams to collect and analyze data to drive instruction.
3. Rewrite the SLOs so that they are student-friendly, measurable and focused on long-term goals for CCA students.
4. Continue to provide professional development to incorporate a variety of research based instructional strategies to support different learning modalities.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**

Canyon Crest Academy has identified the need to focus on three overarching goals on their Schoolwide Action Plan: **maximize individual student potential and demonstrate academic growth by increasing access, resources, and supports; increase connectivity, wellness, balance, and safety; and prepare all students to be college and career ready.**

To meet the goal of **maximizing student potential and academic growth**, CCA will utilize multi-tiered systems of support to help identified students and monitor their progress. Their plan is to provide teachers with professional development and PLC time to enhance their capacity to support these students, as well as to give teachers the resources they will need to support students. In addition, they will focus on educating the parent community on the importance of focusing on the potential of individual students. Specifically, they plan to increase student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level, including their EL population.

In order to meet the goal of **increasing connectivity, wellness, balance, and safety**, CCA will explore the possibility of utilizing surveillance cameras to serve as a deterrent to property crime vulnerability. They will also allocate resources and time for training for social emotional learning (SEL) and evaluate the effectiveness of these programs. Additionally, they will continue to allocate resources and time for the implementation of their homeroom / advisory programming. They have identified that it will be important to include student and parent programming with a focus on what is right for each student with respect to balance and achievement.

In order to **prepare all students to be college and career ready**, CCA will encourage students to not only complete A-G requirements, but CTE courses as well. They will encourage students to prepare equally for Cal State Universities and to achieve certifications for specific careers. They will encourage them to do this while promoting “balance, enrichment and interests.” Some of the specific goals will be to host a Career Day / Night, integrate Life and communication Skills in Homeroom / Advisory, expose students to a wide variety of colleges instead of focusing on "prestigious" universities and enhance CTE pathways to include more relationships with industry and internship opportunities for students.

- **Comments on the following school improvement issues:**
 - **Adequacy of the schoolwide action plan in addressing the identified growth areas for continuous improvement**
 - **Do the action plan sections address the growth areas for continuous improvement?**
 - **Will the action plan steps enhance student learning?**
 - **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP, technology plan, staff development plan*)?**
 - **Is the action plan feasible within existing resources?**
 - **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
 - **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**
 - **Existing factors that will support school improvement**
 - **Impediments to improvement that the school will need to overcome**
 - **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

Canyon Crest Academy has developed an Action Plan surrounding: academic and personal performance, connectivity and wellness, and college and career readiness. It is clear that all of their goals solidify an awareness that though their students are high achieving and internally motivated to be so, the increase in stress and anxiety demands that the school address mental health needs in a purposeful and direct way. As a result of the self-study, the school updated their critical areas of follow up to include the refocusing of student mindsets on career readiness and away from the stress of checking the boxes for university admissions. The VC recommends that for Goal 3, "All CCA students will be college and career ready," the focus is shifted to career-readiness which is reflected in the individual tasks and the school's focus on mental health needs. The specific tasks appropriately encompass the needs identified through the school's evidence gathering, including results of the Healthy Kids Survey, the California Dashboard, teacher and student anecdotal evidence, and student surveys. Rewording this specific goal will allow the Action Plan to represent the unique needs of CCA.

CCA has a clear leadership model that is built on reciprocal communication between administration, teacher leaders and departments. Their action plan focuses on the development of Homeroom Advisory, the social emotional learning curriculum, and career development. Through a variety of committees and student groups, CCA has the structure in place to realize their Action Plan. Based on their Healthy Schools survey data and other local data, their Action Plan has a focus on the development of Social Emotional Learning. In response, CCA has implemented Homeroom to provide students with social emotional learning curriculum. They have newly implemented homeroom and continue to build resources for teachers. Students indicate the way Homeroom is run classroom to classroom is inconsistent.

The VC has concerns about CCA's use of identical goals for the Action Plan, the SPSA, and the LCAP in that these don't always reflect the unique culture and needs of CCA and in that, by connecting it to the SPSA, it focuses around short-term goals, most completed by the end of the 2019-2020 school year. The tasks within each goal are appropriately focused on schoolwide needs. The school has agreed to refocus the Action Plan goals around the unique needs of CCA, and revise the action items so that the goals are focused on the specific needs of the school. In addition, CCA needs to include specific details for year 2 and 3 in the Action Plan.

Additionally, the focus on providing "access to" in Goals 1 and 2 raises concerns about the measurability of these goals, as well as the Action Plans' ability to address the long-term needs of students. For example, in their 2nd Action Plan item, the school indicates that students will receive "access to programs and practices that increase connectivity, wellness, balance and safety." Students will not necessarily benefit from access to the program but from those aspects of the program that specifically meet the needs of their students and can be measured, analyzed, and improved.