CANYON CREST ACADEMY
MID-CYCLE PROGRESS REPORT

5951 Village Center Loop Road
San Diego, California, 92130

San Dieguito Union High School District

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Accrediting Commission for Schools
Western Association of Schools and Colleges

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VISION STATEMENT

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

MISSION STATEMENT

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

SCHOOL PROFILE

Canyon Crest Academy (CCA) is a comprehensive high school in its thirteenth 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 Union High School District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football and cheerleading. 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, Inc.

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 yearly growing enrollment, CCA currently serves approximately 2400 students and anticipates 2625 for the 2017-18 school year. 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 up to four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year students have had the opportunity to have taken a total of eight classes as opposed to the typical six or seven found in schools with block scheduling. These extra 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 alternating Wednesdays throughout the school year. On these Wednesdays, students begin school ninety minutes later than a normal school day. Staff use this "Late Start" 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, 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. The Staff is trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with development of resources such as webpages. A Google certified teacher is trained and paid a stipend to serve as technology liaison, and her responsibility is to offer professional development for teachers to use technology to enhance teaching and learning.

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.

Career Preparation
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 her 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 also developed a Quest program, which 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, state, national and international competitions. As part of Quest, 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 offers 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?" It is also being built so that components 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 under the CTE umbrella - including courses such as Digital Photography, Digital Imaging, Audio Recording Technology, 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 regard 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 and is staffed with a college and career specialist, a computer lab for research, and hosts a variety of guest speakers and university/college representatives on a regular basis.

To meet the needs of our growing student population, our staff and support systems have also grown. Our local Proposition AA provided the necessary funds to improve our athletic fields and build an additional classroom building, due to be opened in Fall 2017. Approximately 20 more teaching positions were added over the last three years to accommodate enrollment growth. We also have an additional Assistant Principal position, one additional full time counselor, one additional part time counselor, an additional campus supervisor, one more campus supervisor and one more classified office staff position. CCA has added a clinical social worker as well, as part of the district Local Control Accountability Plan (LCAP).

Social programs have expanded for both students and staff to stay connected on a larger campus. The PALs program has really come into its own in the past few years and has been responsible for campus wide initiatives in connectivity, such as our Field Day programs, Challenge Day, specific activities for our freshman class, and campus-wide wellness activities. The staff have also come together through voluntary lunchtime activities, including bocce and other lawn game tournaments, Raven Roundtable, new teacher luncheons, and several staff v. student activities.

ACHIEVEMENT STATISTICS

92% of students who took the CAASPP ELA assessment met or exceeded standards. 80% of students who took the CAASPP Math assessments met or exceeded standards. The Single Plan for Student Achievement (SPSA) attached at the end of the document shows growth in our test scores over the recent switch to the CAASPP testing. We did not officially test in the 2014-15 school year as we were converting our curriculum, but testing trends based on the past two years show growth overall. We began a baseline study of our Next Generation Science standards with the 2015-16 testing.

CAASPP English Language Arts/Literacy

Overall Participation for All Students								
Grade level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	419	482	406	463	405	463	96.9	96.1
All Grades	419	482	406	463	405	463	96.9	96.1

Overall Achievement for All Students									
Grade level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2683.8	2707.8	59	69	26	23	11	6	4	2
All Grades	n/a	n/a	59	69	26	23	11	6	4	2

CAASPP Mathematics

Overall Participation for All Students								
Grade level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	419	482	401	461	400	461	95.7	95.6
All Grades	419	482	401	461	400	461	95.7	95.6

Overall Achievement for All Students									
Grade level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2696.4	2714.7	50	53	25	27	12	13	12	7
All Grades	n/a	n/a	50	53	25	27	12	13	12	7

CST Grade 10 Life Science*
First year of the new testing regimen was 2015-16

Overall Achievement for All Grade 10 Students 2015-16						
Students Tested	Students with Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
613	606	430.9	74	18	6	1

The SPSA at the end of the document includes a more detailed breakdown of the test scores, including scores by subgroups. We experienced growth in all areas. It seemed more practical to focus improvement strategies individually for the students who fall below the standards levels, rather than to focus on subgroup improvement as the numbers were so low in each group. We felt we could make a bigger impact by addressing students specifically and individually through our detailed intervention plan.

While a high number of CCA students are chasing extremely competitive GPAs, some students are still earning Ds and Fs. Student Study Teams (SSTs) are frequently called to address the needs of struggling students to determine the types of interventions most appropriate in each case. An SST will generally include current and former teachers, the student's alpha counselor, a member of the administration and the student and parent or guardian.

Students with D or F Grades

2014-15	Q1 Prog	Q1	Q2 Prog	Q2	Q3 Prog	Q3	Q4 Prog	Q4
Number of D/Fs	184	204	316	211	301	198	345	164
Number of students w D/F	157	162	237	167	231	151	270	126
Percent of Students w D/F	7.85%	8.10%	11.86%	8.35%	11.56%	7.55%	13.51%	6.30%

2015-16	Q1 Prog	Q1	Q2 Prog	Q2	Q3 Prog	Q3	Q4 Prog	Q4
Number of D/Fs	324	171	364	154	302	195	360	158
Number of students w D/F	250	167	280	123	233	148	272	121
Percent of Students w D/F	11.06%	7.39%	12.39%	5.44%	10.31%	6.55%	12.04%	5.35%

2016-17	Q1 Prog	Q1	Q2 Prog	Q2	Q3 Prog	Q3	Q4 Prog	Q4
Number of D/Fs	277	191	356	157	297	186	TBD	TBD
Number of students w D/F	214	143	261	115	232	140	TBD	TBD
Percent of Students w D/F	8.92%	5.96%	10.88%	4.79%	9.67%	5.83%	TBD	TBD

All students with Ds of Fs at the progress report meet with counselors to discuss ways to improve. Counselors meet with students with D or F grades at the quarter mark and discuss options for retaking the course. Academic Literacy and Math Support classes are now options for student to add if they choose to drop a class to retake at a later date. Students may also choose to drop a different class to add this academic support and end up pulling up their grades to a passing level. The data generally shows that students improve by the formal marking periods (Q1, Q2, Q3, and Q4) which end up on the transcript.

In addition to academic support for our students on IEPs and 504 plans, the counselors work together with faculty to identify and less formally assist students have their most successful school experience through Student Study Teams (SSTs). These meetings could be called to help a student recover work from an extended absence, if a student is experiencing some socio/emotional challenges or just needs a little extra attention.

Students with IEPs, 504 Plans and/or SST meetings

	IEPs	504s	SSTs
2014-15	104	69	36
2015-16	147	74	66
2016-17*	151	98	83

*numbers are not year end totals

District wide open access policies support a large number of students enrolling in a variety of AP course offerings. Currently CCA offers 26 different AP courses. CCA is very proud of our current and sustained AP test pass rate. 91% of the AP exams taken earned a 3 or higher. As our student population increases, more students continue to take more rigorous courses and exams. Even though we have greater access to the AP exams, we want to maintain or improve our successful pass percentage.

