

CHAPTER FIVE

SCHOOLWIDE ACTION PLAN



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The Initial Action Plan

Canyon Crest Academy did not approach the formation of the Action Plan simply as a necessary component of the WASC Self-Study and Focus on Learning process. The Leadership Team felt that the WASC Self-Study process (given our short history) was the opportune time to critically analyze the initial foundations of our school—and through the development of the action plan give the school its first major blueprint for building on these founding concepts.

The task was not easy. Canyon Crest Academy, by all available traditional measures, is a successful school. However, Canyon Crest has not yet graduated its founding class. Thus, the major focus for the Leadership Team was to not only identify, define, and initiate proactive, preventative measures to ensure that current needs are successfully addressed but to institute practices that will address anticipated needs as well as the school grows into a fully developed secondary program.

The Leadership Team

The Leadership Team was chosen with an eye toward full representation of the Canyon Crest Academy community. Naturally, the five Focus Group chairpersons, along with the Self-Study Coordinator and Principal formed the core members of the team. Because Canyon Crest Academy is a smaller school, the core members also ensured that the major academic Home Groups were also represented. Additionally, one student Focus Group member, along with as a parent Focus Group member, were selected to ensure that the constituent community was represented. We also believed it important to include a representative from the School District, to include a Classified/Support Staff representative, and to also involve our Faculty Association's Site Representative to fully complement the inclusiveness of the team.

Timeline: Development of the Action Plan

As the Focus Group process concluded in mid-November 2007, the members of each group analyzed their data and findings and identified thematic needs for both areas of strength and areas of needed growth. The Groups were informed that their identifications would be a key part of the process for developing the Schoolwide Action Plan. Additionally, the Focus Groups were given the option of identifying possible growth solutions with a specific nod to possible Action Plan items.

The next steps involved the academic Home Groups, along with the Parent, Student, and Classified/Support Staff Home Groups. These groups met in late November 2007 to provide their input to the Focus Group identifications of areas of strength and of needed growth. Additionally, the Home Groups were provided with an opportunity to propose growth solutions for possible inclusion as part of the Action Plan.

On December 3, 2007, the full Leadership Team held a day-long retreat to analyze the outcomes of the Focus Groups Reports, the identified areas of strength and of needed growth, and the input of the Home Groups. The Leadership Team then worked to identify four overarching themes that were suggested by the compiled data. From these themes came the four identified goals, along with a rationale for the inclusion of each goal and with a statement of desired, expected, or logical outcome predictions. The Leadership Team then brainstormed possible action items related to each theme.

During the week of December 17-21, 2007, the Principal and the Self-Study Coordinator met daily to assemble the recommended action items into a comprehensive Schoolwide Action Plan. During these meetings, steps were taken to ensure that the Action Plan was consistent with the currently adopted Schoolwide Plan for Student

Achievement, which due to District imposed timelines, had been adopted by the Site Council before the final development of the Schoolwide Action Plan.

On January 9, 2007, the entire Leadership Team reconvened to review the assembled Action Plan draft. At this meeting, they provided further input to the action item proposals and offered suggestions for plan refinement. The Plan was then forwarded to each of the Home Groups for a similar opportunity to offer feedback and suggestions for the final copy.

Following the visitation of March 2008, the Leadership Team used the recommendations from the Visiting Committee report to revise the Action Plan. Nearly all of the findings of the Committee were consistent with the conclusions reached by the CCA staff during the self-study process, so a sweeping overhaul was not in order. The wording of the plan was tightened to give clarity to the intent of many action items. The team eliminated some of the original action items that were too expansive in intent, or that may have repeated the sentiment of another action item. What results from these revisions is an Action Plan that is more explicit in wording and in intent. Further, we believe that the revised Action Plan is attainable and that it clearly addresses the findings of the Visiting Committee.

Goal One:

Develop structured and articulated methods to ensure the academic success of all students, including the establishment of a clear and timely process to identify academically at-risk students and provide effective interventions.

Rationale and Critical Need:

Because Canyon Crest Academy has initially experienced great success in meeting Adequate Yearly Progress, achieving high API scores, and high CAHSEE pass rates, the need to actively monitor and address the needs of the “middle” and “at risk” academic achievers, at first glance, may not seem critical. Our short history, however, reveals some trends that warrant closer attention and intervention. For example, data from math CST scores, while overall are very strong, show a significant number of students are scoring at “Basic” or below. Similarly, analysis of the English/Language Arts scores for the class of 2008 cohort reveals an increase in the number of students scoring at “Basic” or below beginning in their first year and increasing throughout. It is reasonable to say that CCA’s strong performance has not highlighted a glaring schoolwide need; it is important, however, to implement appropriate intervention measures for those “at risk” students. For the CCA “middle achievers,” it is more accurate to view these measures as proactive actions. The CCA community has frequently used the “middle” student designation in their self-study.

Before the Action Plan can address these needs, the Leadership Team agreed that each group, “middle learner” and “at risk,” needed defining. Thus, the definition of “middle achiever” is the student who may be doing C level work in college preparatory, or elective courses, but who has the potential to be performing at a higher academic level; additionally, the “middle learner” may score “Proficient” on CST assessments when a higher score may be possible. To define the “at risk” student, the Leadership Team determined that a student is considered academically at-risk when meeting any combination of the following criteria: those scoring at basic or below on CST exams, those enrolled in courses below grade level, those not on pace to accumulate the required number of credits for graduation, those students with problematic attendance records, or those students who have not passed the CAHSEE on the first try.

