



The School Plan for Student Achievement

School: Canyon Crest Academy
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-0106328
Principal: Brett Killeen
Date of this revision: June 3, 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on: pending board approval on June 20, 2019

A. School Site Information Canyon Crest Academy

Vision Statement:

We are Creative, Confident, and Accepting.

Mission Statement:

CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that is ready to thrive in tomorrow's world.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Canyon Crest Academy (CCA) is a comprehensive high school in its fourteenth year of operation. It is the newest high school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of Advanced Placement (AP) and honors courses similar to those courses offered at the other high schools in the San Dieguito District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers a specialized program in science and math called Quest and a specialized program in Engineering utilizing Project Lead the Way curriculum. CCA is on a 4 by 4 schedule that currently includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district. With a current enrollment of approximately 2600 students, Canyon Crest Academy has quickly grown from the 350 student enrollment that attended the first year beginning on August 30, 2004.

CCA is one of two schools in the district who implement the 4x4 schedule. This schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year students have had the opportunity to have taken a total of eight classes as opposed to the typical six found in schools with block scheduling. These extra two classes allow students the flexibility to take classes that best meet their academic and career goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities. Students have opportunities to pace curriculum in a more individualized fashion.

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and vision statements. CCA supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside on a majority of Wednesdays each semester. On these Wednesdays students begin school ninety minutes later than a normal school day. Staff use this time to develop curriculum, review student achievement data and results, discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology rich environment. The new facility infrastructure is designed to support state of the art technology systems, i.e. wireless environments, fiber optics, school intra-net, document cameras, Chromebook carts, and digital projectors. Each instructor is also expected to embrace new technologies as indicated to them during the interview process. Staff are trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with development of resources such as webpages.

We are proud of the rich tradition of academic excellence available at CCA. Beyond the classroom, CCA students have opportunities to participate in extracurricular activities designed to enrich, challenge, and connect to build a culture of Raven pride. Robust elective course offerings, the award-winning ENVISION program, competitive athletic teams, student clubs, QUEST, our PALs, and ongoing ASB events, each represent opportunities for each child to get involved,

foster healthy peer relationships, and contribute to our shared CCA community. We encourage each child to find their 'home' on our campus.

Specialized Programs and College & Career Readiness

Envision, The Arts at Canyon Crest Academy, encompasses all of the visual and performing arts (VPA) courses offered at CCA. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts curriculum. Envision is designed to serve the student who wishes to have the most rigorous arts education as well as the student who may only take one arts course during their high school experience. Students who participate in the extended day Envision Conservatory program will receive instruction and training that will prepare them for a college and professional experience in the arts.

Canyon Crest Academy has a strong STEM program. The STEM program features courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. Additionally, multiple robotics teams are a part of the program and have had success in local and state-wide competitions. As part of STEM / CTE, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. The courses incorporate math, science and engineering concepts into a computer based, hands-on, inquiry-based curriculum.

The Quest program is also a specialized program that is designed to enhance the excellent math and science courses that are already in place. Quest will offer hands-on project based instruction that will add a practical dimension to math and science curriculum. It is designed in many respects to answer the question, "When will I ever use this?" Many of our STEM courses fit within the UC A-G requirements, the SDUHSD Practical Art graduation requirement, and within the Career Technical Education (CTE) structure.

In addition to these specialized programs, CCA also offers additional programs and pathways under the CTE umbrella - including courses such as Digital Art and Design, Photo Imaging, Digital Media Production, Digital Composition, Introduction to Business, Marketing Principles and more. We partner with local junior colleges to enhance these offerings on a yearly basis.