AP Exam Trends

	2015	2016	2017
Number of exams taken	1955	2493	3090
Number of students tested	707	957	1073
Pass rate (score of 3 or higher	87	91	TBD

Students need to be in school to be successful, so individual strategies are developed to improve attendance for specific students who have attendance problems. Our chronic absenteeism rates appear to be lowering, from 4.9% to 4.1% overall, even as our "Truancy" rates seem to have risen. The dramatic shift from truancy rates in the teens to rates of 54.5% in 2013-14 and 52.47% in 2014-15 is more related to the coding of absences and the SDUHSD adherence to California Education Code 48205. Our district has been in and out of basic aid/ADA attendance regulations several times in the last decade due to the rising and falling of our local property values. Under ADA regulations, any "Personal" absence is coded as a truancy. These student absences include touring college campuses, participation in non-school sponsored national competitions and academic and artistic opportunities, and non-school sponsored athletic competitions, where our students are going above and beyond the regular school curriculum. During basic aid years, we didn't consider these "personal" absences as truancies if they were properly cleared by parents.

Though the Healthy Kids Survey was administered two years ago, the school is approximately 600 students larger now, and it's a different cohort of students. The Healthy Kids survey was administered again this year. The results will establish a new baseline with our larger and more diverse population.

Our suspension rate in the 2014-15 year was: 1.0%, and our school had about 2,000 students at the time, meaning there were approximately 20 suspensions that school year. Some students opted to participate in a "Making Decisions" character education unit instead of taking a suspension and all of the academic consequences

associated with that kind of absence. 30 "Making Decision" units were assigned this school year as a pilot effort for restorative practices.

88% of current CCA graduates are CSU/UC eligible, and that rate has held steady for several years. The intervention sequence, and our Academic Literacy and Math Support classes are designed in part to help bolster this number. Our CTE course offerings have grown in depth and breadth over the last few years. Our district is working to create CTE pathways and integrate CTE courses into the various subject areas. Though we have a 1 year Career Technical Education (CTE) requirement for graduation, we are working in the various departments to developing career pathways, linking CTE with other academic coursework. There are capstone courses in some CTE pathways, such as the Advanced Recording Arts being piloted next year, and others that are still being developed.

The majority of our students met or exceeded standards in the CAASPP assessments and other assessments, so our focus turns to 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, though statistically too small a result to be combined in any sort of like-student "subgroup" based on any of the traditional subgroup divisions. As a result, we focused on capturing and supporting individual students who are not proficient with plans that are specially constructed for them as individuals.

PLC time has been dedicated to supporting all of our learners as we transition to 21st Century Skills and Common Core programs, most notably, the movement to our new Integrated Math curriculum, the new Smarter Balance Assessments and the Next Generation Science Standards. All departments align their curriculum, create and implement common assessments, where applicable, and construct meaningful course progressions and career pathways. Teachers, administrators and counselors work consistently on refining and universally implementing our intervention sequence to reach academically underperforming students at all levels, as well as service students' social emotional needs.

FUTURE DISCUSSION

Moving forward, CCA's priorities as the school grows are striving towards maintaining a supportive school culture, lowering our D/F rates, raising our AP pass rates, raising our percentage of UC ready students, and continuing to update our safety plan. These priorities are outlined in our SPSA which is attached to this document as an appendix.

II: Significant Changes and Developments

STUDENT ENROLLMENT & COMMUNITY GROWTH

Since the last full visit, CCA's student enrollment has continued to grow, by approximately 200 per year. CCA's growing student body has created several challenges. Though we have added administrative, teaching, and support staff, we will need to focus our efforts on connectivity and customer service to ensure for the high quality experiences that our community demands. With rapid growth, the school is working diligently to address these needs. Though we will have a new building with 14 classrooms, our rapidly expanding student population, coupled with wide diversity of program offerings, will continue to make this a challenge. With population growth our master schedule is more complex and presents less flexibility. As a result, it is more difficult for students to easily change electives.

Over the last three years, the neighborhood surrounding CCA has seen tremendous growth as well, with new housing developments, mall, and new middle school next door. This expansion has created a need for change in the traffic system on campus and the surrounding neighborhood. Students and staff have been proactive to work both internally and with the City of San Diego to address traffic and safety concerns.

PROGRAM ADDITIONS

Since the initial WASC visit, CCA has developed more course offerings to allow for diversity in student experience.

In the past three years, we have also piloted new academic and elective courses:
- Organic Chemistry
- AP Computer Science Principles
- Integrated Math classes
- Statistical Reasoning in Sports
- Advanced Topics in Math
- Modern Epic
- Current Events
- Chamber Orchestra
- Advanced Chorus
- Sports Performance Training

The transition to Next Generation Science Standards requires us to integrate Earth/Space Science across the curriculum and add a third year science graduation requirement which may have potential to negatively impact graduation status of students on IEPs.

In the area of sports, freshman teams are on the rise showing that the athletic program is growing. The increased growth has also led our teams to be more competitive.

The Envision program has grown, with the addition of advanced levels in instrumental and vocal music, and the continued strengthening of CTE pathways within music and visual arts. Since the initial visit, the Envision Conservatory has successfully added the Humanities discipline; the first class to complete all three levels graduated in 2016.

CTE programs are working with redefined CTE pathways, refining the connection between middle school, high school CTE education, and related careers.

We have also added enrichment classes after the regular school day, funded by the Foundation.

We are refining our processes for identifying and accommodating students with special needs.
Added Flight School (Academic Lit) and math support class for students to drop into when failing a class. We have moved to an intervention model with regular counselor check-in for failing students.
Other program additions or changes include:

- New math curriculum and resources
- Peer Tutoring
- HS and MS math are collaborating on curriculum via vertical articulation
- Longer Late Start meetings, with PLC groups to provide more collaboration time for staff
- Shift to Common Core State Standards which has led to changes in the curriculum and the way classes are taught

SAFETY & WELLNESS

With growth, we are focusing on ensuring for student and staff safety, connectivity, and wellness through the following:
- 3 in 1 safety drills
- Added consistent offering of Community Days (instead of Challenge Day)
- Added specific Wellness Days (special schedule days to focus on student wellness)
- Field Day
- Athletics department is working to build community, and increase visibility and support. Our Athletics Ambassadors group (called SoCCA) formed to represent student athletes and build connections within our community. Additionally, there is now a Sports Awards ceremony to recognize and celebrate athlete achievement.

With school wide growth, CCA staff has made an effort to stay connected through professional development, release days, and on-campus teambuilding games and activities. This has also changed teacher roles as they have become more attuned to the socio-emotional needs of the students and allow for all staff to build more connections. We are incorporating wellness activities into our students' regular schedule in an attempt to focus student attention on well-being and connectivity and work-life balance to offset heavy academic demands.

STAFFING

Since the initial WASC visit, we have had several changes to our administrative staff. Karl Mueller served as principal from 2013-2016. Brett Killeen was hired in the 2016-17 school year to serve as principal. He previously worked in the district as principal of Torrey Pines High School. Assistant Principals Bernard Steinberger and Corey Bess came to CCA in 2014 and 2015. An additional Assistant Principal, Jennifer Sayegh, was added later in 2015. Upon Ms. Sayegh's leaving the site in January 2016, previous counselor Melissa Sage was appointed to serve in the interim for the 2016-17 school year. We have added a one full time counselor and one part time, to meet the needs of our growing student body. Our District has placed a social worker on campus to augment school psychologist and counselor programs.

As our school has grown, we have hired new teachers persistent to our district staffing formula for certificated staffing allocations. For 2017-18, we expect to hire another 16 full and part time teachers to accommodate enrollment growth and offset retirements. Our classified staff has grown modestly and is being analyzed given the addition of the new building and increased enrollment.