Supporting Data:

- ELA/Math CST Data: Drop in Math; large drop in English CST from 9-10th grade for the class of 2008 cohort; similar trends follow for subsequent classes.
- Percentage of students enrolled at grade level classes.
- CAHSEE Data
- Drop rates of academic classes
- D and F List

Growth Targets:

- A 35% increase in the number of eleventh grade students scoring at “Proficient” or above on Algebra I CST.
- A 50% increase in the number of tenth grade students scoring at “Proficient” or above on Algebra I CST.
- A 15% increase in the scores of students already performing at “Proficient” or above on all Math CST assessments.
- An increase in the number of ninth grade students scoring at “Proficient” or above by 10% on ELA CST exams.
- An increase in the number of tenth grade students scoring at “Proficient” or above by 10% on ELA CST exams.
- An 8 to 11% increase in the number of students already scoring at “Proficient” or above on ELA CST exams.
- An 8 to 11% increase in the number of eleventh grade students scoring at “Proficient” or above on ELA CST exams.
- An 8 to 11% increase in the number of tenth grade students scoring at “Proficient” or above on ELA CST exams.
- Reduce the D/F rate in Algebra I classes by 50%.
- Reduce 10th Grade Enrollment in Algebra I by 30%.
Reduce 11th Grade Enrollment in Algebra I by 40%.
- A 15% reduction in the number of enrollments in Algebra I.

ESLRs Addressed:

- Self-directed Learners
- Creative and Critical Thinkers
- Quality Producers

Impact on Student Learning of Academic Standards and ESLRs:

Addressing the needs of academically “at risk” or “middle” students is essentially a “win-win” situation for the *entire* CCA community. It requires that teachers are aligning all teaching and learning activities to academic standards. Through this, the intent of the standards movement is realized: all students are then held accountable and will receive an education that maximizes the achievement for all students. Expectation theory, then, is at work. By increasing the expectations of our faculty and staff to ensure that standards-based learning is occurring at all times—and for all students—the expectations for students are thus increased. Additionally, the goal presented here will require a greater emphasis on the inclusion of ESLRs in our curricular pursuits. The entire system is refocused in a way that maximizes the learning benefit for students

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
1. Institute staff development activities related to best practices for data interpretation and usage and related to addressing the needs of at-risk and struggling students.	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant principals ▪ Department chairs ▪ Teachers 	<ul style="list-style-type: none"> ▪ Late-start collaboration time ▪ Department meetings ▪ Aeries (student information database) training ▪ Optional Summer training 	<ul style="list-style-type: none"> ▪ Increase in rate of students scoring at “Proficient” or above on CST scores ▪ Teacher survey and feedback results on usefulness 	<ul style="list-style-type: none"> ▪ Beginning in 2008-2009 school year and continuing annually, or at other points as necessary. ▪ Staff development meeting during scheduled inservice or late-start days 	<ul style="list-style-type: none"> ▪ Calendar of inservice dates ▪ Procedure manual for data interpretation ▪ Yearly departmental timeline and plan designed to address data-indicated concerns
2. Develop systematic and schoolwide procedures to identify at-risk students and develop a specific intervention framework to address “at risk” student needs.	<ul style="list-style-type: none"> ▪ Teachers ▪ Assistant principals ▪ Principal ▪ Site Attendance Review Board ▪ Teacher committee ▪ Counseling 	<ul style="list-style-type: none"> ▪ Meeting time and training time with counseling, administration, and attendance support staff. ▪ Aeries (student information database) ▪ Meeting times for framework development. 	<ul style="list-style-type: none"> ▪ Articulated procedure for teachers, parents and counselors to refer at-risk students ▪ Aeries Reports (to gauge improvement of attendance issues) ▪ Site specific attendance reports (i.e., tardy report, truancy report) ▪ Development of instrument for teacher referral of at-risk students 	<ul style="list-style-type: none"> ▪ Process articulated and published by the first quarter progress report period during 2008-2009 school year. ▪ At end of each grading period 	<ul style="list-style-type: none"> ▪ Quarterly report to administration on students identified and subsequent measures of intervention ▪ Web access point for parents to learn of referral process ▪ Development and publishing of standardized procedure.
2A. Identify all current and <u>incoming</u> students scoring at Far Below Basic and Below Basic on CST mathematics and Algebra exams	<ul style="list-style-type: none"> ▪ Math teachers ▪ Administration ▪ Principal ▪ Department Chair ▪ Counseling 	<ul style="list-style-type: none"> ▪ Late-start days for collaboration with course-level teachers ▪ District departmental staff-development workshops ▪ Department and staff meetings ▪ Site Council funds ▪ CCA Foundation funds ▪ District budget 	<ul style="list-style-type: none"> ▪ Student performance on departmental benchmark exams ▪ CST Scores ▪ CAHSEE Scores ▪ Consistent departmental assessment practices, such as benchmark exams. ▪ Enrollment data in Algebra I classes ▪ Development of objective placement measures (proficiency tests) to be used for student placement. ▪ Development of articulated method for assessing prior student achievement (grades, teacher comments) ▪ Decrease in D/F grades 	<ul style="list-style-type: none"> ▪ Beginning in the 2008-2009 school year ▪ CST Data will be revisited yearly with appropriate interventions deigned accordingly. ▪ Benchmark exams given quarterly to assess student achievement of standards and instructional practices 	<ul style="list-style-type: none"> ▪ Department meeting minutes ▪ Minutes of team-level meetings ▪ Regularly scheduled generation of appropriate lists ▪ Articulated and published criteria for determining appropriate placement on school website, in published registration materials and at school information nights.