Counselors connect with students regarding career preparation through a series of grade level presentations. These presentations are tailored to specific grade level needs in regards to college and career planning and provide students with information regarding careers, career planning resources, college resources, graduation requirements, and more. CCA also has a College and Career Center that is open daily. The College and Career Center contains a computer lab for student research and hosts a variety of guest speakers and university/college representatives on a regular basis.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

Identified Strengths:

- Standardized Assessment Data (CAASPP and Advanced Placement)
- D/F reduction
- Graduation rate
- California Healthy Kids Survey

Overall, our students scored well on state assessments and AP tests. The CAASPP scores for our juniors increased slightly in comparison with the previous cohort. AP test results improved even with more students taking AP exams. The D/F data continues to improve. Our graduation rates have maintained at a level above 99 percent. Our Healthy Kids Survey detailed that a percentage of our students need to feel more connected

on campus. Some of our students struggle with depression, in particular our juniors.

Below is a more specific breakdown of how are students performed on each assessment category and other relevant performance indicators.

90.42% of 11th grade students who took the CAASPP ELA assessment met or exceeded standards, up slightly from last year's 11th grade student performance (2018 CAASPP data).

82.00% of students who took the CAASPP Math assessments met or exceeded standards, also up slightly from last year's 11th grade student performance (2018 CAASPP data).

Some students are still earning Ds and Fs, but we have established goals and action steps to reduce these numbers.

92.97% of the AP exams taken in the 2017-2018 (3,342) earned a 3 or higher. As more students continue to take more rigorous courses and exams, including AP, we want to maintain our pass percentage, but ensure that they are well-rounded, healthy, and balanced, as well.

Our Average Daily Attendance Percentage for 2017/2018 was: 96.7%. Students need to be in school to be successful, so strategies will need to be developed to improve attendance for specific students who have attendance problems.

In the Spring of 2017, our students took the California Healthy Kids Survey. While many results were indeed positive, areas of need were as follows:

- 26.4% felt so sad they stopped doing usual activities at one or more points during the school year.
- Less students feel connected to an adult on campus than in 2015 (75% vs 68%)
- 11.7% do not feel close to anyone at school, student or adult

Students took the California Healthy Kids Survey again in the Spring of 2019, and we are now reviewing the results.

A professional learning community (PLC) survey taken by staff revealed:

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

Our suspension rate in the 2017/2018 year was: 0.8%, and our school had about 2,600 students at the time. This is consistent with our previous year's suspension rate. We will establish action steps this year, including developing capacity regarding restorative practices, to reduce the suspension rate.

Identified Priority Focus Areas:

- Increase CSU/UC eligibility
- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Increase student connectedness and well-being on campus
- Utilize professional development time and professional learning communities (PLCs) for teachers to a) write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards.

We aim to have more students CSU/UC eligible, so an action step will be established to improve on our percentage of eligible students.

Though we have a 1 year Career Technical Education (CTE) requirement for graduation, we will create an action step related to developing career pathways.

Because the majority of our students met or exceeded standards in the CAASPP assessments and other assessments, our focus needs to be on those who did not meet standards, and any subgroup students who did

not meet or exceed standards, including Special Education. There is a small group of students who did not meet or exceed standards in subgroups, though the subgroups may be too small numerically to qualify as a subgroup. As a result, we need to focus on capturing and supporting individual students who are not proficient.

Goals and Action Steps established for 2018/2019 will address 3 main domains: 1. Student Achievement, Support, and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. Instruction and Professional Development.

Midyear, 2018 / 2019, School Site Council, along with other leadership and stakeholder groups re-organized the 3 main domains to include: 1. Student Achievement, Support and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. College and Career Readiness. This helped us to create 3 revised goals for our SPSA in the "Planned Improvements" section.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

The School Site Council made recommendations that were then vetted by the Department Chairs, Cabinet Leaders, Foundation Board, Principal Coffee attendees, Administration, and the whole staff. All constituents know that it is a "living document," and when substantive changes are made, the SSC must approve those changes.