FACILITIES

Wireless capacity has been upgraded across campus to provide better and wider access to students and staff. Envision's Digital Imaging computer lab has been replaced, and the MIDI/Recording arts computer stations will be replaced June 2017. Our Principal has been working diligently to understand our technology needs in order to develop a schedule for maintenance and replacement of labs with outdated equipment, as well as a timeline for generating the necessary funding. However, space constraints for computing labs across campus limits ability to add programs and courses to larger student body. We have added 240 Chromebooks on carts to be deployed across campus this year.

With funds from Proposition AA, a new turf field and track were installed in 2014, along with bleachers and other updates to our athletic and dance facilities. Our library has been converted into a Learning Commons. A committee of staff met regularly with architects to design a new building with 14 classrooms, and it is scheduled to open Fall 2017. In addition, a committee of Envision and other teaching staff has met regularly with architects to move forward with plans for a new black box theater, scheduled to begin construction in 2018-2019.

III. Ongoing School Improvement

ACTION PLAN and ACHIEVEMENT DATA REVIEW & IMPLEMENTATION

CCA staff, students, administration and the greater school community have all been involved in the shaping and maintenance of school programs and the direction of the school since the school opened. One of the strengths of our school and community is that there are many systems in place for feedback and information sharing. Our stakeholders are highly engaged in the shaping of our school. We maintain a very transparent relationship between staff and families with regards to student achievement, fiscal planning and responsibility and broader program direction.

Our students feel like they can be active participants in the shaping of their school experience through the ASB and PALS classes as well as the Envision Student Executive Board, Athletic Ambassadors, the more recently established Wellness Committee, and School Site Council. Parents are actively involved in our Site Council, CCA Foundation and various event and program committees, and are invited in monthly informal information sessions with our leadership during "Coffee with Killeen." Parents are also invited in to a variety of Counseling led information sessions throughout the school year.

Staff meets regularly in PLCs by department to work on site and district department goals aligned to WASC recommendations and site and school district planning. Department chairs report out during monthly meetings with the leadership. Staff members are encouraged to meet in a casual setting during monthly Raven Roundtable lunches to connect and share ideas between teachers and also with the administration. There is an Administrative Cabinet meeting every 3 weeks, which includes leaders from Administration, Envision, Athletics, Counseling, Special Education, Academics, and ASB and PALs. These meetings and check-ins help communicate site goals as well as connect the variety of active programs and participants.

Students, staff and parents on the School Site Council meet regularly to shape and review our status with our Single Plan for Student Achievement. This document is the guiding force behind our school improvement plan. The SPSA is informed by our previous WASC recommendations, school district priorities, as well as immediate school community needs. It is constantly monitored for progress and relevance. Teachers and administration work towards meeting SPSA goals during our PLC, "Late Start" meeting time, held 19 times per year. Examples of this include counselor led presentations and workshops outlining, reviewing and receiving feedback on our student intervention sequence, and PLC time to work in departments on our Expected Learning Outcomes (ELOs) with course alike and course similar teachers. Teachers in all areas, but especially in Math and Science, have participated in extra professional development days to facilitate the implementation of the Next Generation Science standards and new Integrated Math curriculum design.

School connectivity and student wellness have been documented areas of emphasis since the school began, but have been increasingly more important as we have grown so exponentially in the past few years. The movement to "Keep CCA Weird" and maintaining the small campus feel in the face of the largest school size to date has been carefully cultivated. The climate of diversity, inclusivity, connectivity and the celebration of excellence in a variety of forms, whether it be artistic, academic or athletic is very important when planning activities that reinforce campus culture. Students from ASB and PALs, staff and parent volunteers work together to lead campus wide initiatives such as our Field Days, or more long term work for student wellness embedded into site-wide curriculum as established under the student wellness and safety goals in the SPSA.

MID CYCLE REPORT PROCESS

Canyon Crest Academy is a self-reflective school by culture, and the SPSA is constantly revised and updated. Preparation for this mid-cycle report has been cyclical and ongoing. Our initial visit in 2013 prompted several revisions and clarifications to our SPSA, primarily around imminent new standards in Math and Science, and areas related student wellness. A variety of the groups listed previously have helped shape the last several years' progress and direction. Agendas from PLC meeting days show evidence of ongoing work in curricular development, student mental health concerns and the development of programs to maintain a tightknit and healthy student and staff community.

This mid-cycle report was created from ongoing feedback from staff, parents, students and the administration. We held a specific WASC related all school activity on February 15, 2017 to formally gather input from all our stakeholders. Using the WASC Progress Report template with the five focus areas, we solicited feedback for each area. We also reviewed the

critical areas for follow up from the last full study from 2013. We engaged the School Site Council in the same activity. Information from that activity was culled and is included in our mid-cycle review. The document we are submitting is collaboration between our Principal, our Assistant Principals, and our continuing WASC Co-Chairs, and the greater school community. The final draft was reviewed by our Administration, as well as the School Site Committee before it was sent out. This report is representative of our last three years of analysis and growth. It also highlights our continuous need to cultivate our student climate, allow teachers planning time to implement new curriculum and adjust to new standards.

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

Canyon Crest has always placed great importance on being self-reflective and responsive to the needs of the students, staff and community at large. There are many avenues for community members, faculty and even students to affect change and to prompt conversations for the good of the school. That level of personal investment is one of the characteristics that bonds people to this school, and something that helps our students become great advocates, intrepid problem solvers, and confident graduates. We have been making steady progress on our WASC Critical Areas of Follow up and many are embedded in our SPSA. This living document is reviewed regularly and revised as needed. The CCA SPSA guides PLC time, and shapes the forward progress of our school.

The WASC Critical Areas for Follow-Up from 2013 were:

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

Critical areas for follow-up #1 and #2 are now addressed in our SPSA School Goal #1.

Critical areas for follow-up #4 and #6 are now addressed in our SPSA School Goal #2.

Critical areas for follow-up #3, #5, and #7 are now addressed in our SPSA Goal #3.

SPSA GOAL 1

Improve student achievement, based on grades and assessments, including CAASPP English Language Arts and Math standardized tests, Advanced Placement exams and course alike formative assessments to determine which students may benefit from academic intervention strategies to improve proficiency.

Analysis of Data

CAASPP results improved. On the English Language Arts test there was an improvement of seven percentage points from 85 to 92 percent of students meeting or exceeding standards. On the math test there was an improvement of five percentage points from 75 to 80 percent of students meeting or exceeding standards. Advanced Placement pass rate improved from 88 to 91 percent of students who received a score of 3 or higher. There was improvement on standardized test scores.

There were some academic supports built in to our original intervention sequence, and support classes including "Flight School"/Academic Literacy and Math Support were developed and added to the master schedule for the 16-17 school year. Over 50 students have passed through these courses in the 2016-17 year. The classes start out small, but by virtue of students deciding to drop a challenging course sometime during the term, by the end of the term, classes are at numbers in the high 20s. As this is a pilot program, we do not have data to address the success of these programs, other than observational feedback from the students and families currently participating. It is our hope that over time, these support classes show positive improvements to individual students' school experience and also to their overall GPA and academic success. Data collection and observation over the next few years will gauge the effectiveness of these programs.

While the improvement in standardized scores did occur, the goal has not been fully actualized. Support classes were not implemented until this school year, and while we feel the results will be positive, we do not have enough data yet to document the change. The intervention process is still under evaluation to ensure it reaches all students and provides the scaffolding necessary to support all of our learners. We should have measurable information about the success of these additions after the completion of the 2016-17 school year.