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
<p>2B. Analyze and determine current support status for students scoring “Below Basic” and “Far Below Basic” on CST exams and enroll appropriate students in Algebra I and/or CAHSEE support class for second term.</p>	<ul style="list-style-type: none"> ▪ Counseling ▪ Math Teachers ▪ Administration 	<ul style="list-style-type: none"> ▪ Time necessary for data analysis ▪ Counseling 	<ul style="list-style-type: none"> ▪ Enrollment statistics for Algebra I or CAHSEE support classes. ▪ CST and CAHSEE score reports. ▪ Student performance on departmental benchmark exams ▪ D/F lists; the percentage of students failing (or in danger of failing) in Algebra I or Pre-Algebra at both mid-term and semester-end grading periods. 	<ul style="list-style-type: none"> ▪ Implement at the beginning of 2008-2009 ▪ Annual review of impacted students upon release of CST data ▪ Ongoing review of impacted students upon release of CAHSEE scores 	<ul style="list-style-type: none"> ▪ Classes on master schedule ▪ Teacher rosters ▪ Student Statistic Monitoring List (to be developed) to record identified students and to monitor performance and placement.
<p>2C. Identify all current and incoming students scoring at Far Below Basic and Below Basic on English/Language Arts CST exams</p>	<ul style="list-style-type: none"> ▪ Counseling ▪ English Teachers ▪ Administration ▪ Principal ▪ Department Chair 	<ul style="list-style-type: none"> ▪ Late-start days for collaboration with course-level teachers ▪ District departmental staff-development workshops ▪ Department and staff meetings ▪ Site Council funds ▪ CCA Foundation funds for time carding ▪ District budget 	<ul style="list-style-type: none"> ▪ Student performance on departmental benchmark exams ▪ CST Scores ▪ CAHSEE Scores ▪ Consistent departmental assessment practices, such as benchmark exams. ▪ Development of objective placement measures (proficiency tests) to be used for student placement. ▪ Development of articulated method for assessing prior student achievement (grades, teacher comments) ▪ D/F lists 	<ul style="list-style-type: none"> ▪ Beginning in the 2008-2009 school year ▪ CST Data will be revisited yearly with appropriate interventions deigned accordingly. ▪ Benchmark exams given quarterly to assess student achievement of standards and instructional practices 	<ul style="list-style-type: none"> ▪ Department meeting minutes ▪ Minutes of team-level meetings ▪ Student Statistic Monitoring List (to be developed) to record identified students and to monitor performance and placement. ▪ Articulated and published criteria for determining appropriate placement on school website, in published registration materials and at school information nights.

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
2D. Determine current support status for students scoring “Below Basic” and “Far Below Basic” on English/Language Arts CST exams and enroll appropriate students in the Academic Literacy support class in second term.	<ul style="list-style-type: none"> ▪ Counseling ▪ English Teachers ▪ Administration 	<ul style="list-style-type: none"> ▪ Time necessary for data analysis ▪ Counseling 	<ul style="list-style-type: none"> ▪ Enrollment statistics for Academic Literacy classes ▪ CST score reports with 5% to 10% decrease of students scoring “Below Basic” or “Far Below Basic” on these exams. ▪ An increase of 3% to 5% on CAHSEE passes rates. ▪ Student performance on departmental benchmark exams ▪ D/F lists; Decrease the percentage of students failing (or in danger of failing) in English 9 at both mid-term and semester-end grading periods. 	<ul style="list-style-type: none"> ▪ Implement at the beginning of 2008-2009 ▪ Annual review of impacted students upon release of CST data ▪ Ongoing review of impacted students upon release of CAHSEE scores 	<ul style="list-style-type: none"> ▪ Classes on master schedule ▪ Teacher rosters ▪ Student Statistic Monitoring List (to be developed) to record identified students and to monitor performance