**D. Summary of Progress Made on Goals 1 - 3 Goals
Canyon Crest Academy**

School Goal 1

Improve balanced student achievement and implement interventions for those students who are not meeting standards.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standard
- 4- Pupil Achievement
- 7- Course Access
- 8- Other Pupil Outcomes

Targeted Pupil Student Group(s):

Any student who is not meeting standards or who is earning Ds or Fs. Our special education subgroup will be an area of focus.

A. Actual Measurable Outcomes:

CAASPP results for all 11th grade students improved from the previous year. On the English test there was an increase of 3.5% in the total number of students meeting or exceeding standards from the 2017 exam. 90.42% of students met or exceeded standards in English Language Arts. On the math assessment, there was an increase of 6.3% in the number of students meeting or exceeding standards from the 2017 exam. 82% of students met or exceeded standards in math. Our special education subgroup performed lower than last year in both English Language Arts and Mathematics. 60.71% of students with disabilities are meeting or exceeding standards in English (10.12% decrease) and 42.30% meeting or exceeding standards in math (16.03% decrease). Reclassified English Proficient (RFEP) student achievement increased in both English Language Arts and Mathematics, with 97.73% of RFEP students meeting or exceeding standards in English and 92.04% of RFEP students meeting or exceeding standards in math. Economically disadvantaged (ED) students showed growth in English Language Arts, with 80% of ED students meeting or exceeding standards in English language arts. In Mathematics, economically disadvantaged students performed slightly lower than last year, with 60% of ED students meeting or exceeding standards. The overall comparative results for our school are positive when compared to our

B. Summary of Progress:

CAASPP scores went up slightly for all student groups with the exception of students with disabilities and economically disadvantaged students in mathematics. Our overall scores are impressive when compared to schools within our district and county and validate our need to focus on specific students who are nearly meeting standards or not meeting standards. Our students' performance on Advanced Placement exams was outstanding.

district and county high schools. The Advanced Placement pass rate dipped slightly from 94% to 92.97% of students receiving a score of 3 or higher. The number of AP exams taken is up 11.52% with 3,342 exams taken by 1,156 students in 2018.

C. Relevance:

This goal has partially been met. CAASPP results did not increase for students with disabilities and economically disadvantaged students, but increased for students overall. While our standardized test scores and AP exam scores continue to be comparatively impressive, we still have students who have not met or exceeded standards. This year, we have implemented more targeted and needs-specific support classes for students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Identified Priority Focus Areas applicable to Goal #1:

- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a)write common formative assessments (CFA) b) analyze data from common formative assessments, and c) provide interventions for those students who are not meeting standards.

We will modify our Goal #1 to focus on those students who are not meeting standards.

School Goal 2

Implement safety measures and practices that ensure for a safe learning environment, and implement programs and practices that increase student connectivity and wellness.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Graduation rates remained consistent at 99.5% according to the California Dashboard. The chronic absenteeism rate, according to Data Quest was 5.4% in 2017-2018. In the 2017-2018 administration of the Healthy Kids Survey, 10.7% of CCA students scored within the area of concern for the statement, "I feel like I am a part of this school." 4.6% of students scored within the area of concern for the statement, "I feel safe at school."

Student participation in community-building events coordinated by the CCA PALs program increased from 150 students in the 2017-2018 school year to 340 students in the 2018-2019 school year. PALs coordinated 4 Community Days in the 2018-2019 school year.

Suspension rates have remained consistently low at 1%. The Chronic absenteeism rate is consistent with previous year's data.

B. Summary of Progress:

School safety was maintained during the 2017-2018 school year. In accordance with this goal, school connectedness was a focus. We have held community days for both underclassmen and upperclassmen targeted at building school community and initiated a year-long social emotional learning curriculum aimed at reinforcing the beliefs outlined in the Raven Manifesto.

C. Relevance:

This goal has been partially met. The campus is safe and secure, but this part of the goal is ongoing. Social and emotional learning continues to be a schoolwide area of need and an ongoing focus.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

In addition to the data associated with this goal, we faced some challenges in the fall of 2018 with respect to the loss of a student, which resulted in a focus on student well-being.