Canyon Crest and the 4x4 schedule allow for students to have an unscheduled period, as CCA offers far more classes than needed for graduation or UC/CSU qualifications. Students often elect to take an unscheduled period to allow for uninterrupted sports participation, jobs or internships, the ability to sleep in, or any number of personal reasons. These students and "unscheduled" periods are treated differently than the students who become "unscheduled" after they drop a course. Students can also elect to serve as a class TA or Peer Tutor for a lighter class period obligation, but that option will not be available beginning 2017-18 due to a statutory change in the California Education Code.

We plan to add more support classes next year for students who may drop a class, in lieu of assigning them to a 'TA' period. We also intend on incorporating peer tutors into our support classes, much like AVID tutorial tutors.

Number of students taking an "unscheduled" class period:

	Fall	Spring	Total
2014-15	556	775	1331
2015-16	658	800	1458
2016-17	755	952	1707

Specific strategies to help underperforming students are noted in our SPSA School Goal #1, Actions and   Tasks.

SPSA GOAL 2

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on student
connectedness to the school community, attendance, and graduation rates.

Analysis of Data

Graduation rates remained consistent at 99% from 2014-15 to 2015-16. Average Daily Attendance was 96.7% in 2015-16. The dramatic "increase" in truancy absences was attributed to the switch in our school district attendance policies and adherence to California Education Code when we moved from Basic Aid to ADA LCFF funding. Most CCA "truancies" were issued due to families calling students out for travel, which seemed mostly school related, either college tours or personal academic, athletic or artistic competitions.

School safety was maintained through the regular scheduled practice of fire, earthquake and lockdown drills, or triggered by a faulty alarm sensor, microwave popcorn debacle, or in one case, a tornado warning. Students and teachers participate in one large scale campus evacuation yearly, in which staff was trained in a variety of long term evacuation related jobs. The safety committee, made of administration and teaching staff, meets four times a year to coordinate these drills, analyze the way they work and to improve systems and training for future use. We collaborate with the San Diego Polic Department, and have two Resource Officers assigned to our school as part of their coverage.

Students often choose to take an unscheduled period. The 4x4 schedule allows for more opportunities to take more classes, or to space them out to accommodate sports schedules, heavy course work loads, or a job or internship. Current interventions (intervention sequence and additional academic support classes) are centered around students who drop courses mid-semester, and ways to give them the academic support they need to prevent another drop due to failing grades. Students who have unscheduled courses during the day often study and congregate in the Learning Commons or College and Career Center. School safety plans now include plans for the students who may be on campus but have an unscheduled period during the time of the event.

CCA added an additional full time campus supervisor this year, as well as an additional Assistant Principal position. This extra staffing is in response to the increased amount of students on campus. Administration and campus supervisors are highly visible to students on campus during their lunch breaks and throughout the day.

Student school connectedness was a suggested area of focus that we identified in our last self-study. CCA faculty and students place great importance on cultivating campus culture. The growing number of students on campus and the perceived shift in priorities within the student body have prompted many groups on campus to support activities and programs designed to make the campus feel more connected, and to "Keep It Weird." PALs introduced the campus-wide Field Day in 2015-16 and it was altered and repeated in 2016-17. This day brought all classes out to the athletic fields, mixed students up by grade and interests and provided a day of teambuilding activities and campus spirit. The amount of art installations on campus has increased, and athletics has created more events to bring their groups into focus. CCA has maintained important programs such as Community Day, No Place for Hate week, and Finals/Midterm student support activities, such as We Are CCA (WACCA) week.

Rapid growth and the diverse interests of our growing student population will be a continuing challenge in the coming years. We strive to maintain our tight-knit and welcoming campus atmosphere where every student has a home and every student has a voice.

Interventions related to student wellness are on the rise, prompting an increased interest in student wellbeing. "Wellness Week" was created to reinforce important concepts with students. The campus is safe and secure, but this part of the goal is ongoing. Wellness goals for our students are also ongoing. Adjustments have been made to the Field Day activities and wellness week approach. There is a wellness committee, led by teachers with extensive training, examining student social/emotional needs and how best to serve them.

There are some new safety concerns around our campus that were not on our radar during the time of our last WASC team visit. Since our last visit, we have had on-campus construction of the B building which has led to barricaded paths and heavy construction equipment on campus. Additionally the neighborhood around our school has grown exponentially and now includes several apartment developments that share borders, plus a very busy shopping center across the street from our main campus entrance. We also now share an access road with a new middle school which increases traffic during pick-up and drop-off hours. The administration and campus supervisors maintain a specific traffic flow before and after school to mitigate some of these challenges. The Humanities Conservatory has been actively lobbying our local politicians to add a designated left turn arrow for the school exit. Traffic at the moment is treacherous as people are not aware of pedestrian and cross traffic. We anticipate there will be several new issues that our changing neighborhood will raise, related to traffic safety and being in a more congested/populated area, but we now have a the safety committee in place to tackle them as they arise or to prevent them from becoming an issue in the first place.

SPSA GOAL 3

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness. Make Chromebook carts more available to all teachers. One of our critical areas for follow up included a request for additional training and resources to maintain a technology rich environment, considering both instruction and facilities.

Analysis of data

Nine PLC meetings were provided to teachers for time to develop their instructional practices in 2015-16, ten in 2016-17. 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. Two extra Chromebook carts were added during the course of the 2015-16 school year. We currently have 18 carts of 40 Chromebooks each, allowing teachers to guide research from their own classrooms. The CCA Foundation raised funds to purchase six more carts, with 240 Chromebooks, this year. Our plan is to de-centralize them and deploy them throughout the campus for easy access. Implementing the new PLC process supported the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills. This goal has not been fully met. More time and structure was added for PLC meetings in 2016-17. The PLC model will be supported and strengthened through SDUHSD goal setting day agendas for the next school year with each department.

Teachers have requested more funding to support a technology rich environment and the school district and parent foundation continue to honor these needs. Teachers have been provided with professional development opportunities to learn district supported technology such as Google Classroom. There are district Teachers on Special Assignment (TOSAs) that are able to come to our classrooms and offer assistance. Perkins Grants have allowed for the scheduled replacement of several of our computer labs for CTE driven classrooms. There is a site calendar for the planned replacement of computer labs as the older equipment becomes obsolete. This schedule maintains equitability and a clear plan for fundraising as necessary to plan for these major purchases. The district is also replacing 40 teacher workstations prior to the 2017-18 school year.

Part of the WASC critical areas for follow-up related to curricular support included a plan for updating materials and texts that support our shift to the Common Core standards, Next Generation Science standards and other major curriculum shifts. SDUHSD has not made many text adoptions in recent years, and departments are bound by the district schedule for subject area text adoptions. The CCA Foundation has provided supplemental curricular supplies as requested by the various departments as needed. Specific actions and tasks to address this goal may be found in our SPSA.

OTHER WASC CRITICAL AREAS FOR FOLLOW UP

Develop a collegial relationship between parent/teacher/administration through a variety of communication avenues to promote positive relationships.

As our campus grows, it is increasingly important that our families feel comfortable and a part of the process. Since our last WASC visit, we have made great progress to improve our communication with our families. We have increased our presence on Social Media, using Twitter and Facebook. "Connect Ed" and now "In Touch" organized emails are sent from the school administration and from our parent foundation as events come up, or if pertinent information needs shared campus-wide. The Aeries student records system has added options for sharing information between school and families related to grades and testing. The Envision and Athletics program have launched monthly newsletters highlighting student activities this year. CCA's monthly morning meeting/open forum with the principal has continued with our change in staff. "Coffee with Killeen" has replaced Coffee with Karl to provide a light informative agenda and time for parents to connect more personally with Mr. Killeen and other campus staff. Our counselors have continued grade level parent meetings to help families navigate each step of high school and the college application process. SDUHSD organizes other campus and district wide talks including a highly attended college fair and certain wellness related topics. Internal communication has been increased as well. Principal Killeen sends out weekly emails highlighting campus events and reminders for upcoming activities to help keep our larger staff connected.