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
3. Institutionalize a culture of high expectations and achievement on student assessments.	<ul style="list-style-type: none"> ▪ Administration ▪ Steering committee ▪ Teachers ▪ Counseling ▪ Department Chairs ▪ ASB 	<ul style="list-style-type: none"> ▪ CCA Foundation funds ▪ SIP funds ▪ Late-start meeting time ▪ Inservice time 	<ul style="list-style-type: none"> ▪ An increase or maintenance of CST or CAHSEE results. ▪ The development of “achievement campaigns” to enhance the climate of high expectations and achievement ▪ Scheduled annual inservice meeting (or late-start meeting) articulating goals for that academic year. ▪ “Smart Food” distributed during periods of standardized testing. ▪ Student, parent, and staff survey results ▪ Decrease in the D/F list ▪ Decrease in course drops ▪ Increase in students enrolled in grade level courses 	<ul style="list-style-type: none"> ▪ Beginning with the 2008-2009 school year ▪ Fall 2008: steering committee formed to determine theme for 08-09 school year. ▪ By September 30: announce themes to student body; begin monthly theme campaigns. ▪ Beginning February 2009: implement CAHSEE success campaign; repeat annually during CAHSEE period ▪ Beginning Spring 2009: implement CST campaign; repeat annually during CST testing windows ▪ Beginning May 2009: implement AP campaign; repeat annually during AP testing season. ▪ May 2009: develop theme framework for following school year; repeat annually. 	<ul style="list-style-type: none"> ▪ School Website to reflect theme ▪ School-to-Home newsletter ▪ Records of staff meetings ▪ Department chair minutes to reflect department efforts to support theme.
4. Develop a system that accumulates post-graduation information that can be used to assess effectiveness of CCA academic programs and to modify as needed.	<ul style="list-style-type: none"> ▪ Administration ▪ Teacher committee ▪ Counseling 	<ul style="list-style-type: none"> ▪ CCA Foundation funds for paid time for survey development ▪ Funds for data disaggregating ▪ Possible use of parent volunteers to conduct disaggregating 	<ul style="list-style-type: none"> ▪ Survey results to questions specific to graduates’ perceptions of CCA experience and post-secondary success. 	<ul style="list-style-type: none"> ▪ Beginning in the 2008-2009 school year ▪ Repeat annually in early June (the average completion time of colleges and universities) to collect longitudinal data 	<ul style="list-style-type: none"> ▪ Annual report to teaching staff and district officials at the start of each school year. ▪ Department meeting minutes tracking discussion of survey results ▪ Annual departmental goals that address concerns generated from valid graduate perception data.

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
5. Develop “support mechanisms” for all students to enhance a range of academic skills. (i.e., Saturday Academic School, Summer Enhancement Programs, formal tutoring process.)	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Steering committee ▪ Counseling ▪ Teachers 	<ul style="list-style-type: none"> ▪ Funds needed to pay for additional time: ▪ SIP funds ▪ Site Council funds ▪ CCA Foundation funds. 	<ul style="list-style-type: none"> ▪ An articulated “curriculum” for support programs for the development of student study skills, supporting at-risk populations in math and English/Language Arts, and advanced students. ▪ A successful awareness and publicity campaign. ▪ Consistent student involvement in programs that are developed. ▪ An articulated referral process for teachers and parents to identify candidates for participation. ▪ Student participation rates as indicated on sign-in logs. 	<ul style="list-style-type: none"> ▪ Full implementation by the start of the 2009-2010 school year. ▪ Fall 2008: form a steering committee of principal members. ▪ Spring 2009: selection of identified programs of need. ▪ June 2009: schedule summer offerings and Saturday offerings for 2009-2010 academic year. 	<ul style="list-style-type: none"> ▪ Curricular standards for developed programs. ▪ Schedule and calendar of seminar offerings. ▪ Publication of seminars on school website and parent newsletters.
6. Develop a clear process to provide a variety of enhancement and recognition and award opportunities for both “under served” students and for those students classified as “at risk.”	<ul style="list-style-type: none"> ▪ Assistant principals ▪ Teachers ▪ Counseling ▪ Dept. Chairs 	<ul style="list-style-type: none"> ▪ Funds for paid time—both for development and for extracurricular activities ▪ CCA Foundation ▪ Site Council funds 	<ul style="list-style-type: none"> ▪ Development of a curriculum and program ▪ Articulated referral process for teachers and parents 	<ul style="list-style-type: none"> ▪ September 2008: form steering committee ▪ By November 2008: develop framework for implementation ▪ Spring 2009: pilot program; determine strengths and weaknesses ▪ Fall 2009: full implementation 	<ul style="list-style-type: none"> ▪ Program framework and curriculum guide ▪ Committee proceedings and minutes

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
7. Implement a process for developing and documenting individual four-year academic plans for all students which include opportunities for yearly review.	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principal ▪ Counseling 	<ul style="list-style-type: none"> ▪ Allotted time to meet with students to discuss four-year plans. ▪ California Counseling Standards ▪ AB 1802 forms 	<ul style="list-style-type: none"> ▪ Implementation of AB 1802 ▪ Scheduled one-on-one course selection meetings 	<ul style="list-style-type: none"> ▪ Begin development in Fall 2008 with the class of 2012. ▪ Implement with each incoming class (or new students), with full implementation achieved with the class of 2015 ▪ Yearly review to take place each year during the registration/course selection period. 	<ul style="list-style-type: none"> ▪ Student login records for Choices online program. ▪ Counseling logs ▪ AB 1802/registration forms

Goal Two:

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

Rationale and Critical Need:

Focus Group and Home Group reports indicated a strong desire to ensure that collaboration efforts can be implemented to standardize assessment and grading policies within department and to improve the vertical alignment within subject areas. In addition to being a wise practice in the implementation of any academic program, the relatively short history of CCA's programs necessitates ongoing alignment. Grading practices need to be based upon common assessments within departments to ensure consistency in evaluation of student achievement. CCA needs to implement a deliberate, clear, and timely process of data-based analysis to improve instructional practices and curricular emphasis.