Our district is investing in improving our perimeter fencing. Though we implemented a Social Emotional Learning program this year, with the assistance of a

consultant, we faced some challenges with finding a dedicated time to engage in the programming schoolwide, so a Homeroom / Advisory Committee was established to investigate whether or not a Homeroom / Advisory may be helpful to achieve this goal. We are moving forward with this idea and implementation.

As part of the implementation of a homeroom / advisory, the staff has agreed to focus on social-emotional learning, communication and life skills, and assemblies, speakers, and connectivity programs, such as CCA-TV. The homeroom / advisory is planned to be implemented one time per week for 35 minutes on Fridays.

We will review the new results from the Healthy Kids Survey to determine what steps we need to take to support this goal.

Identified Priority Focus Areas applicable to Goal #2:

- Increase student connectedness and well-being on campus.

We will modify our Goal #2 to focus not only on connectivity, but wellness.

School Goal 3

Develop instructional practices to support underperforming subgroups, and provide professional development, time, and resources to support the transition to Next Generation Science Standards and Career Technical Education pathways to prepare all students for college and career readiness.

LCAP Priority Area:

LCAP state priorities

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

PLC meetings were provided to teachers for time to develop their instructional practices. Teachers were also provided professional development days to work with their department and/or course alike teachers within the district. Most departments were given two to five PD days over the course of the year. We continue to purchase Chromebooks and carts as a resource for teachers and students. In 2018 / 2019, we had fewer PLC days, because we met more regularly in WASC focus and home groups in preparation for a WASC visit in fall, 2019.

Our A-G CSU/UC eligible percentage increased to 92.3% Our percentage of Special Education students meeting or exceeding standards on both ELA and Math decreased slightly; 60.71% of Special Education students met or exceeded standards on the CAASPP ELA test, and 42% met or exceeded standards on the CAASPP Math.

B. Summary of Progress:

The PLC process supported the transition to California State Standards, Next Generation Science Standards, and 21st Century Learning skills. Science teachers participated in professional development targeted at implementing Next Generation Science Standards. PLCs met fewer times than last year due to WASC focus group and homegroup collaboration. Though teachers have enough technology, there are ongoing discussions about whether or not we need textbooks on online learning materials or both. We had a Federal Program Monitoring visit in fall, 2018, with a focus on Career Technical Education. Most of our students are college-bound, but we recognize that we need to invest more in career readiness.

C. Relevance:

This goal has been partially met, but the goal, itself is confusing, so School Site Council is changing it for 2019 / 2020.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We are moving the following part of the goal to align with a new Goal #1 for the 2019 / 2020 SPSA: "Develop instructional practices to support underperforming subgroups, and provide professional development, time, and resources" because this work supports student achievement. We will create a new Goal #3 that

focuses on the second part of this goal regarding College and Career Readiness.

Identified Priority Focus Areas applicable to Goal #3:

- Increase CSU/UC eligibility
- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a) write common formative assessments b) analyze data from Common Formative Assessments, and c) provide interventions for those students who are not meeting standards. Science departments districtwide are determining course pathways to align with NGSS, which may also have an impact on graduation requirements.

This goal will be revised to focus on college and career readiness and the section regarding professional development to help teachers support student learning will align with a revised goal #1.

School Goal 4	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	B. Summary of Progress:
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:

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

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

School Goal 1

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

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standard
- 4- Pupil Achievement
- 7- Course Access
- 8- Other Pupil Outcomes

Targeted Pupil Student Group(s):

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

A. Rationale:

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

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

Our revised goal includes language about "individual potential." The rationale

B. Expected Measurable Outcomes:

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

for this is because we have found too many students are taking too many rigorous courses, because of external influence, such as friends, parents, and perceptions about what prestigious colleges may require. We seek balance and a focus on what is right for each particular student.