Improve connection/articulation with middle schools, especially in the areas of Math, World Language and the Arts.

The counseling staff leads departments through careful revisions of course profiles and course progressions, including prerequisite recommendations, level of rigor, and the expected homework load. This information will help the counselors understand in greater detail the variety of courses offered and help families and students make more thoughtful decisions for course selection and four year planning. These are published and available for all current and future Ravens.

SDUHSD has provided several opportunities throughout the year for departments to meet across school sites to collaborate with course alike teachers throughout the district and sequence and plan with upper and lower course levels. Department chairs meet in May to strategic plan for the upcoming school year. The district and school sites, including Canyon Crest will support PLC meeting days for departments to meet together across the district to improve instruction, promote level articulation and strengthen achievement goals district-wide.

V: Schoolwide Action Plan Refinements

When we reflect on our Schoolwide Action Plan from 2013 and compare it to our current Single Plan for Student Achievement, it is evident that our three primary goals have largely remained consistent. We care very deeply about:

- Student Achievement and Supporting Underachieving Students
- Fostering a Community that is Safe, Connected, Balanced, and Well
- Ensuring that our professional staff continues to be able to collaborate, engage in professional development, and implement best practices in teaching, learning, and assessment

Our SPSA is now a "living" document, insofar as we can change it at any time, based upon needs, so long as we get input from our stakeholders. Our School Site Council has adopted this approach as a matter of practice, and they have recently approved our SPSA for the 2017-18 school year, so that we can "hit the ground running" with our plans to support all students at CCA.

The SPSA template that all SDUHSD schools use now is very comprehensive, and is therefore more thorough than the Action Plan from 2013. It identifies District LCAP goals and LCAP Priority Areas that did not exist in 2013. It also is responsive to other systems of accountability since standards and they ways in which we evaluate student progress have also changed.

Canyon Crest Academy prides itself on offering a very unique education for our students. The biggest challenge confronting us now is to maintain what makes us unique, and what makes us feel like a small community while our school size is growing dramatically. Five years ago, CCA was the smallest school in the district. This coming year, CCA will be the largest school in the district. Adherence to our Mission, Values, Goals, and SPSA will help to keep us on the right track to continue to offer our students an outstanding educational experience.

Appendices

The Single 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:	September 28, 2016

The Single 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:

Contact Person:	Brett Killeen
Position:	Principal
Telephone Number:	858 350 0253
Address:	5951 Village Center Loop Rd San Diego, CA 92130
E-mail Address:	brett.killeen@sduhsd.net

The District Governing Board approved this revision of the School Plan on:
Dec 15, 2016

A. School Site Information
Canyon Crest Academy

Vision Statement:

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

Mission Statement:

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

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Canyon Crest Academy (CCA) is a comprehensive high school in its thirteenth 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, Inc. 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 2250 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, the NEST, 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.

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

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Career Preparation

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 also developed a Quest program, which 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 Quest, 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?" It is also being built so that components 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 under the CTE umbrella - including courses such as Digital Photography, Digital Imaging, Audio Recording Technology, 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 and is staffed with a college and career specialist, a computer lab for 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)

92% of students who took the CAASPP ELA assessment met or exceeded standards.
80% of students who took the CAASPP Math assessments met or exceeded standards.
Some students are still earning Ds and Fs and we need to establish goals and action steps to reduce these numbers.
91% of the AP exams taken 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.
Our Average Daily Attendance Percentage for 2015-2016 has remained consistent in comparison to years past. 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.

Though the Healthy Kids Survey was administered two years ago, the school is approximately 600 students larger now, and it's a different cohort of students. This year, we are administering the Healthy Kids Survey, and we will establish baseline goals.

Our suspension rate in the 2014/2015 year was: 1.0%, and our school had about 2,000 students at the time, meaning there were approximately 20 suspensions that school year. We will establish action steps this year, including developing capacity regarding restorative practices, to reduce the suspension rate.

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 will address 3 main domains: 1. Student Achievement, Support, and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. Instruction and Professional Development.

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, 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
Canyon Crest Academy

School Goal 1 (Description of 2016-17 School Goal)

Annual increase in pupil achievement on standardized tests, including Advanced Placement exams, develop and implement academic intervention strategies to support access and engagement for all students.

LCAP Priority Area:

State Priority:
1- Basic Services
2- Implementation of
State Standard
4- Pupil Achievement
7- Course Access

Targeted Pupil Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
CAASPP results improved. On the English test there was an improvement of seven percentage points from 85 to 92 percent of students meeting or exceeding standards. On the math test there was an improvement of five percentage points from 75 to 80 percent of students meeting or exceeding standards. Advanced Placement pass rate improved from 88 to 91 percent of students who received a score of 3 or higher.	There was improvement on standardized test scores. As far as intervention strategies to support access for all students, adding extra support did not occur.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

While the improvement in standardized scores did occur, the goal has not been met due to the fact that support classes were not implemented.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

In 2016-17 support classes will be added to the master schedule to support general education students. A closer look at the intervention process will be a part of the SPSA moving forward.

School Goal 2 (Description of 2016-17 School Goal)

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on student connectedness to the school community, attendance, and graduation rates.

LCAP Priority Area:

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

Targeted Pupil Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Graduation rates remained consistent at 99% from 2014-15 to 2015-16. Average Daily Attendance was 96.7% in 2015-16.	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) School safety was maintained during the 2015-16 school year. In accordance with this goal school connectedness was a focus. There was a Field Day centered on student wellness and a "Wellness Week" to reinforce important concepts with students.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

The campus was safe and secure, but this part of the goal is ongoing. Wellness goals for our students are also ongoing.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

Adjustments have been made to the Field Day activities and wellness week approach.

School Goal 3 (Description of 2016-17 School Goal)

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness. Make Chromebook carts more available to all teachers.

LCAP Priority Area:

LCAP state priorities
1: Basics
2: Implementation of
State Standards
4: Pupil achievement
7: Course Access

Targeted Pupil Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
9 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. Two extra chromebook carts were added during the course of the 2015-16 school year.	Implementing the new PLC process supported the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills. More work is needed in this area.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal has not been fully met. Will continue into 2016-17.

D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?

More time will be added for PLC meetings in 2016-17.

School Goal 4 (Description of 2016-17 School Goal)
LCAP Priority Area:
Targeted Pupil Subgroup(s):

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.	**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.	
D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?	

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: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP) 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 target subgroup including English Learners, low income pupils and pupils identified as special education. **School Goal 1** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals) Improve student achievement, based upon grades and assessments, including CAASPP English/Language Arts and Math standardized tests, Advanced Placement exams, and course-alike formative assessments to determine which students may benefit from academic intervention strategies to improve proficiency. **LCAP Priority Area:** State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access   **Targeted Pupil Subgroup(s):** All students

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	Growth Targets: Expected annual measurable outcomes.
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. 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 10.31% and 12.04%. The quarterly D/F list has fluctuated between 5.35% and 7.39% (2015-2016 school year)	1. CAASPP English/Language Arts = 93% meet or exceed standards. 2. CAASPP Math = 82% meet or exceed standards. 3. CAASPP ELA Spec. Ed. = 80% meet or exceed standards. 4. CAASPP Math Spec. Ed. = 55% meet or exceed standards. 5. CAASPP RFEP will score at same percentage meeting or exceeding standards as all students. 6. Students on the D/F List = 5% or less 7. AP Pass Percentage = 92%

School-wide critical area/s for follow up addressed: How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

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. Develop and implement a schoolwide process for identifying and supporting struggling or disconnected students. Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success? Additional course offerings available for students who elect to drop courses-remediation and support opportunities available.