Supporting Data:

- Departmental review of grading policies
- Lack of benchmark exams in core academic areas
- Students report an inconsistency in vertical alignment within academic levels.
- 4x4 master scheduling results in extended time between courses within curricular sequences (Math, World Languages)
- Consistent student drops, along with "teacher shopping," indicates student awareness of inconsistencies between courses.
- Cross-curricular focus is a founding principal of CCA, but implementation has been inconsistent.
- Teachers report inconsistency in vertical course alignment and rigor

Growth Targets:

- Articulation of course expectations, standards, and ESLRs.
- Reduction of the number of course drops, course changes, and level changes
- Consistent grading practices within departments and among course levels
- Development and analysis of benchmark exams in all core academic areas
- Development of benchmark exam result reporting process
- Consistency of standardized test achievement data independent of teacher assignment
- Increased offering of professional development time addressing student academic needs
- Increased offerings of cross-curricular opportunities for the at-large student population.

ESLRs Addressed:

- Self-directed learners
- Creative and critical thinkers
- Effective Communicators
- Collaborative Workers

Impact on Student Learning of Academic Standards and ESLRs:

A major emphasis of this goal is to make our staff-development process—and the time allotted to this process—more efficient. Our efforts for our first four years have focused on meeting the demands of establishing a new school. This goal now allows for the CCA community to refocus its efforts on perfecting our initial tasks. In addition, this goal provides a reinforcement of Goal #1. The compilation and disaggregation of test data that is central to the first goal will be used here to drive, in part, the staff-development focus for our school. The emphasis on using student achievement data will require a strict emphasis on the integration of academic standards in all curricular areas. Similarly, the efforts of each academic department to ensure a consistency of their courses and of their programs of study will, again, require that the academic standards play a key role in this development. Perhaps more than any other goal, the obvious impact of this goal is how it places great emphasis on ESLRs as a complement to state academic standards. Refocusing our efforts on cross-curricular collaboration in a systematized fashion will ensure that the ESLRs are met in an efficient and "real-world" manner.

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
1. Set goals and procedures for collaboration time that are based on identified staff and student need, and develop a yearlong staff development calendar based on a written professional development plan. Targeted areas of growth would be indicated by data that includes CST, AP, CAHSEE, DWA, Healthy Kids Survey and local surveys.	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant principals ▪ Department chairs 	<ul style="list-style-type: none"> ▪ Meeting time to determine calendar ▪ Late-start collaboration time ▪ Department meeting time. 	<ul style="list-style-type: none"> ▪ Development of a staff development calendar prior to a given academic year. ▪ Staff Development website online ▪ Professional development request forms ▪ Professional Development attendance and reports ▪ Mentor referrals ▪ Committee minutes ▪ Master Schedule ▪ Training Agendas 	<ul style="list-style-type: none"> ▪ Beginning May 2008; full implementation 2008-2009 academic year ▪ Spring 2008: form steering committee to review the intent of the School Improvement Goals, to brainstorm need, and to set agenda for the 2008-2009 year; process is revisited annually each May. ▪ Review schedule quarterly to assess progress and needs. 	<ul style="list-style-type: none"> ▪ Staff development calendar ▪ Main school calendar ▪ E-mail communication to staff ▪ Steering committee meeting minutes.
2. Departments will meet to review and develop consistent courses of study to ensure explicit alignment to ESLRs a standards-based curriculum, and pacing appropriate to a 4x4 schedule. Additionally, departments will determine what each student will know and be able to do at the end of the course.	<ul style="list-style-type: none"> ▪ Principal ▪ Department Chairs ▪ District Curriculum Coordinator ▪ Teachers 	<ul style="list-style-type: none"> ▪ Collaboration time ▪ Current courses of study ▪ Funds for copies ▪ STAR scores 	<ul style="list-style-type: none"> ▪ Publication of articulated courses of study for each particular department, including statements of anticipated student outcomes and ESLRs addressed within each department's curriculum. 	<ul style="list-style-type: none"> ▪ Begin departmental collaboration time in 2008-2009 school year. ▪ Core academic classes will have articulated courses of study in place by the start of the 2009-2010 school year. ▪ Ongoing: follow up meetings to share student work and ensure that standards and ESLRs are being uniformly interpreted and applied. 	<ul style="list-style-type: none"> ▪ Department meeting agendas and minutes ▪ Published courses of studies and expectations on school, teacher, and/or department websites.

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
3. Departments meet to develop consistent expectations and practices such as rubrics for assignments that are regularly assigned within a course levels, grading practices and grading policies.	<ul style="list-style-type: none"> ▪ Principal (as curriculum leader) ▪ Department chairs ▪ Teachers 	<ul style="list-style-type: none"> ▪ Time for collaboration ▪ Funds for possible summer collaboration time (CCA Foundation, Site Council Funds, District Funds) ▪ Funds for copies and publication of rubrics. 	<ul style="list-style-type: none"> ▪ Rubrics for common assignments or assignment types published via school, teacher, or department websites. ▪ Development of clearly defined expectations for rubrics or for other means of rigor. ▪ “Check-in” meetings conducted quarterly to share student work and to ensure that rubrics are being uniformly interpreted and applied. 	<ul style="list-style-type: none"> ▪ Begin collaboration time in 2008-2009 school year. ▪ Pilot rubrics and standards in 2009-2010 school year. ▪ Full implementation by 2010-2011. 	<ul style="list-style-type: none"> ▪ Department meeting agendas and minutes. ▪ School, teacher, and/or department websites. ▪ Publishing of departmental rubrics on school website.
4. Core academic departments that share similar skills and themes (i.e., English and Social Sciences; Mathematics and Science) will articulate points of cross-curricular reinforcement.	<ul style="list-style-type: none"> ▪ Principal ▪ Department chairs ▪ Teachers 	<ul style="list-style-type: none"> ▪ Collaboration Time ▪ Funds for possible paid meeting time (SIP Funds, Site Council funds, CCA Foundation funds) 	<ul style="list-style-type: none"> ▪ Departments will develop an articulated plan for cross-curricular integration and reinforcement that is specific, systemic, and part of a consistent curricular/programmatic offering across course and teacher levels. The plan will also propose ways to address the unique challenges that the 4x4 schedule places on cross-curricular opportunities. 	<ul style="list-style-type: none"> ▪ Dedicated collaboration meetings begin in the 2008-2009 school year. ▪ Before registration for 2009-2010 school year, departments will propose points of integration. ▪ Full implementation: 2010-2011 school year ▪ Ongoing: biannual meetings to determine progress, points of refinement 	<ul style="list-style-type: none"> ▪ Articulated plan that is part of the department course of study. ▪ Department meeting agendas and minutes ▪ Annual report for Site Council, CCA Foundation, and/or Leadership Team