8. Students with Disabilities D/F List = 4% or less at the end of each quarter

In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses.

At progress reporting periods, the D/F list has fluctuated between 6.81% and 10.58%. (September 2017 - October 2018)

The quarterly D/F list has fluctuated between 5.19% and 3.73% (October 2017 - December 2018)

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

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

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

- Systemic ways to support struggling students through PLC time and multi-tiered systems of support
- Adequate resources for teaching and learning
- Relevant professional development, such as Universal Design for Learning
- Strategies to ensure students are making educational decisions that are best for promoting their own personal potential

D. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Identify struggling students early and ensure students have access to needed programs and supports. <ul style="list-style-type: none"> • Dedicate time for staff at the beginning of terms to review data 	Teachers, Counselors, Administration	General fund LCAP funding for 6	Grades, test scores, attendance data	Within the first progress report period and ongoing

	<p>regarding struggling students (Intervention tab in Aeries)</p> <ul style="list-style-type: none"> Review test scores, grades, and attendance records at progress report periods to identify students who are struggling Students will be identified through the IEP process to ascertain their programmatic needs Students with Disabilities will be provided access to co-teaching support in a mainstream environment English Learners will be identified early and offered supports, to include, an EL Release Teacher, READ 180 Universal, and Sheltered classes in English 		sections (see below)		
2.	<p>Utilize multi-tiered systems of support to help these identified students and monitor their progress. Assess and evaluate the effectiveness of the academic intervention strategies being used.</p> <p>Level 1 Classroom Support</p> <ul style="list-style-type: none"> Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). Review student testing results/records (i.e. SBAC, ELPAC, CST available from prior years) Check the Intervention Screen in Aeries to see any previous strategies implemented Review criteria on Student Profile Chart (below) to determine potential level of intervention Student-Teacher Individual Conference Teacher provides classroom intervention(s). Some examples: Provide support materials to student – templates, skeleton notes, copies of notes, etc. Seating change Pair with peer Check for understanding and prompt student Suggest/provide before or after school help/tutoring Allow for short breaks Progressive discipline/referrals Parent-Teacher contact (phone/email) Document classroom interventions in Aeries <p>Level 2 (Collaboration)</p> <ul style="list-style-type: none"> Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal Level changes implemented as needed Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) 	Teachers, Counselors, Administration	<p>LCAP funding for 6 sections for support classes (\$125,000)</p> <p>\$16,823 LCAP funding for unduplicated pupils for tutoring support</p> <p>Foundation Raven Unrestricted funds support tutoring</p>	Grades, test scores, attendance data	Quarterly progress checks

	<ul style="list-style-type: none"> • Share and implement best practices and additional strategies <p>Refer to school-sponsored tutoring, teacher office hours</p> <ul style="list-style-type: none"> • Suggest weekly progress report • Parent-Student-Teacher conference • Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School) <p>Level 3 (Intervention - Meets Criteria of "Struggling Student")</p> <ul style="list-style-type: none"> • Multi/Interdisciplinary teacher collaboration • Implement strategies across all subjects • Teacher continues to assign discipline consequences, as necessary • Suggest support classes if necessary • Parent-Counselor-Teacher-Student-Admin conference • Place on Academic/Behavior/Attendance (SART) Contract <p>Level 4 (Intensive Intervention - Meets Criteria of "At Risk Student"; prior strategies unsuccessful)</p> <ul style="list-style-type: none"> • Parent-Counselor-Teacher-Student-Admin conference • SARB (Student Attendance Review Board) • Refer to READI • Assign contract violation consequences • Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) • Refer student to Sunset (process handled by the students alpha-counselor and AP) • Consider referral to Student Study Team (SST) • A 504 plan may be developed as a result of the SST team decision • Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed. <p>Supports for English Learners, general education students, and special education students to include:</p> <ul style="list-style-type: none"> • academic literacy • math support • EL Lead Teacher release period • Sheltered classes • Academic Support 				
3.	<p>Provide teachers with professional development and PLC time to enhance their capacity to support these students.</p> <ul style="list-style-type: none"> • Teachers are provided with 19 Late Start days, some of which will be dedicated to PLC time • Teachers will be offered release time with course-alike colleagues to engage in PLC work • Teachers will be provided professional development opportunities to learn more about Universal Design for 	Administration	<p>District provided achievement funds embedded in site general fund budget</p> <p>District release days for departments is district funded</p>	Student achievement data	Ongoing