Strategy: (briefly describe the overall plan to address the identified need)

Using data, we will identify students who need academic support. Our Student Support Team (SST) is our mechanism for collaboratively determining what resources students may need to be successful. The team looks at interventions and tiers of support. Using LCAP funding, we have added support classes in literacy and math to help students who are struggling.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Identify students not realizing academic potential based upon test scores. Identify students not realizing academic potential based upon grades. Utilizing the SST process, and the CCA Intervention Sequence, identify academic and non-academic interventions to support these students. CCA Intervention Sequence: Level 1 (Classroom Support) Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years) Check the Intervention Screen in Aeries to see any previous strategies implemented Review criteria on Student Profile Chart (below) to determine potential level of intervention Student-Teacher Individual Conference Teacher provides classroom intervention(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)	Admin., Counseling	Academic Intervention Sections, two per term, one for math (Math Support), and one for English (Academic Lit). Approximately $60,000 in teacher salary. Extra hours for teachers to supervise tutoring for any student who needs it after school and other support for students = $4,832 Total of 125 hours.	For students who are supported by the CCA Intervention Sequence, we will look at their grades and test scores to see if the intervention support was helpful.	Fall/Spring 2016-17 quarterly progress checks

	Document classroom interventions in Aeries Level 2 (Collaboration) Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal Level changes implemented as needed Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours and/or Peer Advisory Club Suggest weekly progress report Parent-Student-Teacher conference Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School) Level 3 (Intervention- Meets Criteria of "Struggling Student") Multi/Inter-disciplinary teacher collaboration Implement strategies across all subjects Teacher continues to assign discipline consequences, as necessary Suggest remedial classes if necessary Parent-Counselor-Teacher-Student-Admin conference Place on Academic/Behavior/Attendance (SART) Contract Level 4 (Intensive Intervention- Meets Criteria of "At Risk Student"; prior strategies unsuccessful) Parent-Counselor-Teacher-Student-Admin conference SARB (Student Attendance Review Board) Refer to READI Assign contract violation consequences Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) Refer student to Sunset/North Coast (process handled by the students alpha-counselor and AP) Consider referral to Student Study Team (SST) A 504 plan may be developed as a result of the SST team decision Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.				
2.	Identify and address the needs of the "middle learner," including placing some students in more challenging courses, such as honors or advanced placement. Middle Learners at CCA are students who are in the 2.0 - 2.75 GPA range.	Admin., Counseling, Teachers	no cost	Test Data, Grades, Course enrollment data, AP exam results	Spring 2016-17 quarterly progress checks
3.	Implement appropriate academic strategies to identify and encourage all students to meet A-G requirements for college eligibility and career readiness. Counselors meet with students to develop 4 year plans.	Admin., Counseling, College & Career Counseling Staff,	$2000.00 for Field Trips (Foundation funded) to local	A-G CSU/UC Eligibility Data	Ongoing

	Counselors give presentations to students on A-G requirements and hold evening events for parents. College visits are coordinated. Counselors conduct transcript audits.	Teachers	campuses		
4.	Assess and evaluate the effectiveness of the academic intervention strategies being used.	Admin.	no cost	Student grades and test scores	Fall/Spring 2016-17 quarterly progress checks
5.	Provide professional development for staff to successfully implement uniform intervention strategies and California state curriculum through PLCs, Late Start Collaboration, conference training, and/or districtwide professional development.	Admin.	Dept., Site, District $24,160 for PLC support	Struggling student grades and test scores improvement	monthly through regular Late Start meetings

Progress Monitoring Report (Mid-Year)	**Date of progress update:**
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.	**Summary of progress:** Describe how the strategy has or has not been effective in achieving the desired outcomes?

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

SDUHSD LCAP Goal#3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

School Goal 2 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on staff and student connectedness to the school community, attendance, and graduation rates.

LCAP Priority Area:

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

Targeted Pupil Subgroup(s):

All students

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	**Growth Targets:** Expected annual measurable outcomes.
LCAP State Priorities #5, and #6 and WASC self-study findings indicate the need to formalize a comprehensive plan to ensure student connectedness and engagement for all, including staff relations, within our school community by creating programs that address and monitor the social/emotional safety, attendance, and well-being of our student body while maintaining a secure learning environment for all shareholders. As our school grows, we need to ensure that our culture that is characterized by a safe, orderly, secure, and connected environment continues. Data included the Healthy Kids Survey and WASC Self-Study. Because our school is growing significantly, we will need to establish baseline growth targets after conducting the Healthy Kids Survey this year.	• Healthy Kids Survey results will be analyzed, looking for improvement in areas related to wellness. • Extra-curricular and Club participation rates • ASB participation and programming • PALs participation and programming • Attendance Data ( ) • Suspension / Expulsion Data ( ) • Student and Staff Surveys

School-wide critical area/s for follow up addressed: How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

Develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships. Ensure for a secure campus.

Strategy: (briefly describe the overall plan to address the identified need)

Ensure for many forms of communication between students, staff, and community. Ensure for safety through infrastructure and training, such as drills. Ensure for wellness, balance, school connectedness via programming throughout the year. Emphasize the importance of attendance to perform well in school. Learn about and implement restorative practices to reduce suspensions and expulsions.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to implement and develop programs and/or resources that promote student connectedness to the school community, including tours, principal coffees, and wellness programs.	Admin., PALs Coordinator, ASB Director, Wellness Committee	District allocation for teaching sections for PALs and ASB. Site funds	Surveys	ongoing
2.	Continue to provide a multi-tiered system of support targeted programs designed to meet the specific needs of CCA students (ex: Attendance, students facing academic pressure, mental health awareness, student transitions, etc.). Utilize addition of a social worker on campus to support these students.	Admin., Teachers, Social Worker, Counseling	District funded position for Social Worker	Healthy Kids Survey Attendance data	ongoing
3.	Develop, implement, and review site safety plan to ensure a secure learning environment for all students and staff. Utilize new staff resources, such as 2nd Campus Supervisor. Continue training and drills related to ensuring for a safe campus.	Admin.	District funded position for campus supervisor	Surveys	Ongoing, quarterly evacuation drills, annual review of CCA emergency plan
4.	Participate in Training for Restorative Practices Model. Restorative Practice is a means by which student behaviors are improved in a non-punitive manner.	Admin.	no cost	Reduction in suspension and expulsions	ongoing
5.	Implement strategies to encourage staff connectivity, such as weekly communications, Raven Roundtable, New Raven (Teachers) Lunches, and other networking opportunities.	Admin.	no cost	Staff Surveys	ongoing

Progress Monitoring Report (Mid-Year)	**Date of progress update:**
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.	**Summary of progress:** Describe how the strategy has or has not been effective in achieving the desired outcomes?

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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 target subgroups including English Learners, low income pupils and pupils identified as special education.

School Goal 3 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness.

Make Chromebook carts more available to all teachers.