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
5. Develop and articulate staff development plan that sets up an annual theme based on targeted areas of growth as indicated by data that includes CST, AP, CAHSEE, DWA, Healthy Kids Survey and local surveys	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principals ▪ Staff development committee 	<ul style="list-style-type: none"> ▪ Collaboration Time 	<ul style="list-style-type: none"> ▪ Staff Development website online ▪ Professional development request forms ▪ Professional Development attendance and reports ▪ Mentor referrals ▪ Committee minutes ▪ Master Schedule ▪ Training Agendas 	<ul style="list-style-type: none"> ▪ Form staff development committee in 2008-2009 ▪ Committee continues to meet on an ongoing basis. 	<ul style="list-style-type: none"> ▪ Staff meetings ▪ Department minutes ▪ Website ▪ Site Council reports

Goal Three:

Develop and implement a comprehensive plan to ensure a safe and secure learning environment for all students and staff.

Rationale and Critical Need:

CCA's physical plant poses challenges to ensuring the safety and security of students, staff, and school facilities. The campus' multiple entry and exit points and the number of students out of class during regular school hours are of notable concern. Concerns regarding student behavior arise with the areas that can remain unmonitored due to the sheer size of the campus. Focus Group and Home Group reports indicated a strong concern by the CCA community regarding safety. It is believed that the currently infrequent incidents of violence and other illegal activity at CCA can be sustained if a proactive approach to the matter is established.

Supporting Data:

- Number of students wandering campus
- Suspension rates
- Administrative referrals
- Accident reports
- School discipline records.
- Anecdotal student, parent, and staff reports
- Number of truancies
- Number of tardies
- Average attendance rates—specifically, the number of single-period absences

Growth Targets:

- Increased “student connectedness” to the CCA community, measured via student surveys, Healthy Kids survey, etc.
- Reduced rates of tardies, truancies, and single-period absences
- Reduced number of students wandering campus
- Reduced administration referral rate
- Reduced incidence of vandalism
- Reduction in the number of Saturday school assignments
- Increase the monitoring of points of entry
- Increased use of visitor check-in and check-in logs
- Implementation of identification procedures for campus visitors (substitutes, teaching artists, parents, etc)

ESLRs Addressed:

- Capable and responsible citizens

Impact on Student Learning of Academic Standards and ESLRs:

Providing a safe and secure learning environment is the most basic of needs in ensuring student success. Aside from the generalized nature of this goal, there are specific benefits to student learning. Our district's tardy policy is vague, and requires that CCA ensures that specific enforcement mechanisms are in place to ensure that students are discouraged from being late to class. It is a long-held and seldom questioned maxim that students need to be present and on-time in order for effective learning to take place—both for the student and for the rest of the class. However, the continual revisiting and revision of the school's tardy policy will help to ensure that students are not “wandering” the campus—and are thus not in situations in which trouble may occur. Similarly, by finding ways to address the needs generated by the physical layout of the campus, and to address the challenges posed by having several points of ingress and egress, students will be less likely to leave campus when they are not authorized to do so. By addressing the ways in which campus visitors are monitored, the likeliness of having unauthorized or potentially dangerous visitors on campus is lessened. A safe learning environment that is monitored to the greatest extent possible is essential to providing a sound education and to ensuring that our students become capable and responsible citizens.