	<p>Learning (UDL), NGSS implementation, and college and career readiness</p> <ul style="list-style-type: none"> Teachers will be provided SEL professional development Teachers who will be co-teaching will be provided professional development to support general education and special education students Teachers who will be co-teaching will be provided training in August, 2019 		SEL PD funded by Foundation Raven Unrestricted		
4.	<p>Provide teachers with resources to support students.</p> <ul style="list-style-type: none"> Departments will be provided with general fund budgets for curriculum resources as well as support from the foundation for enrichment Teachers will be provided with enhanced technology to support teaching and learning. -chromebooks, updated projection devices, textbooks, supplemental learning materials 	Administration	<p>School general fund and department allocations</p> <p>Foundation Raven Unrestricted funds</p> <p>Proposition AA funding for projection device upgrades</p>	Student achievement data	Ongoing
5.	<p>Educate our students and parent community regarding a need to focus on students' individual potential.</p> <ul style="list-style-type: none"> Continue parent and student workshops led by experts, staff, parents, and students 	Administration, Counselors	Foundation Raven Unrestricted funds	California Healthy Kids survey	Ongoing

LCAP Goal:

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

School Goal 2

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

LCAP Priority Area:

State Priority:

3- Parent Involvement

5- Pupil Engagement

6- School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

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

B. Expected Measurable Outcomes:

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

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

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

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

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

D. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Retrofit the perimeter campus fencing with panic bar hardware.</p> <ul style="list-style-type: none"> • An architect has been hired by the district to assess our needs <p>Ensure students and staff are trained for safety scenarios.</p> <ul style="list-style-type: none"> • Students and staff will have updated training for fire drills, earthquake drills, lockdown scenarios, and run/fight/hide scenarios. 	John Addleman, Director Principal	District funds Proposition AA funding	Completion of project Healthy Kids Survey data RE safety	2019/2020
2.	<p>Explore possibility of surveillance cameras to serve as a deterrent to property crime vulnerability</p> <ul style="list-style-type: none"> • Pilot program initiated at TPHS 	John Addleman, Director Principal	District funds Proposition AA funding	Completion of project Healthy Kids Survey data RE safety	2019/2020
3.	<p>Allocate resources and time for training for social-emotional learning (SEL) and evaluation of its effectiveness.</p> <ul style="list-style-type: none"> • The Homeroom / Advisory committee and the Wellness committee, in collaboration with the counseling department and district Student Support department, are identifying resources to promote social-emotional learning. • August Professional Development time will be utilized for training on SEL, as well as Late Start days • Train students and staff on suicide prevention protocols • Train students and staff on drug trends and programs offering support • Utilize referral process and school social worker 	Principal	Foundation Raven Unrestricted funds	Healthy Kids Survey data Attendance, grades, suspension data Student surveys	Summer, 2019 2019/2020 school year
4.	<p>Allocate resources and time for the implementation of homeroom / advisory programming.</p> <ul style="list-style-type: none"> • Extra Work hours will be allocated for certificated staff time to work on implementation of the homeroom / advisory program 	Principal	Foundation Raven Unrestricted funds (approximately \$30,000)	Feedback from students and parents via Principal Coffees and Raven Advisory Board Healthy Kids Survey data Student Surveys	Summer, 2019 2019/2020 school year