LCAP Priority Area:

LCAP state priorities
1: Basics
2: Implementation of
State Standards
4: Pupil achievement
7: Course Access

Targeted Pupil Subgroup(s):

All students

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	**Growth Targets:** Expected annual measurable outcomes.
The transition to Common Core and the assessments is still in progress. Additionally, the NGSS is new, and we are just beginning to transition to these science standards. In addition to a college-readiness culture, our students need to have a better understanding and awareness of career readiness. Early Assessment Program data shows that 69% are College Ready in English/Language Arts and 53% are College Ready in Math. EAP data is based upon students who "exceed the standard." Meeting the standard is "conditional" readiness.	1. There are 19 late start days incorporated into the work year calendar, along with 3 District/Site Professional Development Days. There are also funds set aside for District Departmental Collaboration in English, math, social studies, science, visual and performing arts, and world language to facilitate collaboration and articulation.
	2. 72% EAP Readiness in E/LA
	3. 56% EAP Readiness in Math
Teachers consistently report a need for more time to professionally collaborate with one another regarding curriculum, instruction, and assessment.	4. Teacher feedback via survey results that show an increase in experimentation with new instructional strategies.
The WASC Self-Study identified a few key areas of growth for this goal, which are noted below.	5. A-G CSU/UC eligible percentage will increase to 90%.
The percentage of students who are currently A-G CSU/UC eligible is 88.5%.	6. Special Education students: 80% will meet or exceeded standards on the CAASPP ELA test, and 55% will meet or exceeded standards on the CAASPP Math.

Updated for 2016-17: Focus on Special Education students.   76% met or exceeded standards on the CAASPP ELA test, and 53% met or exceeded standards on the CAASPP Math test.

School-wide critical area/s for follow   up addressed: How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

Need additional training and resources to maintain a technologically rich learning environment - both instruction and facilities. Lack of funding inhibits the progression of technology in the classroom - how can we share resources more efficiently? Courses are in need of updated materials and texts that support our shift to common core standards. Improve connections / articulation with middle schools, especially in the areas of math, world language, and the arts.

Strategy: (briefly describe the overall plan to address the identified need)

Teachers will have time and resources to collaborate to ensure that students are proficient and college and career ready. Subject area teams, through PLCs, will evaluate and revise Essential Learning Outcomes and common assessments aligned with Common Core and 21st century Learning Skills.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide release time and utilize Late Start PLC time to enable teachers to engage in professional development in all subject areas around: 1. Transition to Standards and appropriate instructional strategies 2. 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies 3. NGSS 4. College and Career Readiness (CCR) 'Anchor' Standards 5. Formative Assessments to Identify Students' Needs and Inform Instructional Practice	District & Site Admin.	District funded Achievement Funds	Student achievement will improve as per goal #1 in the SPSA.	Ongoing
2.	Continue to work closely with Prop AA Bond Committee to ensure adequate technological infrastructure to support instructional resource, in addition to updating replacement equipment using non-capitalized tech. equipment funds.	District and site admin.	$34,800 in non-capitalized tech. equipment budget. Foundation budget to be determined for chromebooks and carts.	Number of devices	Ongoing
3.	Increase student access to Career Technical Education (CTE) courses, work/internship placements, and pathway opportunities. We hold elective fairs to promote our offerings, and new courses are sometimes part of a pilot. If there is sufficient interest, based upon student tallies, we may be able to offer the course in the master schedule. Perkins funds	Admin. / District CTE Leadership, Counseling	Perkins funding for 1 section of Engineering Pathway	Enrollment data in CTE	Ongoing

were used to support the investment and launching of Principles of Engineering.				
Progress Monitoring Report (Mid-Year)		**Date of progress update:**		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		**Summary of progress:** Describe how the strategy has or has not been effective in achieving the desired outcomes?		

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)
School Goal 4 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)
LCAP Priority Area:
Targeted Pupil Subgroup(s):

Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.	**Growth Targets:** Expected annual measurable outcomes.
School-wide critical area/s for follow up addressed: How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?	
Strategy: (briefly describe the overall plan to address the identified need)	

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
Progress Monitoring Report (Mid-Year)		**Date of progress update:**		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		**Summary of progress:** Describe how the strategy has or has not been effective in achieving the desired outcomes?		

D. 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 Caton				X	
Lance Clifner				X	
Glen Ragins				X	
Mary Christensen				X	
Sam Cummings		X			
Ed Gerstin		X			
Mark Van Over		X			
Chiara Luna		X			
Gretchen Schultz		X			
Karen Burrows			X		
Bernard Steinberger			X		
Melody Li					X
Julia Yang					X
Shawdi Sani					X
Rachel Fu					X
Numbers of members of eachcategory	**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 F. Budget 2016-17
Canyon Crest Academy

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	$24,160.00
Site LCFF Supplemental Funding - Site Tutoring Funds	$4,832.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	$$72,600.00
Title I Funds	$0.00
Total	**$1,015,692.00**

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
Total enrollment	2,406		2,255	-	1,987	-	1,867	-
Number & Percent of English Learners		%	15	0.7%	22	1.1 %	13	0.7 %
Number & Percent of Long Term English Learners		%	*	*%	*	*%	*	*%
Number & Percent of Redesignated Fluent English Proficient students		%	208	9.2%	142	7.1 %	91	4.9 %
Number & Percent of students who are Socio-Economically Disadvantaged		%	70	3.1%	72	3.6 %	59	3.2 %
Number & Percent of Special Education students		%	160	7.1%	164	8.2 %	166	8.9 %

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient
enrollment: Aeries Student Information System data. Analytics dashboards: LTEL,

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

11th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	463	92	92	90	*	76	95

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	419	482		406	463		405	463		96.9	96.1	
All Grades	419	482		406	463		405	463		96.9	96.1	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students													
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2683.8	2707.8		59	69		26	23		11	6		4	2	
All Grades	N/A	N/A	N/A	59	69		26	23		11	6		4	2	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	70		34	27		5	3	
All Grades	61	70		34	27		5	3	

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	66	72		28	24		5	4	
All Grades	66	72		28	24		5	4	

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	40	53		52	45		7	2	
All Grades	40	53		52	45		7	2	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	73		35	25		4	2	
All Grades	61	73		35	25		4	2	

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results.

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

11th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	463	80	79	78	*	53	75

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	419	482		401	461		400	461		95.7	95.6	
All Grades	419	482		401	461		400	461		95.7	95.6	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2696.4	2714.7		50	53		25	27		12	13		12	7	
All Grades	N/A	N/A	N/A	50	53		25	27		12	13		12	7	

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	65	69		23	23		12	8	
All Grades	65	69		23	23		12	8	

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	50	50		36	41		14	8	
All Grades	50	50		36	41		14	8	

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	53	58		39	38		8	4	
All Grades	53	58		39	38		8	4	

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results.
Retrieved from http://caaspp.cde.ca.gov/

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate		52.47%	54.55%	11.9%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from http://dq.cde.ca.gov/dataquest/

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	4.1	*	*	10.6
14-15	4.9	0	*	12.2

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 9/28/16)

*In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or

Table 3.3 Discipline data

	2015-16	2014-15	2013-14	2012-13
Number of students suspended		20	15	15
Suspension rate			0.8%	0.8%
Number of students expelled		1	2	2
Expulsion rate			0.1%	0.1%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report.