Tasks	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline	Reporting
1. Continued assessment and development of new school Tardy policy	<ul style="list-style-type: none"> ▪ Assistant Principals ▪ CCA Staff 	<ul style="list-style-type: none"> ▪ Late start staff development time 	<ul style="list-style-type: none"> ▪ A decrease in student tardy rates, particularly in first and third periods. ▪ A decrease in reported vandalism rates 	<ul style="list-style-type: none"> ▪ 2008 – ongoing 	<ul style="list-style-type: none"> ▪ Tardy records ▪ Saturday school assignment rate ▪ Police reports ▪ Attendance reports
2. Develop a school plan that limits points of entry and tightens school visitation procedures.	<ul style="list-style-type: none"> ▪ Assistant principals ▪ Campus Supervisors ▪ CCA Staff 	<ul style="list-style-type: none"> ▪ Assistant Principal and Campus supervisor ▪ Meeting time with local Police and Fire departments 	<ul style="list-style-type: none"> ▪ Improved coordination of student and visitor traffic ▪ Perception data from teacher/parent surveys ▪ Decreased number of non-badged visitors ▪ Decrease in the number of unauthorized off-campus students. 	<ul style="list-style-type: none"> ▪ 2008 - 2009 	<ul style="list-style-type: none"> ▪ Survey results ▪ Visitor logs ▪ Police reports
3. Improve staff training for disaster and incident preparedness and procedures	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant principal ▪ Classroom teachers ▪ Safety committee 	<ul style="list-style-type: none"> ▪ Time allocation for schoolwide drills and training. ▪ Outside professionals to train staff (i.e., district personnel, police community liaisons, fire department) 	<ul style="list-style-type: none"> ▪ Staff survey: include questions soliciting level of preparedness ▪ Efficient execution during drills, along with feedback given to faculty and staff. 	<ul style="list-style-type: none"> ▪ Begin at start of 2008-2009 school year ▪ Safety committee revisits upcoming needs in the spring of each year; sets schedule of trainings for upcoming school year. 	<ul style="list-style-type: none"> ▪ Site council reports and minutes ▪ Staff meeting agendas ▪ Annual report to Leadership Team.

Goal Four:

CCA will develop a more effective communication system among various stakeholder groups.

Rationale and Critical Need:

While parents report a high satisfaction of personal communication with their students' teachers, effective schoolwide communication is consistently reported as a problem. Poor attendance rates at some extracurricular activities and informational presentations, last-minute e-mail additions to daily bulletins, and timeliness of information reporting are frequently cited as problematic. The main CCA website is challenging to navigate for outsiders; information is difficult to locate. Teachers have been encouraged to develop websites for communicative purposes, but maintenance of these sites is unsupported.

Supporting Data:

- Low attendance rates at some extracurricular events
- Comments from the parent survey
- Student anecdotal reports that there is a limited awareness of campus activities, programs, and organizations
- E-mail additions to the student bulletin
- Low number of parent responses to annual survey
- Low Tutoring Center usage
- CCA Website
- Discrepancy in Aeries access registrations
- Discrepancy in student-only access to Aeries (instead of just parent accounts)
- Approximately 30% of school-wide "blast" e-mails are blocked by "spam" filters.

Growth Targets:

- Increase in use of Tutoring Center usage.
- Increase in club and organization participation
- Increase in parent survey rating
- Increase in Aeries access
- Improved perception of school-to-home communication
- Increase in number of "blast" e-mail recipients
- Increased attendance at extracurricular events and presentations (i.e., registration nights, etc.)
- Increase in the number of teachers participating in ongoing website training.

ESLRs Addressed:

- Self-directed learners
- Effective communicators

Impact on Student Learning of Academic Standards and ESLRs:

In the twenty-first century, efficient communication between all stakeholder groups is as basic a concept as is having a teacher in the classroom. In order to complement the important classroom instruction for students, communicating the various activities—and, perhaps more importantly, the support systems in place for students across the educational continuum—is almost as important as ensuring that lessons are aligned to ESLRs and to academic standards. Families must know what is happening at school in order to ensure that their student is maximizing their opportunities for academic success and participating in the full high school experience. This goal allows for the administrative team, as well as for the faculty at-large, to ensure that standards and ESLRs are reinforced outside of the school and that participation in social growth opportunities is effectively encouraged.

Tasks	Responsible Person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
1. Rebuild CCA website and reorganize information in a more user friendly manner	<ul style="list-style-type: none"> ▪ Department Heads ▪ Counseling ▪ Administration ▪ Athletics ▪ Envision 	<ul style="list-style-type: none"> ▪ Training time for all who need to do update procedures. ▪ Website Development ▪ Company staff trainings ▪ CCA Foundation financial support ▪ Web development company 	<ul style="list-style-type: none"> ▪ Parent survey ▪ Staff survey ▪ Student survey ▪ Increased attendance at school functions and at extracurricular activities. 	<ul style="list-style-type: none"> ▪ 2008 - 2009 	<ul style="list-style-type: none"> ▪ Survey Results
2. Develop a more consistent, relevant and timely school newsletter	<ul style="list-style-type: none"> ▪ Administration ▪ Department Heads 	<ul style="list-style-type: none"> ▪ CCAF/Site Council financial support 	<ul style="list-style-type: none"> ▪ Timely delivery ▪ Parent survey ▪ Student survey ▪ 	<ul style="list-style-type: none"> ▪ 2008 - ongoing 	<ul style="list-style-type: none"> ▪ Established Newsletter Calendar ▪ Survey results
3. Identify families who are not accessing student data through Aeries and provide them the necessary supports to enable them to do so.	<ul style="list-style-type: none"> ▪ Counseling ▪ Counseling Support Staff ▪ Registrar ▪ Receptionist 	<ul style="list-style-type: none"> ▪ District Aries Training ▪ Aeries Professional Training 	<ul style="list-style-type: none"> ▪ Aeries query 	<ul style="list-style-type: none"> ▪ 2008 - ongoing 	<ul style="list-style-type: none"> ▪ Decrease in number of parents not accessing data via Aeries as reported by Aeries ▪ Decrease in the number of students who do not have student access to their Aeries data.
4. Develop a system to distribute the bulletin in a more comprehensive and effective manner	<ul style="list-style-type: none"> ▪ Lead Library Tech ▪ Administration 	<ul style="list-style-type: none"> ▪ District Safari Training ▪ District Website Training ▪ Staff development time 	<ul style="list-style-type: none"> ▪ Student survey ▪ Parent survey ▪ Attendance at school functions and at extracurricular activities and tutoring sessions ▪ Club participation 	<ul style="list-style-type: none"> ▪ 2009 - ongoing 	<ul style="list-style-type: none"> ▪ Survey Results ▪ Increased attendance at extracurricular activities ▪ Increased attendance to all tutoring sessions ▪ Increased club participation
5. Train teachers in development and maintenance of individual website.	<ul style="list-style-type: none"> ▪ District Tech Support Staff ▪ Site Tech Support Volunteers 	<ul style="list-style-type: none"> ▪ Late Start, after school, and prep period training 	<ul style="list-style-type: none"> ▪ Student Survey ▪ Parent Survey ▪ Website to teacher ratio ▪ Technical functionality of websites 	<ul style="list-style-type: none"> ▪ 2008 - ongoing 	<ul style="list-style-type: none"> ▪ Survey results ▪ Number of Active, up to date and technologically sound websites