5.	<p>Student and parent programming with a focus on what is right for each student with respect to balance and achievement.</p> <ul style="list-style-type: none"> • High School Selection messaging to community RE course selection, balance, and enrichment • Tours messaging to community RE course selection, balance, and enrichment • Middle School visits messaging to community RE course selection, balance, and enrichment • Student-led presentations to peers during course selection window promoting balance and enrichment • Principal Coffees messaging to community RE course selection, balance, and enrichment • Parent Workshops • College experts and former students messaging to community RE course selection, balance, and enrichment • Promote diverse pathways to success following high school • Promote a diversity of colleges so that students know there are many choices for an outstanding education beyond the "prestigious" universities 	Administration and Counseling	Foundation Raven Unrestricted funds	Healthy Kids Survey Student Surveys Testimonials from former students Feedback from students and parents	2019/2020

LCAP Goal:

SDUHSD LCAP Goal 3: All district graduates will be college and career ready.

School Goal 3

All CCA students will be college and career ready.

LCAP Priority Area:

- LCAP state priorities
- 4- Pupil achievement
- 5- Pupil engagement
- 7- Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

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

B. Expected Measurable Outcomes:

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

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

Notes Regarding Progress from our Previous Goal #3: Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.

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

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

D. Strategy:

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

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Encourage students to: <ol style="list-style-type: none"> a) satisfy the A-G CSU/UC eligibility requirements and remind them that that do not have to be AP courses b) use the 4x4 to their advantage to take more than 1 or 2 CTE courses in a pathway and to take courses in other pathways, as well c) do their best on CAASPP assessments to be college ready with respect to EAP in the event they may want to attend a CSU and not have to take remedial courses d) take CTE courses for which we have an articulation agreement with a community college, and take and achieve certifications for specific careers e) take Envision courses and other electives to promote balance, enrichment, and interests 	Administration and counseling Teachers Student leaders Key Parents	General Budget Foundation Raven Unrestricted	CTE pathway completion	2019/2020
2.	Host a Career Day / Night in addition to College Night	Administration and counseling	General Budget Foundation Raven Unrestricted	Participation Data Feedback from event(s)	2019/2020
3.	Integrate Life and Communication Skills in Homeroom / Advisory <ul style="list-style-type: none"> • Staff and students will prioritize their interests in life and communication skills • Committee will program these modules with resources 	Administration Counseling Wellness Committee Teachers Homeroom/Advisory Committee	General Budget Foundation Raven Unrestricted	Healthy Kids Survey Student Surveys Staff Surveys	2019/2020

4.	Expose students to a wide variety of colleges instead of focusing on "prestigious" universities	Administration and counseling Parent leader and alumni	General Budget Foundation Raven Unrestricted	College Visit data Participation Student Feedback	2019/2020
5.	Enhance CTE pathways to include more relationships with industry and internship opportunities for students	Manuel Zapata, District CTE Coordinator Administration CTE teachers	General Budget CTE and Perkins Grant Funds Foundation Raven Unrestricted	CTE pathway completion Increased dual enrollment and articulation agreements Increased internship opportunities	2019/2020

F. School Site Council Membership Canyon Crest Academy

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brett Killeen	X				
Mark Choudhari				X	
Udayan Delouri				X	
Jill Duoto				X	
Ying Yang				X	
Lisha Brunache			X		
Jessica Adams		X			
Dustin Lackey		X			
Dylan Powers		X			
Marianne Tan		X			
Zach Brown		X			
Carolyn Kinnare			X		
Melody Li					X
Shawdi Sani					X
Rajit Agarwal					X
Samiya Rana					X
Numbers of members of each category	1	5	2	4	4

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**Form G. Budget 2019-2020
Canyon Crest Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$
Site LCFF Supplemental Funding - Site Tutoring Funds	\$
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$125,000
Title I Funds XDoes Not Apply	\$0.00
Total	\$125,000