Table 3.4 Cohort dropout rate by subgroup

	2015-16	2014-15	2013-14	2013-12
All Students		0.0%	0.2%	0.4%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2016-17	**2015-2016	**2013-2014	**2011-2012
Feel safe at school		n/a		
Adult who cares about me		n/a		
Feel like part of my school.		n/a		
Teachers at school treat students fairly		n/a		
I do things at school that make a difference		n/a		
insert statements from internal survey:				
insert statements from internal survey:				
insert statements from internal survey:				
insert statements from internal survey:				

Source:

*Site Climate Survey results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
16-17	15	0.7%	*	*
15-16	22	1.1%	*	*
14-15	13	0.7%	*	*

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education: Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4. 2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	67	25		22	75		0			11			0		
10	60			40	***		0	***		0			0		
11	100	25		0	75		0			0			0		
12	0			0			0			0			0		
Total	75	20		20	70		0	10		5			0		

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from http://www.cde.ca.gov/ta/ac/t3/t3reports.asp

*data not available from California Department of Education Data Reporting Office

Table 4.3 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2016-17	2015-16	2014-15	2013-14
Percent of students who attained proficiency		*	*	*
Percent of students who increased one proficiency		*	*	*

Source:
LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid Overall scores.

**In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.
**LAS Links Assessment was not administered

Table 4.4 Reclassification Rate

	2016-17	2015-14	2014-13	2013-12
Number and percentage of students Redesignated Fluent English Proficient	26.2%	0 (0.0%)	8 (47.1%)	2 (33.3%)

Source:

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from http://dq.cde.ca.gov/dataquest/

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	69	23	8	*	*	*	65	30	5	52	24	24

Source:
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/
*In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	53	27	20	*	*	*	50	25	25	24	29	47

Source:
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from http://caaspp.cde.ca.gov/
*In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.

Table 5.3 Advanced Placement Exam results

	2016-17	2015-16	2014-15	2013-14
Percent of exams with a score of 3+ (passing)		91%	87%	88%
Number of tests taken		2,494	1,955	1,942
Number of testers		958	705	748
Average number of tests per student		2.6	2.8	2.6

Source:
2016 College Board District Summary Report. Retrieved from https://scores.collegeboard.org

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	**Number and Percent of Seniors tested**		*	384/81%	384/81%
	Mean Score : Critical Reading		624	627	627
	Mean Score : Math		640	647	647
	Mean Score: Writing		628	630	630
ACT	**Number and Percent of Seniors tested**		*	276/58%	276/58%
	Average Score : English		28.8	29.2	29.2
	Average Score : Math		28.6	28.8	28.8
	Average Score: Reading		28.5	28.4	28.4
	Average Score: Science		27.7	27.5	27.5
	Average Score: Composite		28.5	28.6	28.6

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	92.4 %	*	77.8 %	*
13-14	92.4 %	*	77.8 %	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for

U.C. and/or C.S.U. Entrance. Retrieved from http://www.cde.ca.gov/ta/ac/t3/t3reports.asp

Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	99.8%	100%	100%	98.1%
13-14	99.8%	100%	100%	98.1%

Source:

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from http://www.cde.ca.gov/ta/ac/t3/t3reports.asp

WASC Critical Areas for Follow-Up from 2013

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories:

1. Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence.
   a. Include additional training and resources to design and implement remediation.

   b. Develop and implement a schoolwide process for identifying and supporting struggling or disconnected students.

2. Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success?

   a. Additional course offerings available for students who elect to drop courses remediation and support opportunities available?

3. Need additional training and resources to maintain a technologically rich learning environment - both instruction and facilities.

   a. Lack of funding inhibits the progression of technology in the classroom how can we share resources more efficiently?
4. Interior door security in shared hallways is a safety concern.

5. Courses are in need of updated materials and texts that support our shift to Common Core Standards.

6. Develop a collegial relationship between parent/teacher/administration through a variety of communication avenues to promote positive relationships.

7. Improve connection/articulation with middle schools, especially in the areas of Math, World Language and the Arts.

Task Prompts for WASC

Purpose: We need feedback from our community members, including you, to help us draft and submit a WASC Midterm Written Report. WASC means, "Western Association of Schools and Colleges; Magic, Witchcraft and Wizardry," and this is the entity that accredits our school. This report is due on June 1, 2017, and is a requirement at the midpoint of our 6 year accreditation.

Task:
1. Using the resources in this folder, you are going to collaborate with one another in your group and add information under each prompt.
2. As each group begins to add information under each prompt, the responses are going to get long--that's okay!
3. After your input, we will have a team go through the feedback to identify some common themes and information that is new. This information will help us to update our current Single Plan for Student Achievement and it will also help us to prepare our WASC Midterm Written Report.
4. The Midterm Written Report will be shared with you before we send it to WASC.

PROMPTS:	RESPONSES:
1. Student / Community Profile Data	
Prompt: What is different about CCA now compared to 2013? Think about our Programs, Vision, Mission, Student Achievement, Student & Staff Demographics, etc.	•
Prompt: What are some of the implications as a result of these changes that may drive important questions for staff discussion to help with critical learner needs?	•
2. Significant Changes and Developments	
Prompt: Since 2013, are there new programs or changes to programs? Since 2013, have there been changes in enrollment and staffing?	•
Prompt: What impact have these changes had on the school or programs?	•
3. Ongoing School Improvement	
Prompt: How are CCA stakeholders involved in reviewing student	•

achievement data? How are CCA stakeholders involved in giving input on and implementing the Single Plan for Student Achievement (SPSA)?	
Prompt: How are you being involved in the preparation of the WASC Midterm Written Progress Report?	•
4. Progress on Critical Areas for Follow-Up / Schoolwide Action Plan	
Prompt: Does it look like the WASC Critical Areas for Follow-Up from 2013 are included and honored in the current SPSA's 3 goals? Are some of the Critical Areas from 2013 no longer relevant? If so, which ones?	•
Prompt: If a WASC Critical Area for Follow-Up from 2013 is not included in the current SPSA goals, how were these critical areas addressed?	•
Prompt: Do the 3 goals in our SPSA make sense and are we making adequate progress in meeting those goals? What have we accomplished from the 2013 WASC Critical Areas for Follow-Up?	•
5. Schoolwide Action Plan Refinements	
Prompt: Do you have suggestions to make about our current SPSA that will address our 2013 WASC Critical Areas for Follow-Up and improve student achievement and assist us in continuing to make progress at CCA?	•

Late Start Calendar 2016-17

DATE	ACTIVITY
9/14/16	PLC Teams (SPSA Goal 3: Instruction)
9/28/16	All Staff Training RE Wellness & Field Day [10/7/16] (SPSA Goal 2: School Community)
10/12/16	Department Meetings and/or PLC Teams
10/26/16	PLC Teams (SPSA Goal 3: Instruction)
11/9/16	All Staff Meeting (SPSA Goal 1: Academic Interventions) • SPSA Goals & Interventions • 504s • All Staff Photo
11/30/16	PLC Teams (SPSA Goal 3: Instruction)
12/14/16	All Staff Meeting/Cookie Party (SPSA Goal 2: School Community)
1/4/17	PLC Teams (SPSA Goal 3: Instruction)
1/18/17	Department Meetings and/or PLC Teams
2/8/17	PLC Teams (SPSA Goal 3: Instruction) / Back-to-School Night 2/7/16
2/15/17	All Staff Meeting: Mid-Year Vision / WASC Written Report Prep.
3/1/17	PLC Teams (SPSA Goal 3: Instruction)
3/15/17	Department Meetings
3/29/17	PLC Teams (SPSA Goal 3: Instruction)
4/19/17	Department Meetings
4/26/17	PLC Teams (SPSA Goal 3: Instruction)
5/10/17	Department Meetings
5/24/17	PLC Teams (SPSA Goal 3: Instruction)
6/7/17	All Staff Meeting: End-of-Year Closure