Follow-Up Process Implementing and Monitoring the School-Wide Action Plan

The School Improvement Leadership Team will coordinate the initial implementation of the School-Wide Action Plan. Because Canyon Crest Academy is still a relatively new school, and because the short history of the school's establishment necessitates an extensive, multi-step Action Plan, ongoing monitoring and oversight will require the formation of several committees to ensure that detailed analysis and follow through of the Action Plan occurs. Initially the Leadership Team will coordinate the implementation of the Action Plan.

The Principal and the Self-Study coordinator will oversee the development of four subcommittees, each aligning to a specific Action Plan Goal.

Committee #1: At-Risk Students and Achievement Gap

Much of the initial responsibility of this committee will rest with the Administrative Team, as these individuals have the most access to the resources needed to locate standardized test data needed to aid in the implementation of the Action Items, especially when considering the focus on CST/STAR and CAHSEE data relating to Mathematics and to English/Language Arts targets.

The Action Items for the first goal imply that the following committees may need to be formed:

1. A "Statistics Committee," charged with the compilation of student test data and with training staff on methods of meaningful interpretation of the information.
2. An "At-Risk" committee, charged with the task of identifying at-risk students and with the design and coordination of student support and intervention mechanisms. Counseling will necessarily have a large role in this committee. Department chairs of the core academic areas (those assessed by state administered tests) will also play a key role in this committee.
3. A "Success Culture" committee, charged with developing ways in which to infuse a "culture of high performers" at Canyon Crest.
4. A committee to form an "AVID-like" program is also necessary.

Committee #2: Staff Development and Course Consistency

The implementation of Goal #2 is best achieved through a steering group. The primary responsibility of this group will be to form a committee whose responsibility is to set staff development goals for each school year based on such factors as student achievement data and on staff, student, and parent perception surveys. The second major component of this goal, course consistency and cross-curricular integration, will be overseen either by the steering committee or by the Administrative Team working with department chairs.

Committee #3: School Safety and Connectedness

The tasks required by this Action Goal will be administered through the school's Safety Committee, which will continue to meet monthly. This committee is currently headed by a member of the Administrative Team.

Committee #4: Community Relations and Communication

The action items for this committee will be coordinated by the Principal, along with the Administrative Team. The forming of a steering committee may be necessary, particularly in terms of supporting the development and continued maintenance of teacher websites.

Departmental Role:

Each of the academic departments will meet yearly to develop its own “action plan,” aligned to the schoolwide Action Plan and in keeping with the appropriate committees listed above.

Following the WASC Visitation

After the Visiting Committee’s report, the Leadership Team will begin implementation of the four goal committees. Initially, each committee will refine the action steps, timelines, and monitoring methods in accordance with the Visiting Team’s findings.

Ongoing Follow-Through and Monitoring

The Leadership Team will convene twice annually for a review of the Action Plan. In May of each year, after the conclusion of annual standardized testing, the four subcommittees will meet to accomplish three tasks: to review the progress towards Action Plan Goals; to create recommended revisions for their portion of the Action Plan; and to state their goals and objectives for the upcoming academic year. The four goal sub-committees will assess their progress and make necessary revisions with the following criteria as their guide:

1. Rationale guiding the assessment of progress and reasons for possible revisions of the Action Plan.
2. Steps taken to accomplish goals and need for improvement.
3. Follow-up steps and their timelines.
4. Celebration of progress.

Following the meeting of the subcommittees, the Leadership Team will meet and review reports. They will then create the school wide Action Plan Status Report. This report will include progress made toward goals, plan revisions, steps for redirection, and statements of further action to be taken. This report will be submitted to site and district-level administration, the Board of Trustees, and all stakeholder groups. It will become, in essence, the “state of the school” report.

At the conclusion of the spring annual meeting, an annual report to the Parent Foundation and to the Site council will follow.

The second annual meeting will take place the beginning of each academic year, during the “opening week” meetings (the week before classes resume). This meeting will revisit the findings of the end-of-year “state of the school” Status Report and will articulate the necessary goals for the new academic year. Additionally, this is generally the time when the CDE releases CST/STAR test results, along with the announcement of the previous year’s API score. The timing of this provides the best opportunity for a second visitation of the Action Plan, especially in regard to Action Steps calling for improvement in Mathematics and English/Language Arts scores.